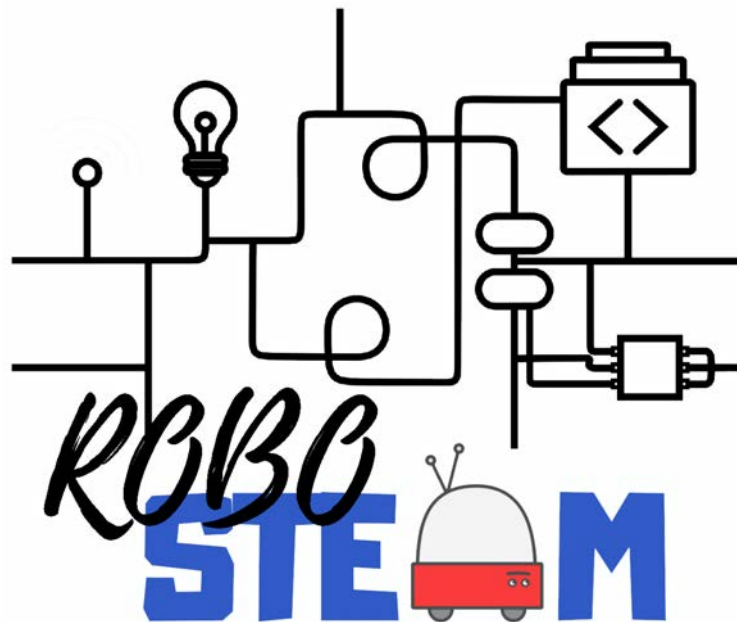

RoboSTEAM Quality Final Report (M25-30)



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1 INTRODUCTION

The purpose of this report is to document the processes and results of the application of the RoboSTEAM project [1-8] quality assurance plan at month 30 of the project.

During the second year of the project, more specifically during month 18, COVID-19 crisis [9-21] arises, this means that this year several tasks were interrupted, delayed and/or changed.

In order to do so the project was extended to times first until the end of 2021 (M27) and a second time up to the 31st of March (M30).

So, this final report takes in account the changes agreed by the partnership and the National Agency both in terms of extension of the project and in terms of replan of tasks and activities, in particular with regard to the face-to-face activities (transnational meetings, piloting, training actions and multiplier events).

1.1. Project Overview

The project aims to experiment with STEAM integration projects that help learners to develop computational thinking by using/programming PD&R in pre-university education environments. To this end, the project proposes the exchange in the European context of experiences related to this topic. This would allow training of in-service and future teachers in such a way that they can apply this knowledge in class. This project will define a set of challenges and tools to address them.

According to the proposal, two pilot cycles have been planned to exchange these challenges and tools between institutions, so to make possible the analysis of the impact of the context where they are used. From the results achieved and the instruments used, good-practice guides have been defined about the development of computational thinking from STEAM integration.

Given this context, the main objective of this project is the definition of a knowledge base to facilitate integrating STEAM and computational thinking by using robots. The plan was to develop and implement pilot programs, gathering good practices and tools, and defining learning actions and educational resources for teachers.

In order to achieve this objective some sub-objectives have been defined:

- Analyze the different existing activities that deal with STEAM integration

- Define some challenges and instruments to facilitate STEAM integration and computational thinking development
- Define metrics to evaluate both the integration and the competence development
- Establish guides for the definition of integration STEAM challenges by using PD&R
- Define educational resources for in-service teachers and future teachers
- Establish ways of collaboration between robotic companies and educational institutions
- Publish the obtained results in order to involve other educational institutions of the same and different contexts

Unfortunately, since March 2020, the work plan suffered a set of changes due to the COVID-19 emergency and the impossibility to implement the face-to-face activities originally defined.

The changes affected in particular the following tasks and events:

- A1-A2. Project Management and Quality Assurance. The expected reports during the second project year were produced, the monitorization of the project continued and some of the meetings were carried until M18 when the pandemic situation suppose that travelling was impossible. Until this month there were 4 videoconference meetings, and from then until month (M23) another 7. In addition, as it was not possible to travel, the two last transnational meetings were hold virtually. The M18 meeting was delayed to M24 and the final project meeting to M28. In any case monitorization has continued and specially the coordinator has increased their contact with the Spanish Agency.
- A3. Pilot Phase 1. This phase was completed up to M18 by most of the partners up to 60%. As classes were discontinued it should be finished during the first extension, that is up to the 31st of December. The social distance and the high online workload that the students had require an important effort from them and the teachers.
- A4. Pilot Phase 2. As for A3, by M18 around a 50% of this phase was completed. Also, this activity requires to be delayed in order to be completed and present

some problems such as that the students involved in the first pilot not always can participate in the second because they have finished their courses and were not in the institution in the next courses.

- A5. Dissemination and mainstreaming have continued both in academic contexts and in social and local media. Although virtual activities were more important in this new context.

Regarding the outcomes:

- O2.A5 – Application of the kits to STEAM challenges in the defined contexts. It was completed up to a 60% in M18 and was finished during the project extension as it requires to the pilots to be finished.
- O2.A6 – Evaluation of the experiences. Only the pilots in one of the partners institutions was finished before the health emergency, so the activity can be considered completed in a 20% up to this month, the next month extension allows the partners to complete this task.
- O3.A4 – Environment maintenance. Changes were made to correct errors and facilitate the connection between the different components, new collections were added (including one related to COVID-19 adapted tools) and updates in the software.

Regarding the multiplier events they have been carried out in the last months of the project, with serious restrictions regarding COVID-19 and social space, this means that to achieve the expected audience the events should be repeated several times in many cases. Regarding students exchanges all except C6 were completed as expected. Specifically, it was possible to complete C2 (during M13), C3 (during M14) and C4 and C5 that take place the same week of the M17. C6 was scheduled at the same time of the third transnational meeting, but it must be carried out virtually in M28. Also, C1, the training event, cannot be also carried out as expected and it was developed virtually in M28.

As many one exchange, the training week and the transnational meeting needs to be carried out virtually, the project coordinator ask for an amendment on the project proposal, so the grant devoted to such actions could be moved to the existing

intellectual outputs. The idea was to extend both outcomes with some tasks that were named as COVID activities. These are:

- O2.COVID19_1. Identification of online tools to continue with the project experiments. In this task the universities of the partnership have carried out a Systematic Mapping Review about the existing tools to be applied for simulate robotics virtually. The idea is to facilitate the school tools that make possible to address challenges such as the proposed by project even in COVID times, that is virtually or in blended contexts.
- O3.COVID19_1. After the identification of these tools the project universities propose two possible tools to be applied SUFFER and HIL prototype. Both of them were adapted to be applied virtually and later the idea is to test them with the schools during the Hackathon and C6.
- O2.COVID19_2. Test the tools during the Hackathon and C6. The schools of the partnership tested the tools during C6 and help to report problems that should be addressed and improve them to be applied in the specific pandemic context.

1.2. Project Team

The ROBOSTEAM project is led by the University of León (Spain) and implemented by 7 further partners:

- Agrupamento de Escolas Emídio Garcia (Portugal)
- CPPCMCM Colégio Internato dos Carvalhos (Portugal)
- IES Eras de Renueva (Spain)
- Instituto Politécnico de Bragança (Portugal)
- Karlsruher Institut Fuer Technolie (Germany)
- University of Eastern Finland (Finland)
- University of Salamanca (Spain)

Role of the partners:

Partner:	Role:
University of León	<ul style="list-style-type: none"> • Project coordinator (management and implementation_A1) • Leader of IO2 • Leader of E2
Agrupamento de Escolas Emídio Garcia (Portugal)	<ul style="list-style-type: none"> • Pilot school_A3 and A4 • Hosting Institution in C3 and C5
CPPCMCM Colégio Internato dos Carvalhos (Portugal)	<ul style="list-style-type: none"> • Pilot school_A3 and A4
IES Eras de Renueva (Spain)	<ul style="list-style-type: none"> • Pilot school_A3 and A4 • Hosting Institution in C2 and C4
Instituto Politécnico de Bragança (Portugal)	<ul style="list-style-type: none"> • Support Research • Leader of E1
Karlsruher Institut fuer Technolie (Germany)	<ul style="list-style-type: none"> • Support Research and Pilot in Carl Benz School • Leader of E5 • Hosting institution in C1
University of Eastern Finland (Finland)	<ul style="list-style-type: none"> • Leader of Dissemination_A5 • Leader of E5 • Hosting Institution in C6
University of Salamanca (Spain)	<ul style="list-style-type: none"> • Leader of Quality Assurance_A2 • Leader of IO3

1.3. Quality Assurance Methodology

According to the Quality Assurance plan, the purposes for managing quality in ROOSTEAM are:

- Monitor the project progress
- Ensure the quality completeness of each activity and output separately and of the whole project
- Ensure the quality of the key processes and the key results of the project
- Identify possible bottlenecks and enable corrective activity

Led by University of Salamanca (USAL), and with the support of all partners, the QA method is using the following tools:

- Evaluation questionnaires for transnational meetings
- Internal monitoring questionnaires

- Evaluation of the outputs and activities

These tools collect the relevant quantitative and qualitative data to measure if Erasmus+ ROBOSTEAM is meeting the partnership expectations.

1.4. Project evaluation

The Quality Final Report is divided into 3 aspects evaluated during the project period according to the key performance indicators defined in the Quality Assurance plan:

- Quality of the Project Management
- Quality of Consortium's engagement
- Quality of the Project implementation

2 PROJECT EVALUATION

2.1. Quality of the Project Management

Project management relates to the quality of project management arrangements, the management and leadership qualities demonstrated by project coordinator, the effectiveness of the process of monitoring and evaluation, the implementation of the work-plan and the integration of project activities into the department's/ institution's development plan.

Quality of the management was measured by the usage of the periodical monitoring questionnaire (M1-12, September 2019, M13-24, September 2020 and M25-29, February 2021) and the Transnational Project Meetings questionnaires. The figures below show the responses from the mentioned questionnaires.

Interim Monitoring surveys

Period October 2020 - February 2021 (Tot. 15 responses)

Quality of project management arrangements (Figure 1).

