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Testing of Virtual Toolkit with Stakeholders

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Descriptive analysis of

QUANTITATIVE DATA



THE IO2 FEEDBACK QUESTIONNAIRE – QUANTITATIVE PART

About the Questionnaire

The first part of the IO2 Testing Questionnaire that was administered to a group of stakeholders was composed by 16 questions, of which:

- the first four were about the respondents and allowed to collect data about their background and experience
- the other 12 were directly related to the review of the Virtual Toolkit.

The following paragraphs analyse the results and compare them to the initial objectives set in the ONE Meeting Project proposal.

The survey received 48 valid responses, fulfilling the original target.

Participants

Position, role, and work experience

Nearly half of the respondents (23 in total) have a 7+ years experience in cross-institutional projects, some of them (13) have a 3-to-6 years experience and 11 have 2 years of experience or less.

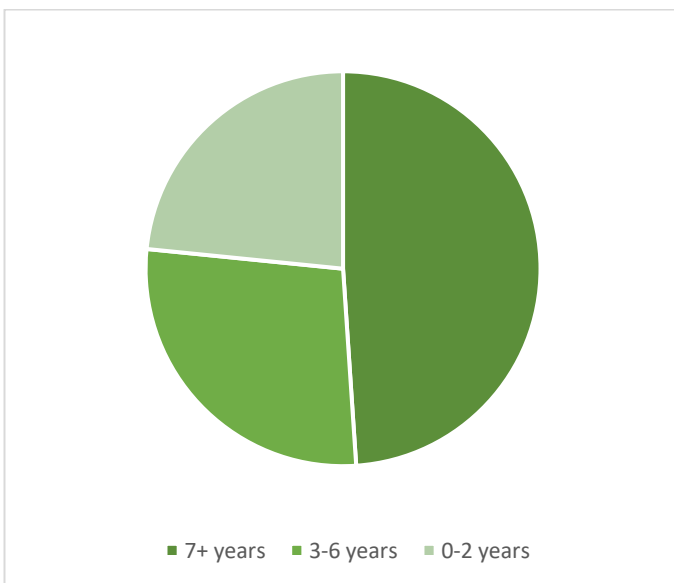


Figure 1 - Respondents' experience in cross-institutional projects in years

The following table shows the kind of role they cover in the Erasmus+ classification by years of experience.

Which role in cross-institutional projects would you most likely assign yourself to?	0-2 years	3-6 years	7+ years	Total Result
Administrative staff	1	1	3	5
Manager	2	6	14	22
Teacher/Trainer/Researcher/Youth worker	6	5	6	17
Technician	2	1	0	3

Table 1 - Total experience grouped by role covered (N=47, one of the respondents did not provide this information)

The majority of respondents is in the “Manager” category and they cover a variety of roles, from university professor to head of department/unit/quality/content. Most of them describe themselves as project coordinators.

Among those that classify themselves as “Teacher/trainer” we mostly have researchers and project officers.

As it is also quite clear from Table 1, two thirds of the “Managers” had long-term experience with cross-institutional projects, while “Teacher/Trainer/Researcher/Youth worker” were more evenly distributed across mid-term and long-term. Respondents with lesser experience are present in both subgroups as minorities. We have just a few Technicians with lower experience and some administrative staff (more than half of them with longer experience).

This classification of respondents by role will be used as a basis for the following analysis.

FEEDBACK ON THE VIRTUAL TOOLKIT

Usefulness, ease of use, potential and overall impact

The “**Virtual Toolkit**” was reviewed along different axes that were initially defined in the project proposal. We chose to ask simple single-choice questions about most of them, but recurred to a specific tool to evaluate the overall level of enthusiasm raised in reviewers.