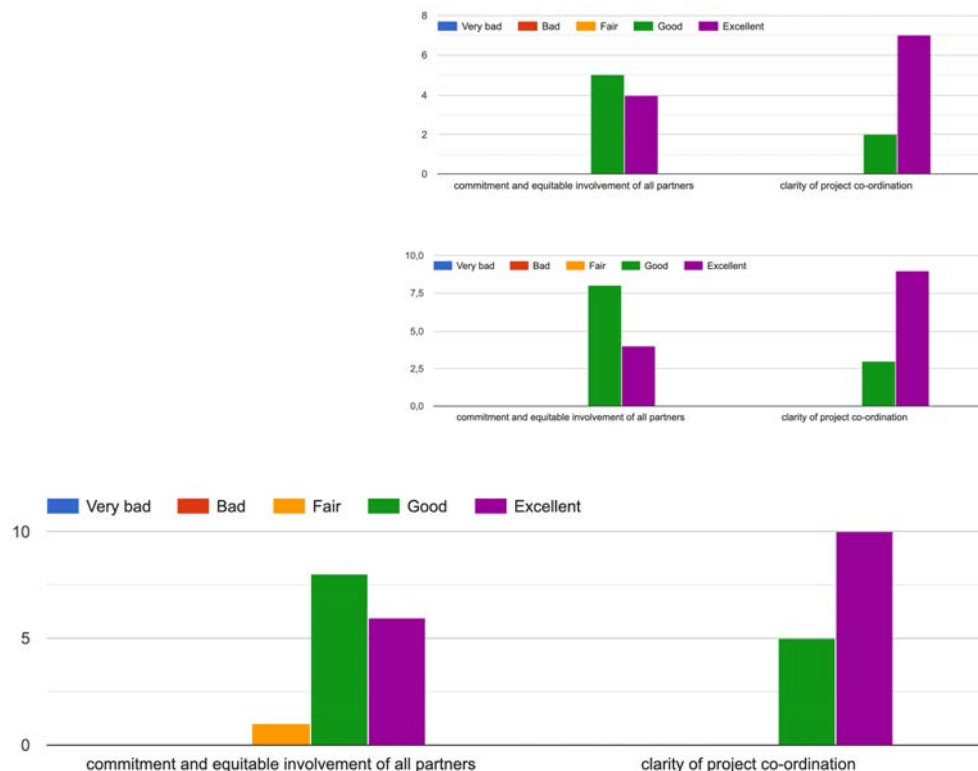


Figure 1. – Results for the quality Project management – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses)

Leadership qualities of the project coordinator (Figure 2 M1-M12 and M13-M24).

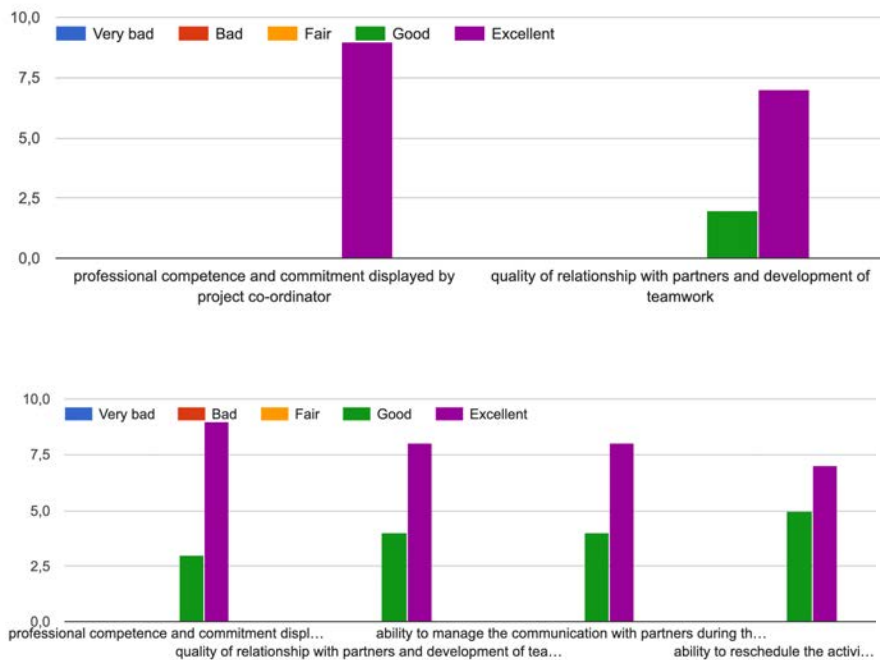


Figure 2. – Results for leadership qualities of the project coordinator during the previous years of the project – Top image shows the results for the 9 answers of M1-M12 and the image at the bottom the 12 answers of M13-M24.

Topics:

1. Professional competence and commitment displayed by project co-ordinator
2. Quality of relationship with partners and development of teamwork
3. Ability to manage the communication with partners during the COVID-19 emergency
4. Ability to reschedule the activities as consequence of the COVID-19 emergency

Topics are changed for the months M25 to M30 (Figure 3).



Figure 3. – Results for leadership qualities of the project coordinator during M25 to M30

Topics:

1. Professional competence and commitment displayed by project co-ordinator
2. Quality of relationship with partners and development of teamwork

The partnership recognizes and evaluates in a very positive way the capacity shown by the coordinator in the project management.

Effectiveness of the process of monitoring and evaluation (Figure 4).

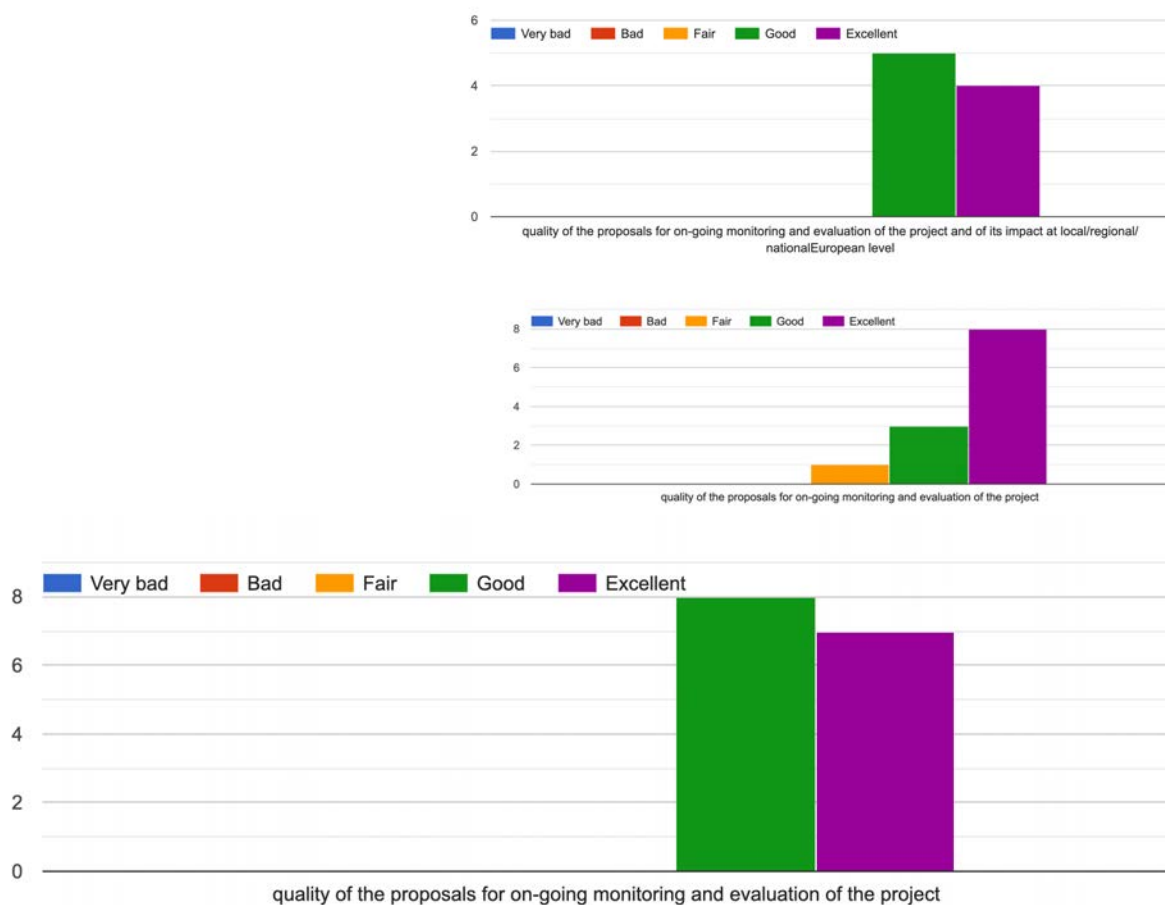


Figure 4.- Results about the effectiveness of process of monitoring and evaluation – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

The project monitoring system worked effectively even during the critical period of the lockdown.

Management, coordination & partnership (Figure 5, 6 and 7 shows results of the previous meetings and 8 of the final virtual transnational meeting).

Tool: Transnational project meetings' evaluation questionnaire.

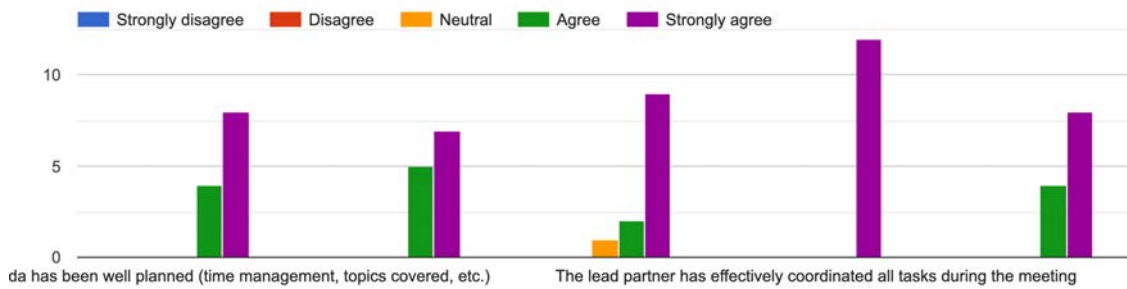


Figure 5 – Results for Bragança (Portugal), 15-16 February 2019 (12 responses)

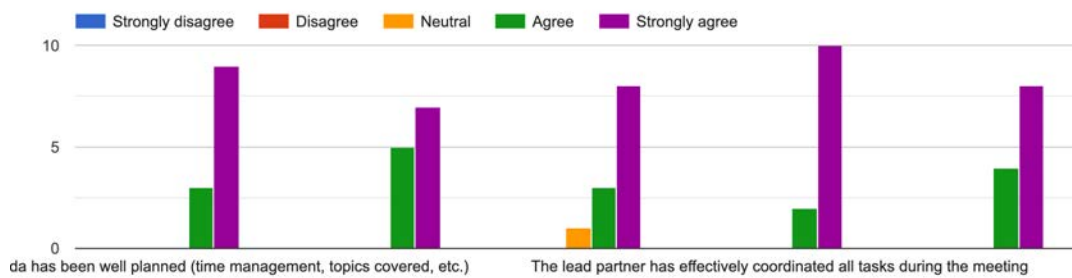


Figure 6. – Results for Karlsruhe (Germany), 30 September - 2 October 2019 (12 responses)

Topics:

1. The meeting agenda has been well planned (time management, topics covered, etc.)
2. The documentation and working materials have been useful and sufficient
3. I feel that all the relevant topics have been sufficiently discussed and cleared
4. The lead partner has effectively coordinated all tasks during the meeting
5. All partners have actively participated and became involved in the project

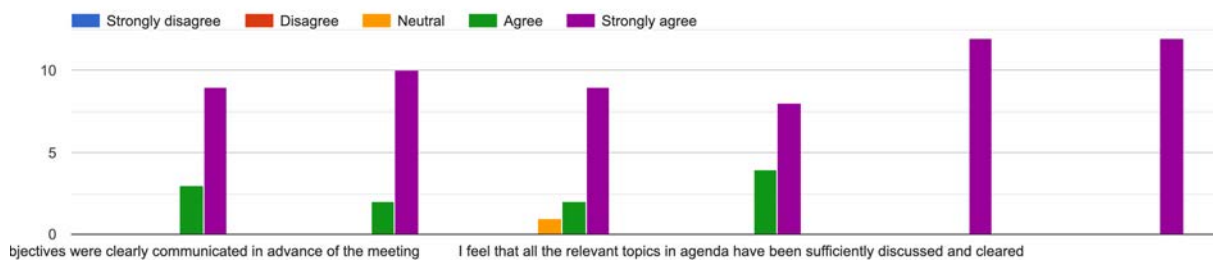


Figure 7. – Results for 28 September 2020 Virtual Transnational Meeting (12 responses)

Topics:

1. The meeting objectives were clearly communicated in advance of the meeting
2. The meeting agenda has been well planned (time management, topics covered, etc.)
3. The documentation and working materials have been useful and sufficient
4. I feel that all the relevant topics in agenda have been sufficiently discussed and cleared
5. The lead partner has effectively moderated all tasks during the meeting
6. Meeting attendees had an opportunity to participate

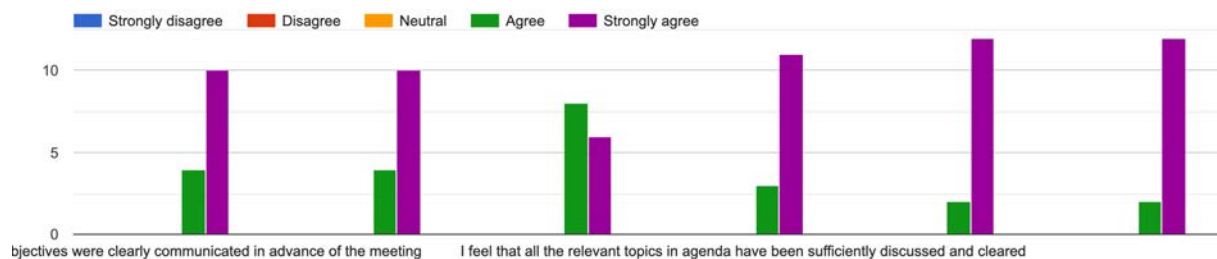


Figure 8. - Results for 24 March 2021 Final Virtual Transnational Meeting

Topics:

1. The meeting objectives were clearly communicated in advance of the meeting
2. The meeting agenda has been well planned (time management, topics covered, etc.)
3. The documentation and working materials have been useful and sufficient
4. I feel that all the relevant topics in agenda have been sufficiently discussed and cleared
5. The lead partner has effectively moderated all tasks during the meeting
6. Meeting attendees had an opportunity to participate

In spite of the need to adapt the organization of the transnational meetings to the virtual mode, the positive evaluation of the project management by the partnership is confirmed along the project implementation.

2.2. Quality of Consortium’s engagement

This section relates to the commitment to the project by each partner, the agreement among partnership, the communication among partners and other actors, the trust among partners, the development of positive attitudes and the atmosphere between partners. Here also we will focus on the quality of support in the partnership.

The Figures below show the total responses collected from the periodical monitoring questionnaire M13-24 and the Final Virtual Transnational Project Meeting questionnaire M30.

Interim Monitoring surveys

Tool: Internal monitoring questionnaire

Period October 2020 - February 2021 (Tot. 15 responses)

Strong commitment to the project by each partner (Figure 9).

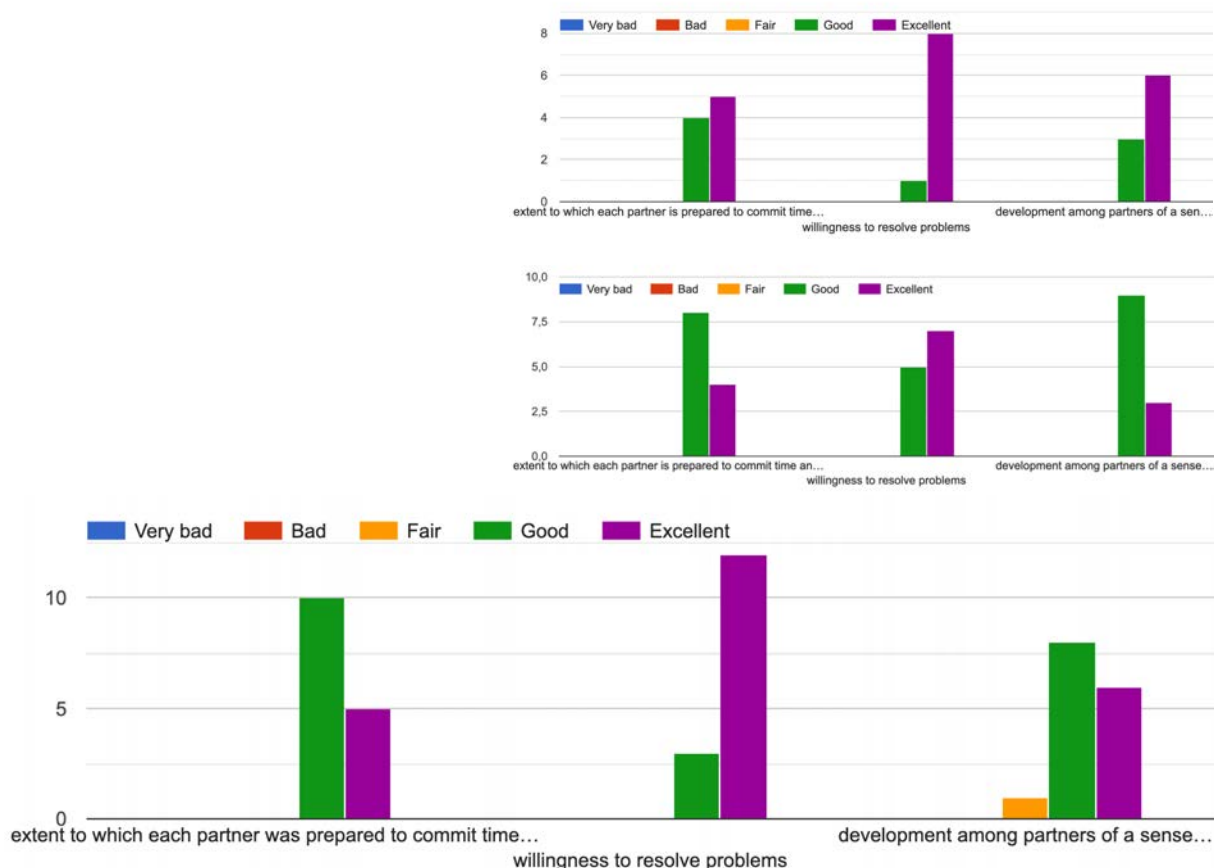


Figure 9. – Results about partner commitment – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Agreement among partners (Figure 10).