The main **indicators** defined at the proposal level and the related targets (in parentheses) were:

1. users who find the resource to be easy to use and useful/very useful (90%)
2. users who consider the resource as capable of making a significant contribution to improving knowledge and attitudes and skills in relation to digital/managerial competences (90%)
3. users who consider the resource as a significant contribution to improving knowledge and attitudes and skills in relation to more productive virtual transnational collaboration (80%)
4. users who consider the resource capable of making significant change in their own transnational project design and implementation (90%)
5. users who say they would recommend to a colleague or professional contact (80%)
6. users who are in decision making roles in Higher Education organisations and intend to use the resources in the short term (70%)
7. Project Managers who intend to adapt their EU project delivery in their own organisations (70%)
8. Project Managers who would recommend the Outputs to a colleague in a similar position (90%)

Indicator 1 - Usefulness & Relevance

Positive result

The first indicator results was addressed directly in one question, focusing on the usefulness, as shown in Table 2.

Indicator 1	Quite easy 😊	Very easy 😄	Total
Not very useful 😞	1 (2%)	2 (4%)	3 (6%)
Quite useful 😊	8 (17%)	10 (21%)	18 (38%)
Very useful 😄	4 (9%)	22 (47%)	26 (56%)
Total	13 (28%)	34 (72%)	

Table 2 - The usefulness/relevance matrix for Indicator 1

The target was to have 90% accordance on useful/very useful and easy/very easy, and there was a 6% negative response rate about usefulness (as in the red part of the table). This means 94% of respondents answered quite useful/very useful/quite easy/very easy, as it can be seen in the green part of the table. **Ease of use and usefulness were evaluated at the same level by 30 participants (64%).**

Indicator 2 – Impact on Managerial and Digital Competences

Improvable result

The second indicator received more varied answers, as shown in the following graph (Figure 2).

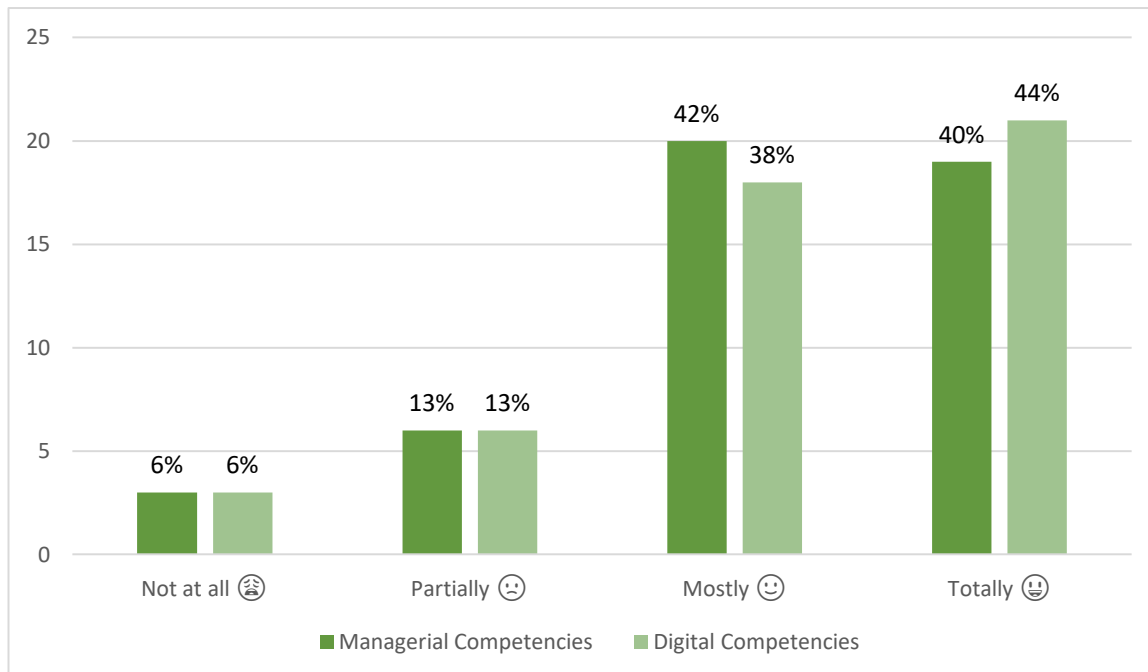


Figure 2 - A column chart representing the expected impact on Managerial and Digital Competencies, with percentages related to each competence (Indicator 2)

As can be seen in the chart, the target of 90% was not reached in either variable. About the impact of both types of competencies, 82% of the respondents think that the document will at least “mostly have an impact”.