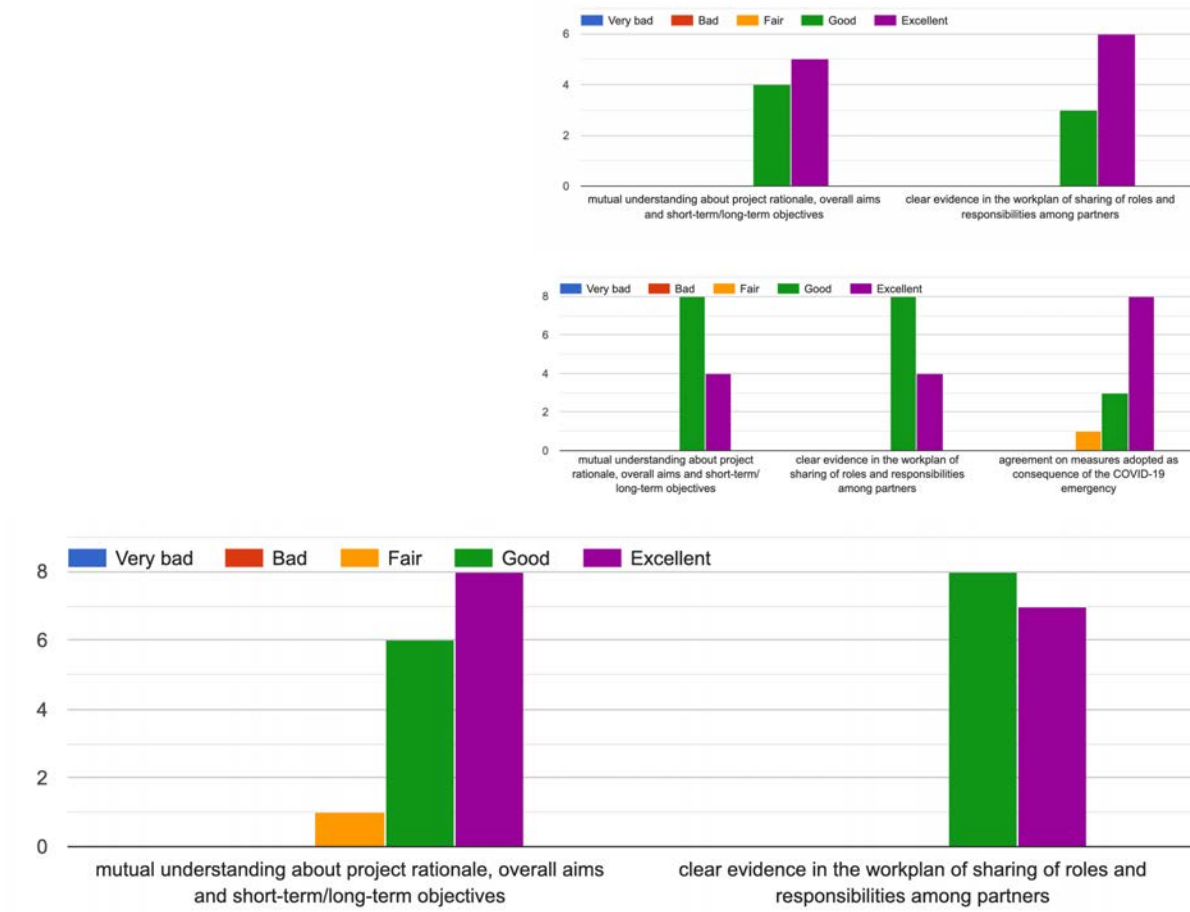


Figure 10. – Results about the agreement among partners - M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Effective and on-going communication among partners (Figure 11).

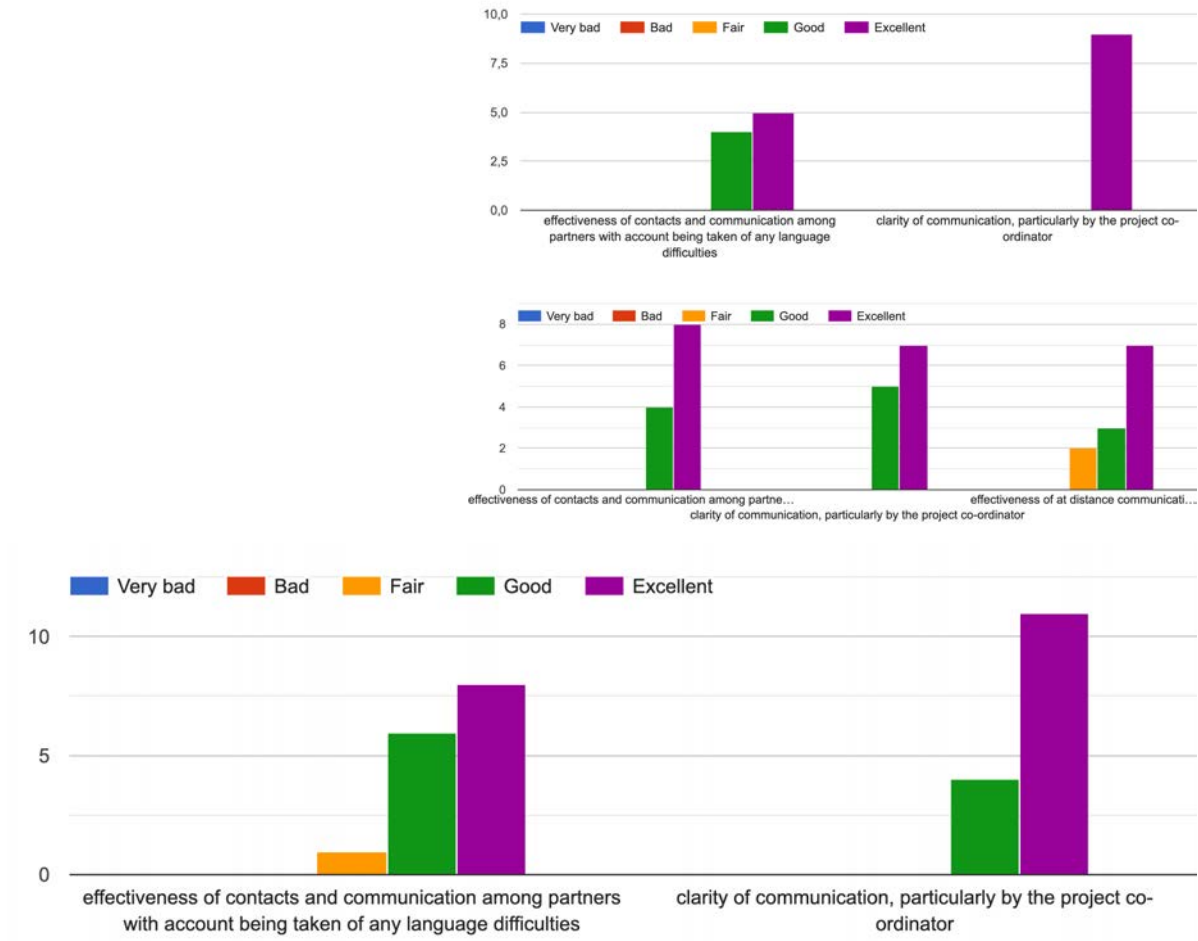


Figure 11. – Results about the communication among partners - M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

The partnership maintained a positive attitude both in terms of collaboration and fluency of at distance communication even in the lock down period and during the project extension.

Effectiveness of the virtual transnational project meeting (Figure 12).

ROBO-STEAM 24 March 2021 Virtual Transnational Meeting (14 responses)

Please tell us how productive the meeting was using a 1 to 5 scale where 1 means not at all productive and 5 means extremely productive.

14 respuestas

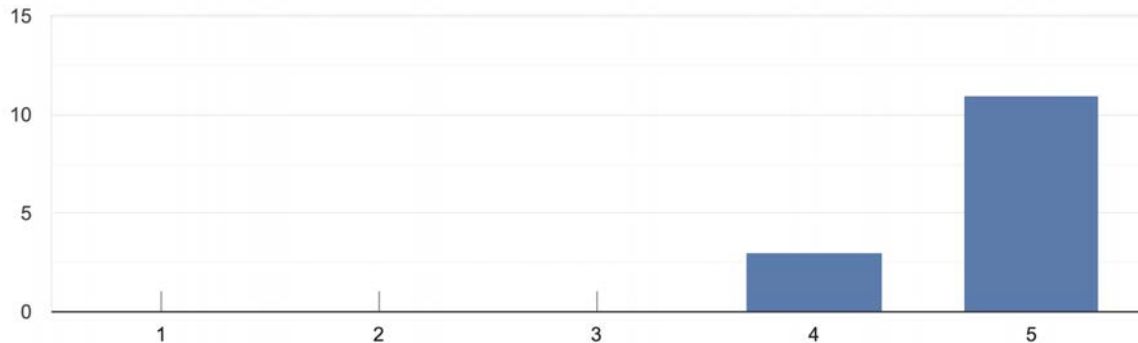


Figure 12. – Results about effectiveness of Virtual Transnational Meeting

Please tell us why you feel that way about how productive the meeting was.

- The agenda was met, and all the questions were clarified
- The video meetings clarify the doubts that have arisen during the project
- I got an excellent overview of the whole project
- It was very productive to understand the final justification of the project
- The meeting productivity obviously increases in online settings, but it is sad that project partners can't meet online.
- The meetings goals were accomplished
- Very productive
- all questions were answered
- All topics pointed on the agenda were addressed.
- It resumes well what we have been doing and clarified some aspects
- The meeting was dynamic and well planned, so I consider the productivity of the meeting to be very high.
- Because all the partners could share their opinions together
- the meeting was clarifying
- Clarify the conclusions of project

2.3 Quality of the Project implementation

This part of the report focuses on the quality of the activities developed throughout the project duration. The indicators evaluated are the structure of the project, the

implementation of the workplan, the quality of project working materials/products, the innovation approach, the quality of the promotion of the European Dimension.

Considering the COVID-19 emergency, part of the activities planned was changed and they were adapted to the new project duration. Specific "COVID-19 activities" were implemented so to ensure the quality of the project results. The main changes related to the project implementation were the following:

Regarding the outcomes:

- O2.A5 - Application of the kits to STEAM challenges in the defined contexts. It was completed up to a 60% in M18 and a project extension was required so to finish the pilots.
- O2.A6. – Evaluation of the experiences. Only the pilots in one of the partners institutions was finished before the health emergency, so the activity can be considered completed in a 20% up to this month, the next month extension will allow the partners to complete this task.
- O3.A4. - Environment maintenance. Changes were made to correct errors and facilitate the connection between the different components, new collections were added (including one related to COVID-19 adapted tools) and updates in the software.

Regarding the multiplier events:

They have been carried out in the last months of the project, with serious restrictions regarding COVID-19 and social space, this means that to achieve the expected audience the events should be repeated several times in many cases.

Regarding students exchanges:

All except C6 were completed as expected. Specifically, it was possible to complete C2 (during M13), C3 (during M14) and C4 and C5 that take place the same week of the M17. C6 was scheduled at the same time of the third transnational meeting, but it must be carried out virtually in M28. Also, C1, the training event cannot be also carried out as expected and it was developed virtually in M28.

COVID-19 activities:

- O2.COVID19_1. Identification of online tools to continue with the project experiments. In this task the universities of the partnership have carried out a Systematic Mapping Review about the existing tools to be applied for simulate robotics virtually. The idea is to facilitate the tools to the schools that make possible to address challenges such as the proposed by project even in COVID-19 times, that is virtually or in blended contexts.
- O3. COVID19_1. After the identification of these tools the project universities propose two possible tools to be applied SUFFER and HIL prototype. Both of them were adapted to be applied virtually and later the idea is to test them with the schools during the Hackathon and C6.
- O2. COVID19_2. Test the tools during the Hackathon and C6. The schools of the partnership tested the tools during C6 and help to report problems that should be addressed and improve them to be applied in the specific pandemic context.

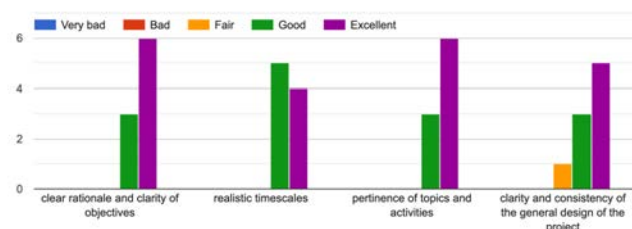
The figures below show the total responses collected from the periodical monitoring questionnaire M29 about the project implementation and the survey takes in account the changes described above.

Interim Monitoring surveys

Tool: Internal monitoring questionnaire

Period October 2020 - February 2021 (Tot. 15 responses)

Structure of the project (Figure 11).



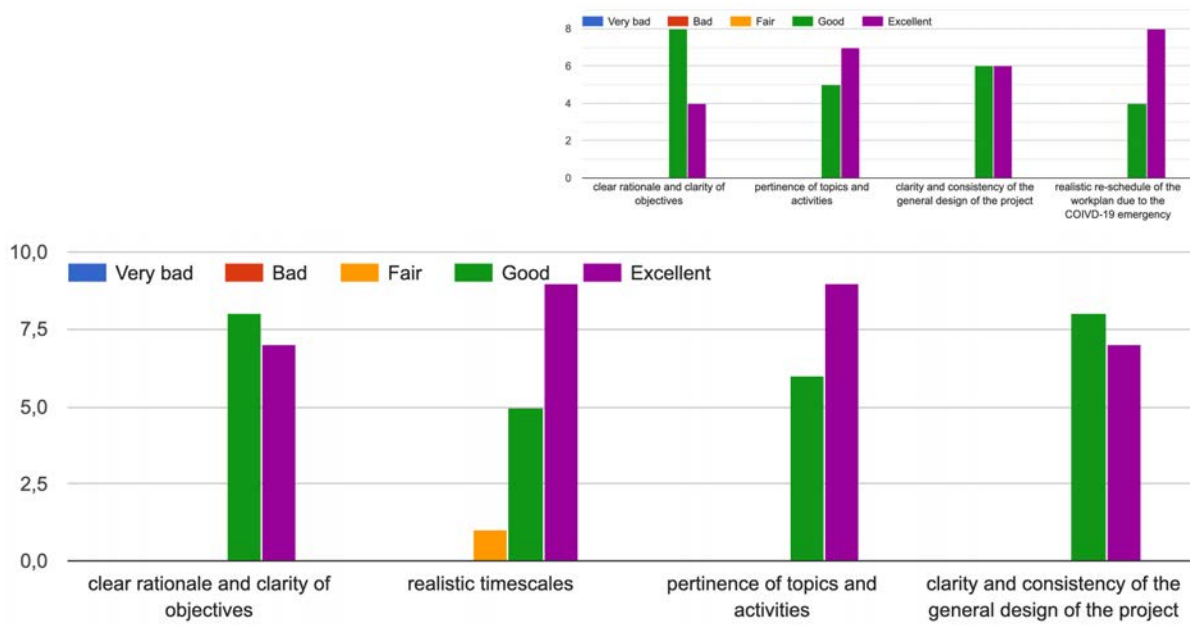


Figure 13. – Results about the structure of the project - M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Implementation of the work plan (Figure 14).

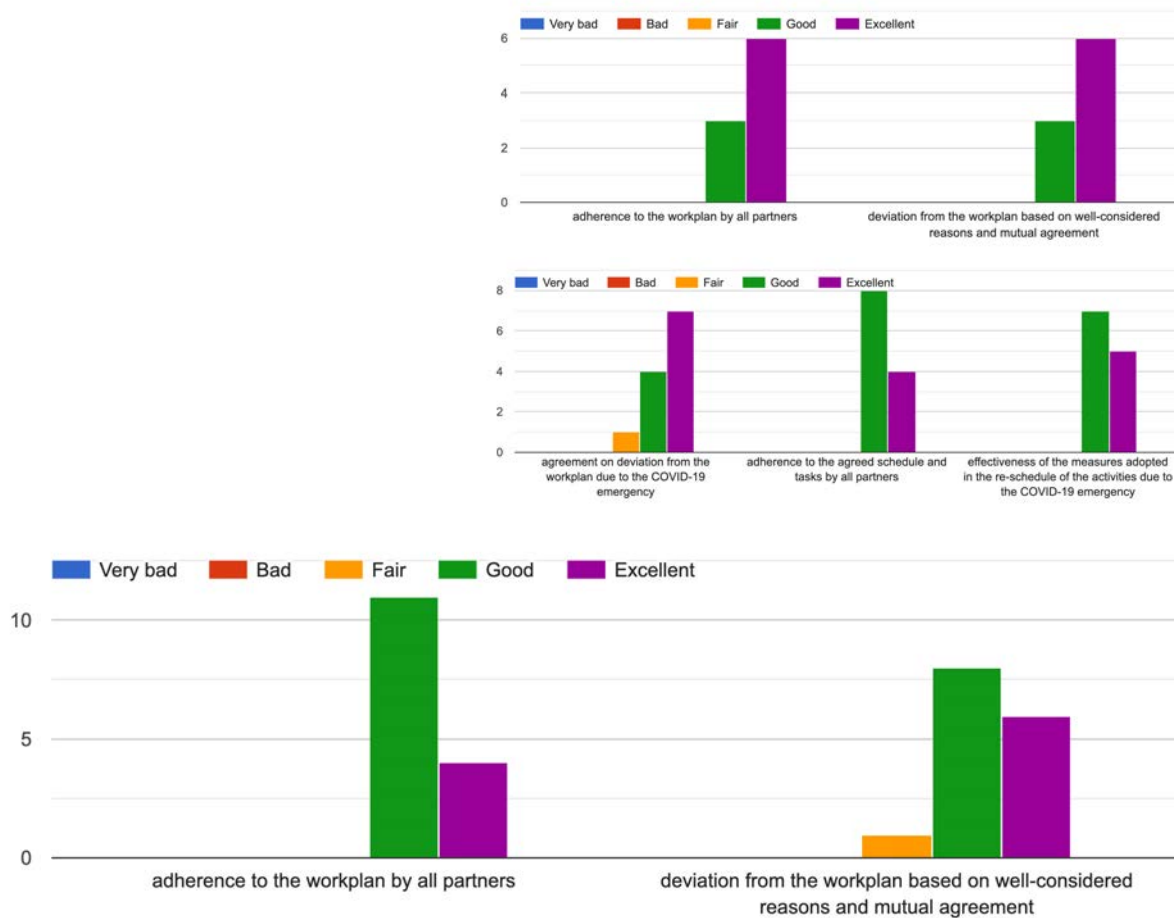


Figure 14 – Results about the implementation of the work plan - M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Quality of project working materials/products (Figure 15).