Negative answers came in two cases from managers with a 7+ years experience and in one case from a Teacher/Trainer with 3-6 years of experience. Two of them say they use digital tools extensively and one “a lot but not regularly”. All three of them left a detailed response to the open question that will be analysed in the second part of this report.

Indicator 3 – Impact on Virtual Transnational Collaboration

Positive result

The potential to improve knowledge and attitudes and skills in relation to more productive Virtual Transnational Collaboration was generally evaluated in a positive way, with 48% of respondents saying it would “totally” make a significant contribution and 40% settling for “mostly”. Since the target score was 80%, we can say this aspect was satisfying. Again, we can look at this indicator in the perspective of what people with different roles and levels of experience have expressed. The following bar chart shows the distribution across the four respondent groups, revealing that Teachers/Trainers/Researchers/Youth workers were the most satisfied ones.

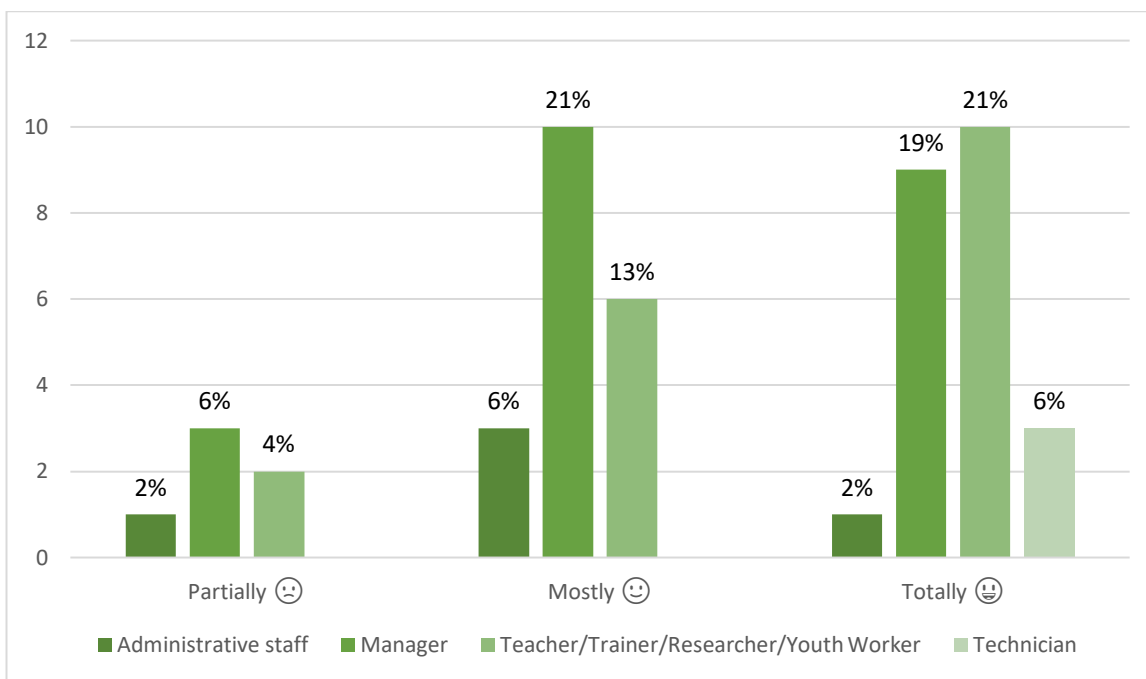


Figure 3 - A bar chart representing Indicator 3 by categories of respondents

Also in this case the less positive evaluations tended to come from the most experienced respondents.