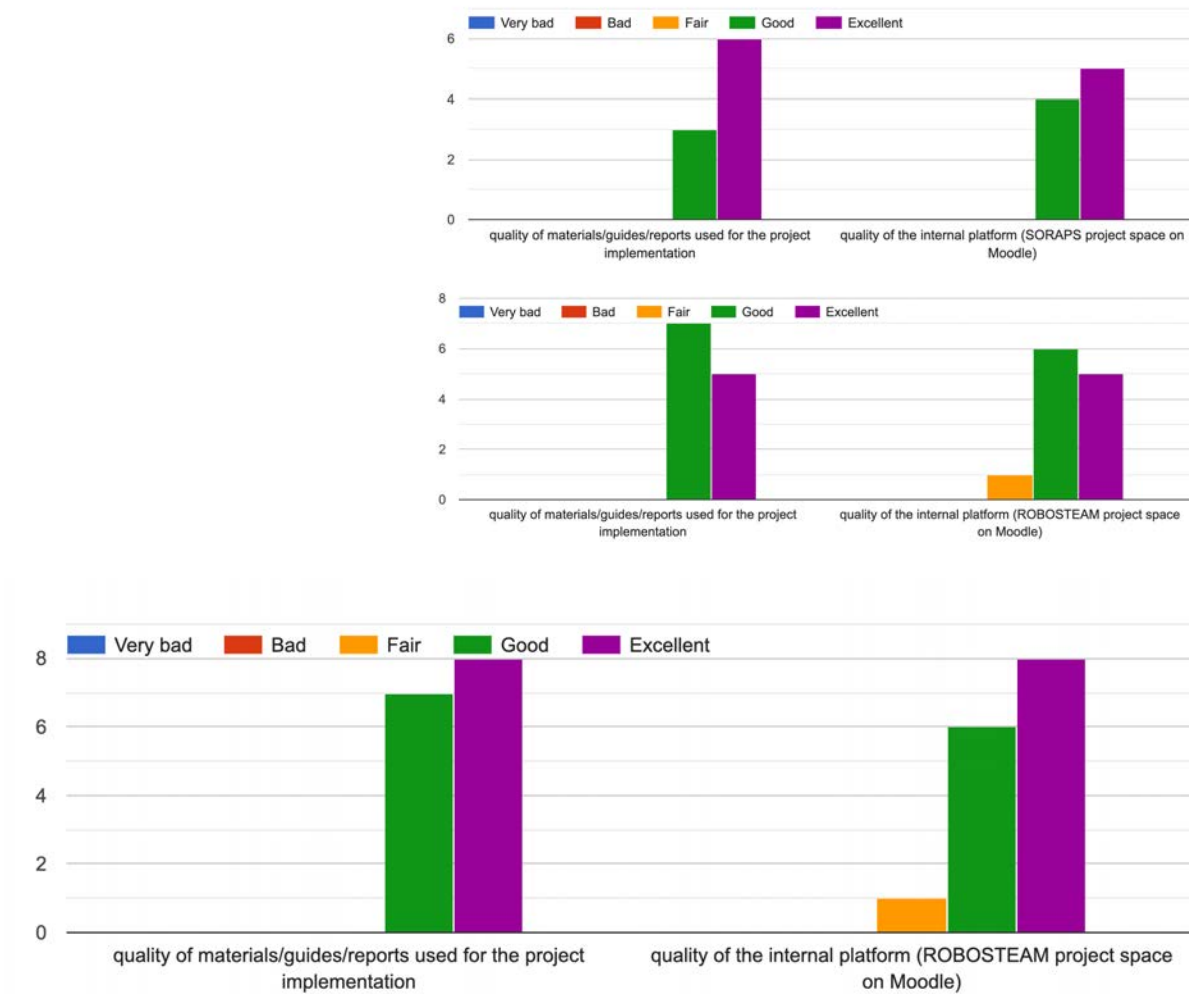


Figure 15. – Results about quality of Project working materials/products – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Innovation and variety of the approach (Figure 16).

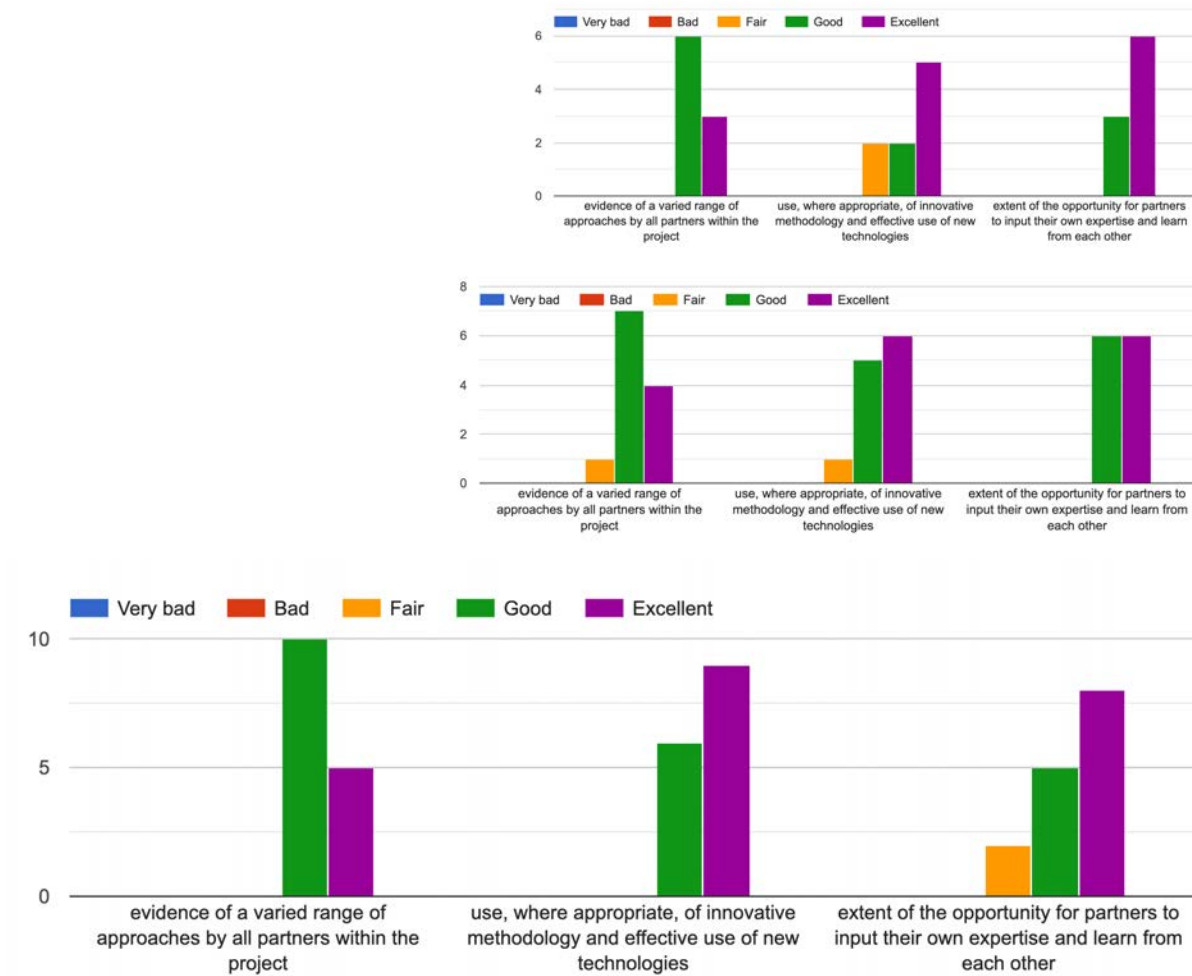


Figure 16. – Results about innovation and variety of the approach – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Support within each partner organization (Figure 17).

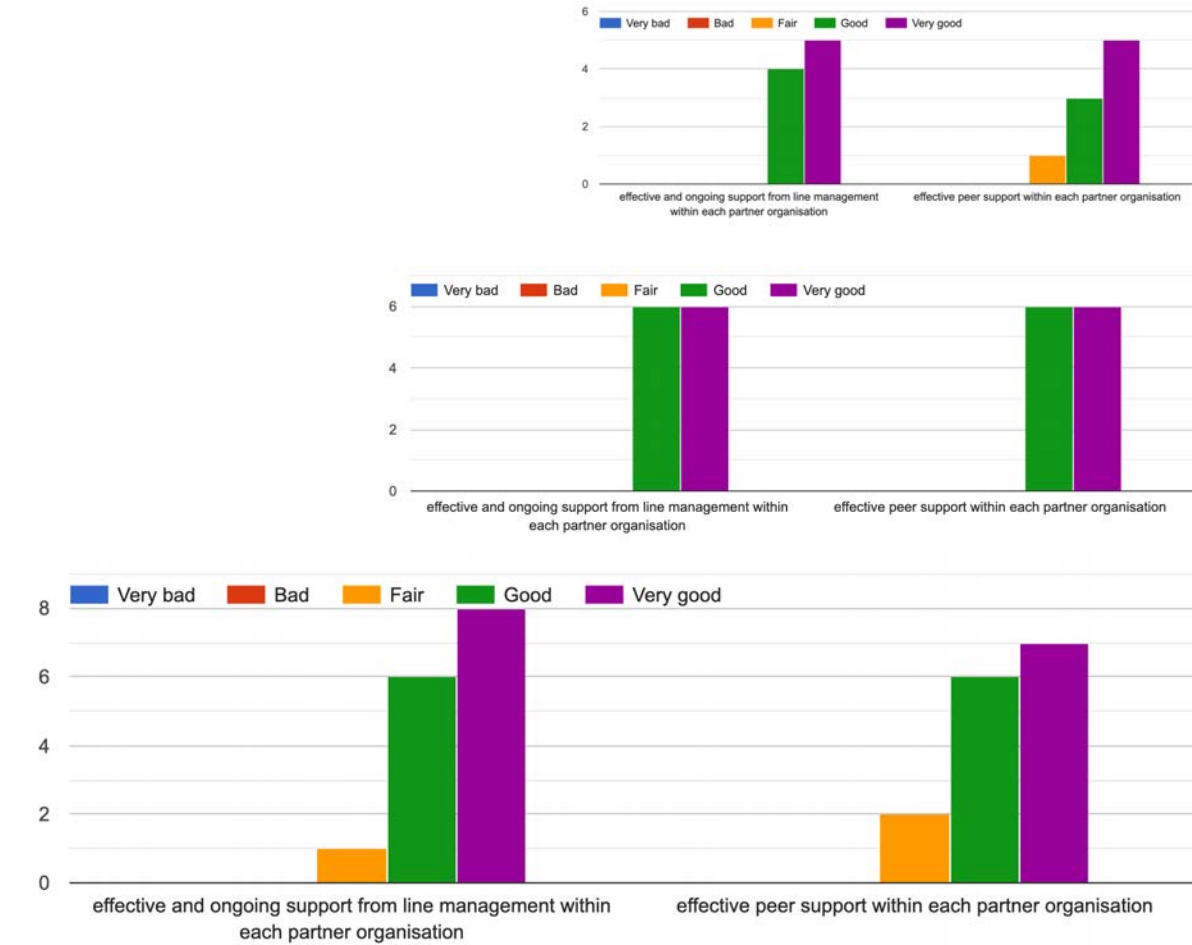
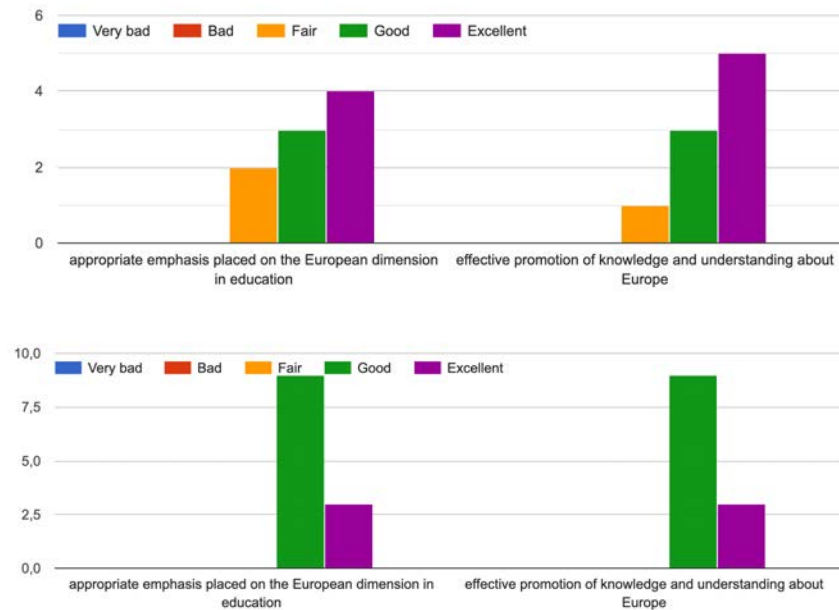


Figure 17. – Results about support each partner organization – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Quality of the promotion of the European Dimension (Figure 18).



3.4. Quality of the promotion of the European Dimension

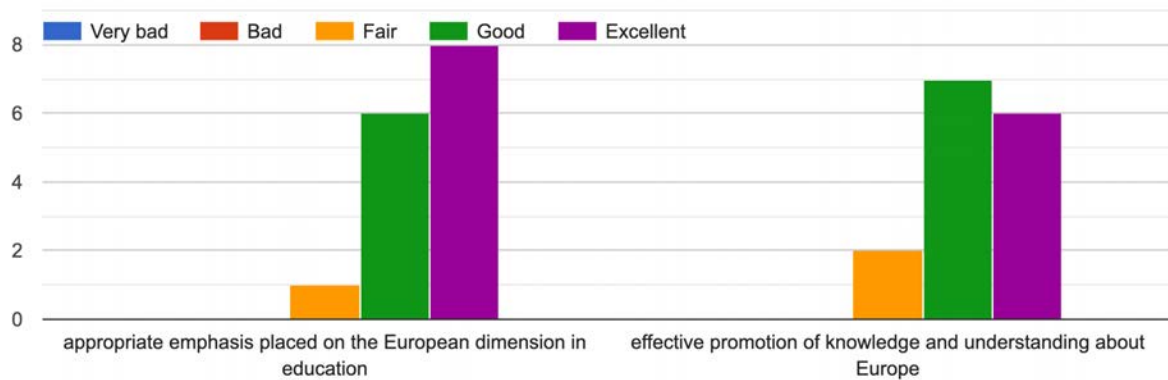


Figure 18. – Results about quality of the promotion – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

The partnership reacted with a very good attitude to the difficulties of the situation and quality and innovation seem to support well the stress of the lockdown. The support among partners works well, even if at the end of the project the possibility of organizing dissemination actions and moments of sharing the results that could increase the European value of the project experience was reduced.

Final considerations about the use of resources

Source: **Interim Monitoring surveys**

Tool: Internal monitoring questionnaire

Period **October 2020 - February 2021 (Tot. 15 responses)**

Provision of project resources (Figure 19).

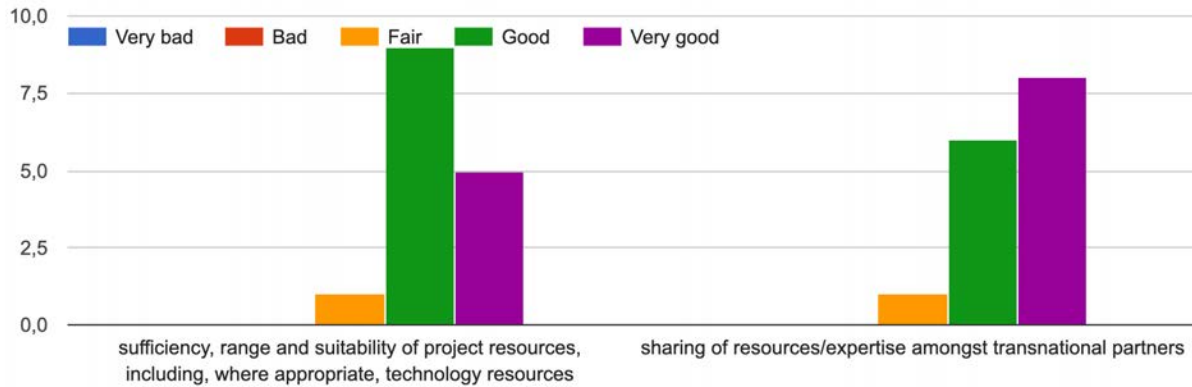


Figure 19. – Results about the provision of Project resources (M25-M30)

Effective use of resources (Figure 20).

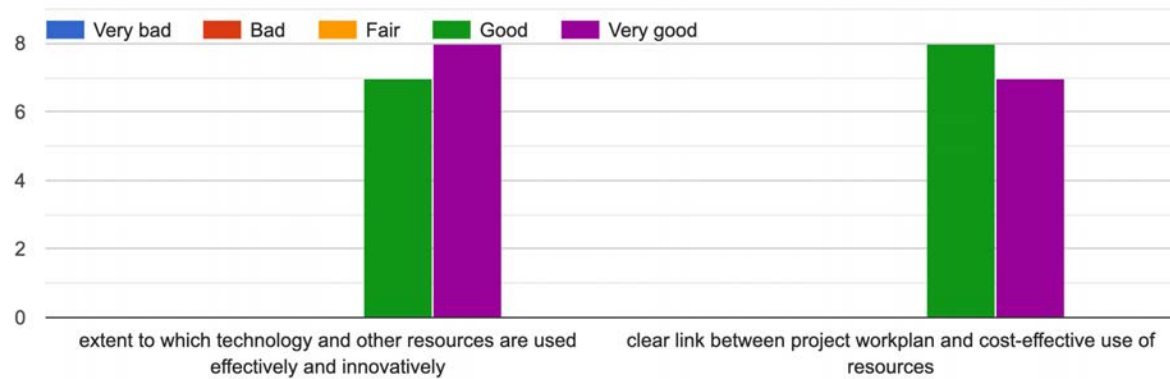


Figure 20. – Results about the effective use of resources (M25-M30)

3. Quality of Impact and Dissemination

This section relates to the evaluation of the impact and dissemination activities, considering the different scenarios from the direct participants and the target groups to the local, national and international level. Here also we will focus on the quality of multiplier events implemented at the end of the project.

The tables below show the total responses collected from the periodical monitoring questionnaire M25-29 and from the Multiplier Event Evaluation Questionnaire.

Interim Monitoring surveys

Tool: Internal monitoring questionnaire

Period October 2020 - February 2021 (Tot. 15 responses)

Overall impact of the project (Figure 21).

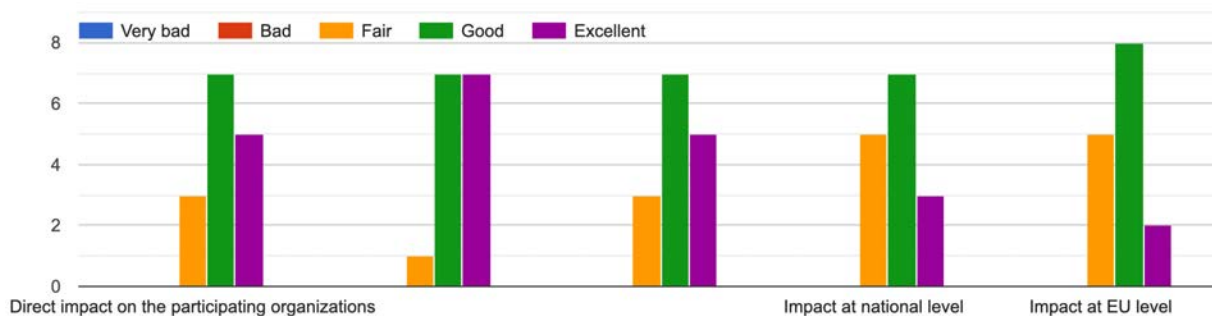


Figure 21. – Overall Impact of the project for M25-M30

Topics:

1. Direct impact on the participating organizations
2. Direct impact on the target groups
3. Impact at local level outside the organizations and individuals directly involved in the project
4. Impact at national level
5. Impact at EU level

Quality of the dissemination process (Figure 22).

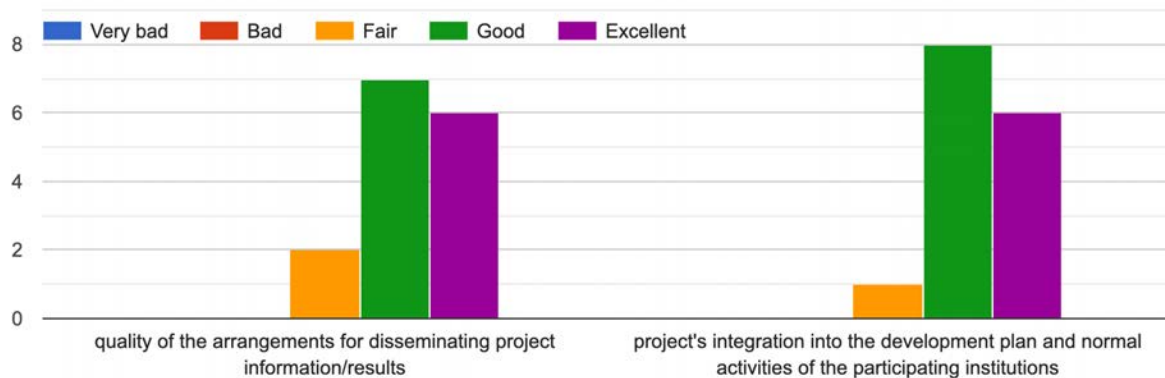


Figure 22. – Results about the quality of dissemination process

Sustainability (Figure 23).



Figure 23. – Results about the project sustainability

Quality of the Multiplier Events

In several of the Multiplier Events the participants can fulfill a satisfaction survey it consisted of some questions about their perception about the event and some open questions. In Figure 24 a sample of this, it shows the results for one of the dissemination days of the final mainstreaming event.