Indicator 4 – Impact on Transnational Project Design and Implementation

Improvable result

Respondents who considered the Virtual Toolkit to be “totally” able to make a significant change in their own transnational project design and implementation were 17 (35% of the total) which summed up with the 14 (29%) according to whom it is “mostly” able. Since the target was 90%, we can consider this indicator as not reached (64%). Less positive evaluations tended again to come from respondents with higher degrees of experience. The more positive reviews came from Teachers/Trainers, as can be seen in the following chart. Managers were less enthusiastic and their answers were mostly in the “partially” level.

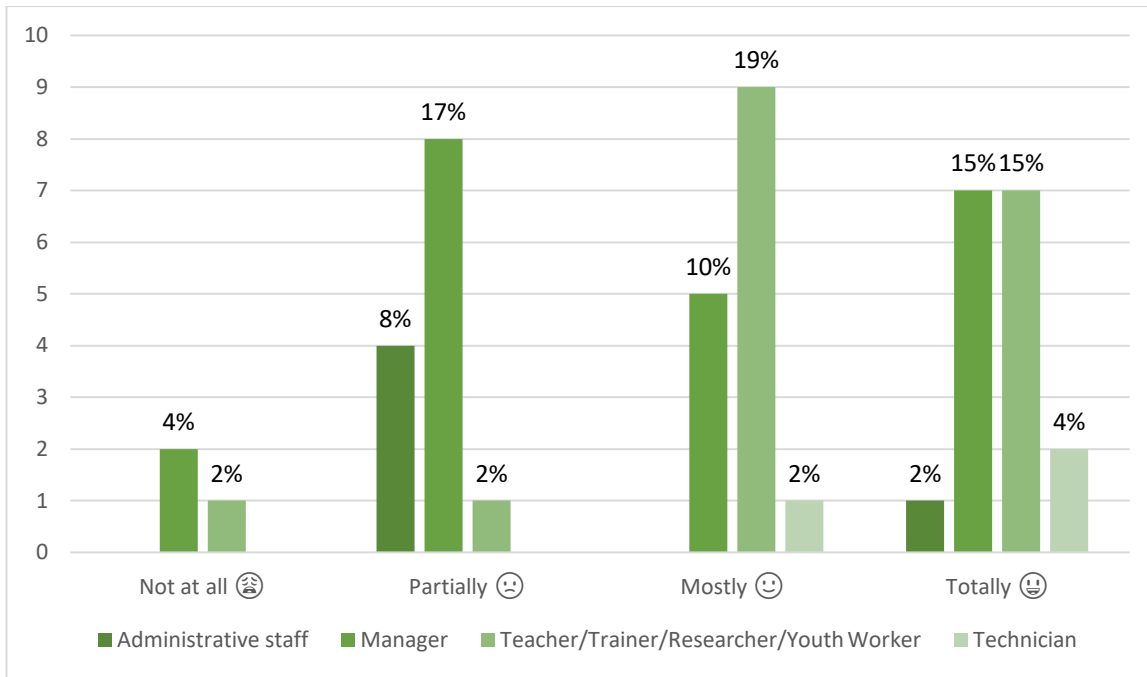


Figure 4 - A bar chart representing Indicator 4 by category of respondent

Indicator 5 – Willingness to recommend to a colleague or professional contact

Positive result

The analysis of the responses to this indicator are based on the use of the Net Promoter Score (NPS) tool (Reichheld, 2003). This tool is specifically designed to detect the number of Promoters, Detractors and Neutral users of a specific product by using a simple ten-levels scale. Respondents are assigned to each group based on their answer, following these rules

- If the answer is 10 or 9, the respondent is a **Promoter**
- If the answer is 8 or 7, the respondent is **Neutral**
- If the answer is 6 or lower, the respondent is a **Detractor**

The NPS value is calculated as the difference between the percentage of Promoters **minus** the percentage of Detractors. It can hence span from +100 (in case all respondents are Promoters) to -100 (in case all respondents are Detractors).