Tool: ROBOSTEAM Mainstreaming Event Session IEEE School – English Version (**Tot. 28 responses**)

How much do you agree with the following statements

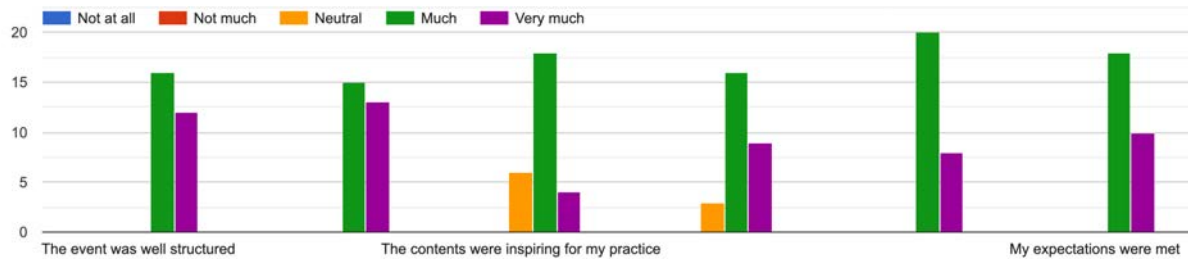


Figure 24. – Sample of satisfaction answers about RoboSTEAM Project Multiplier Event

Topics:

- The event was well-structured
- The speakers had relevant expertise
- The contents were inspiring for my practice
- The possibilities for active involvement of participants were adequate
- The infrastructure (room, equipment) used in/for the event was adequate
- My expectations were met

What did you particularly like?

- The topic of robots
- Robotics kits
- Applications
- The application of robotic kits in education
- The overall project
- The experiments
- All
- STEAM concept and robotics
- Robotics and its use in schools
- The idea of students exchanging experiences.
- I find the whole project interesting.
- Robots
- Everything has been interesting
- Application of robotics in education
- Student exchanges with other countries
- The overall project.
- Robot applications
- Robot applications in STEAM areas
- Robotic kits.
- The entire project
- Use of educational robotics.
- Exchange of students from different countries.
- The difference in the educational systems of northern and southern Europe.
- The whole project is very interesting.

What should we change next time?

- Nothing
- Timetable
- More videos and photos of the experiments
- More videos
- Nothing to change
- Extending the students' experiments further.
- The schedule
- The timetable

What would you like to hear more about?

- Robots
- Robotics
- Arduino
- Robotic kits and Arduino
- Robotics kits
- Robotics applications
- Use of robotic kits
- Robots and their different uses in education
- Exchange of students with other countries.
- More robot applications
- Erasmus+ Convening
- Robot programming languages
- Arduino and Scratch
- Possible applications of robotics in higher education
- Programming languages used in the experiments
- Programming languages used in educational robotics
- Robotics
- Erasmus + program
- Robotics Kits

4. KEY PERFORMANCE INDICATORS

4.1. Project Management Indicators

Performance Indicator	Themes/issues addressed in the evaluation
Quality of project management arrangements	<ul style="list-style-type: none"> The commitment and involvement of the partners was very strong and constant along the project.
Effective management and leadership qualities demonstrated by project co-ordinator	<ul style="list-style-type: none"> The partners appreciated the work and professionalism of the coordinator even more in the difficulties of the COVID emergency.
Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> The on-going monitoring and evaluation methodology has been well accepted by the partnership, with a very good participation in the questionnaire responses.
Quality of the dissemination process	<ul style="list-style-type: none"> The arrangements for disseminating project information worked well considering that all the face-to-face initiatives have been cancelled and the only way for dissemination is to adopt exclusively online strategies. The organization of the Multiplier Events at the end of the project, with all the due restrictions, has been appreciated.
Implementation of the workplan	<ul style="list-style-type: none"> The implementation of the workplan, taking into account the changes to the activities and schedule due to force majeure, was positively evaluated by the partners.
Integration of project activities into the department's/ institution's development plan	<ul style="list-style-type: none"> The partnership received a very good support from their own institution and a good reception of the project results is expected even after the project end.

4.2. Consortium's Engagement Indicators

Performance Indicator	Themes/issues addressed in the evaluation
Strong commitment to the project by each partner	<ul style="list-style-type: none"> The commitment of the partners was really high and the sense of ownership of the project among the partners was crucial in finding alternatives to the activities cancelled due to the pandemic.
Agreement amongst partners	<ul style="list-style-type: none"> There was good agreement among partners.
Effective and on-going communication amongst partners and with other agencies	<ul style="list-style-type: none"> The communication processes were fluent.
Trust amongst partners	<ul style="list-style-type: none"> The partners developed mutual trust throughout the project.
Development of positive attitudes	<ul style="list-style-type: none"> The collaboration and support during the lockdown were always evaluated very positively.

4.3. Consortium's Work Indicators

Performance Indicator	Themes/issues addressed in the evaluation
Structure of the project	<ul style="list-style-type: none"> – Objectives, topics and activities were evaluated as really good in the internal monitoring surveys.
Quality of the project	<ul style="list-style-type: none"> – Good dissemination strategy has been planned and the effort made to ensure the dissemination of the project is commendable.
Quality of project materials/products	<ul style="list-style-type: none"> – The project results were evaluated very positively.
Quality of the promotion of the European Dimension	<ul style="list-style-type: none"> – The project placed appropriate emphasis on the European dimension, even if the promotion of the project results was affected by the international health situation.
Innovation and variety of approach	<ul style="list-style-type: none"> – The perception of innovation in general was felt as good.

5. Overall evaluation

Interim Monitoring surveys (Figure 25)

Tool: Internal monitoring questionnaire

Period October 2020 - February 2021 (Tot. 15 responses)

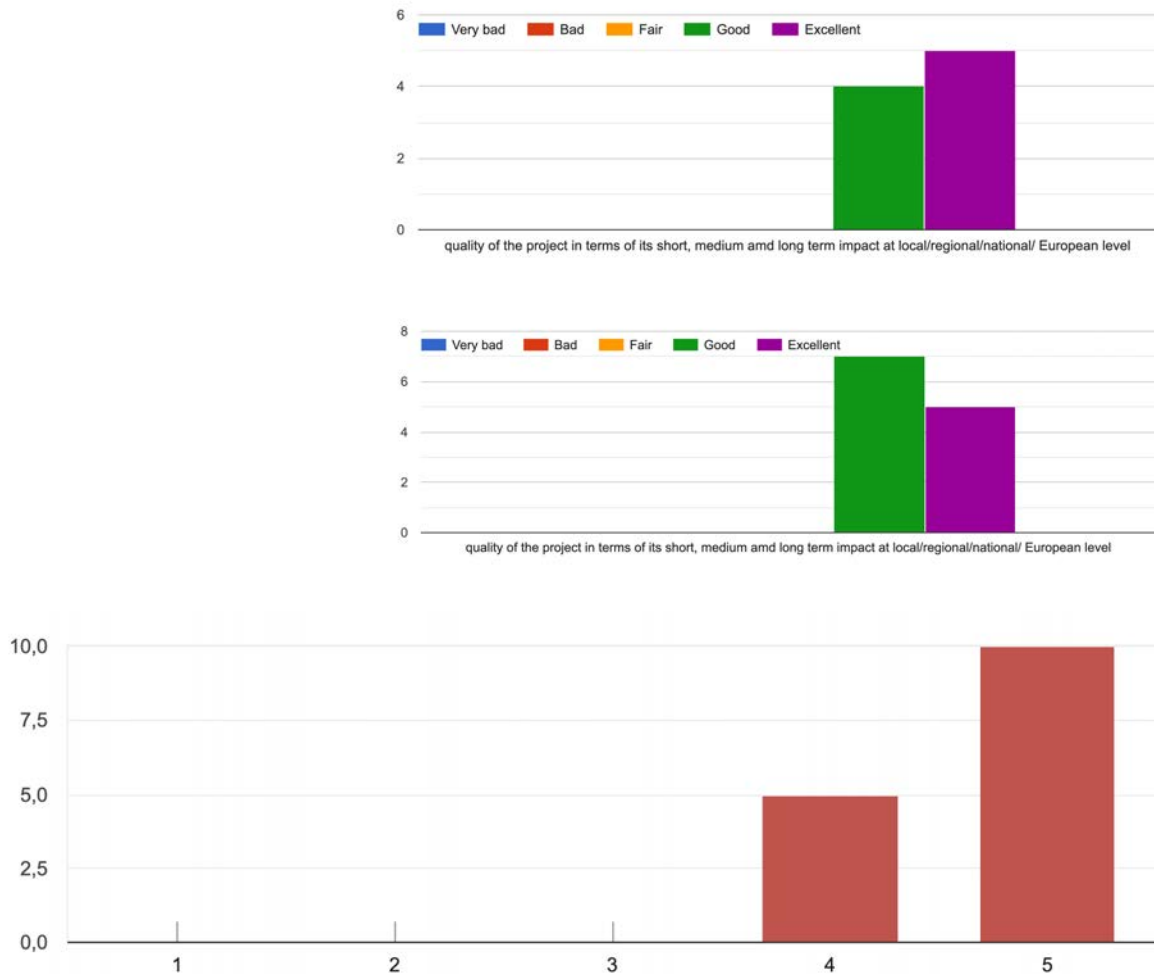


Figure 25. – Results about the overall quality of the project – M1 to M12 (9 responses) in the first image in the top corner, M13 to M24 (12 responses) in the middle and M25-M30 (15 responses).

Final comments:

- Very well-organised and conducted project, all in all!
- COVID-19 situation has required changes on the project, they have been addressed properly
- The pandemic situation has turned out to get the best of each partner

Having analyzed the monitoring and evaluation results, we can conclude that the partners are really satisfied with the project implementation.

There are no aspects or situations at risk of calling for specific actions, apart from possible further restrictions due to the pandemic, considering that in all the items which have been monitored, quality of the consortium and activities received the highest rates.

The good reception of the changes to the work plan by the group and the granting of the extension are two factors that will help in the closing phase of the project, which remains however bound to the evolution of the pandemic and the related restrictions not only internationally but also to local level.

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