The distribution in our group of respondents is represented in the following chart.

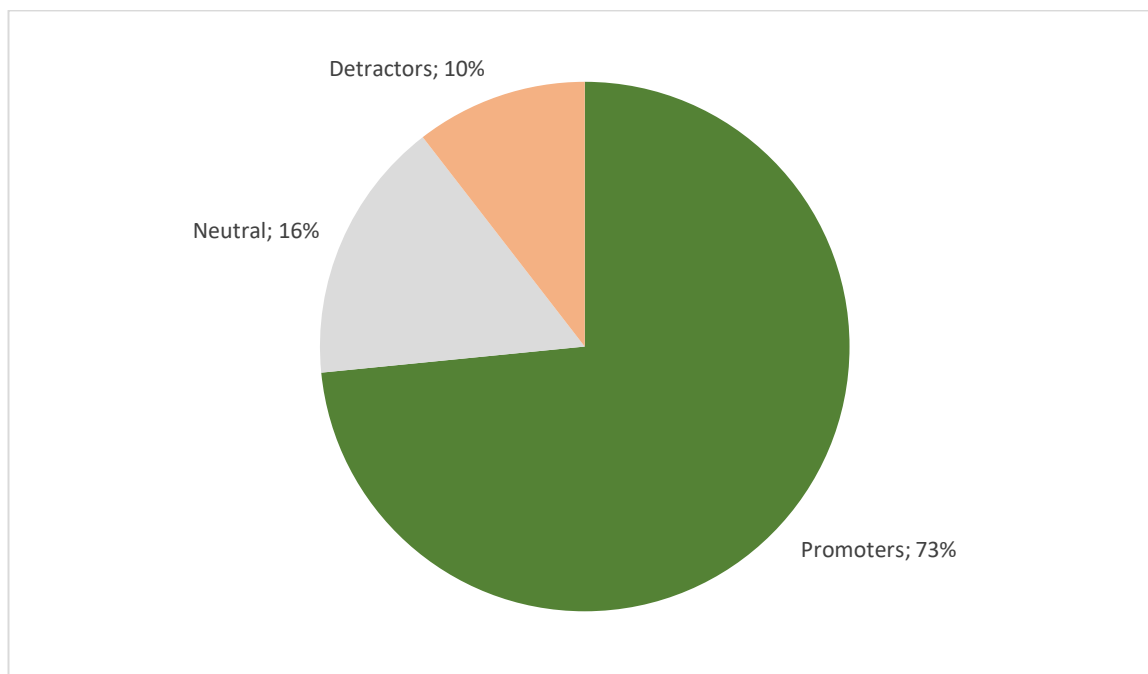


Figure 5 - Distribution of Promoters (green), Neutral Users (grey) and Detractors (orange) in the respondents groups

The data represented in the above chart accounts for a +63 NPS, which is generally seen as a good in terms of product reception. Most respondents (35) belong to the Promoters group, with some of them (8 in total) being Neutral. Only 5 respondents qualify as detractors.

Indicator 6 – Willingness to use the IO2 Virtual Toolkit by decision makers

Positive result, with room for improvement

All but 13 respondents are in charge of some decision making, and those 13 people are distributed across the low- and middle-experience groups, only three of them have 7+ years of experience. The other 35 respondents “mostly” (29%) or “totally” (45%) agreed with the idea that they could adopt a tool such as Virtual Toolkit in their institutions and projects. This 74% positive score is beyond the target of 70%, but looking more closely at the data we can see how respondents reacted in relation to their role. They were distributed unevenly across the two main user groups of Managers and Teachers/Trainers, as the following chart shows: Managers were more cautious about it, while Teachers/Trainers were more positive.

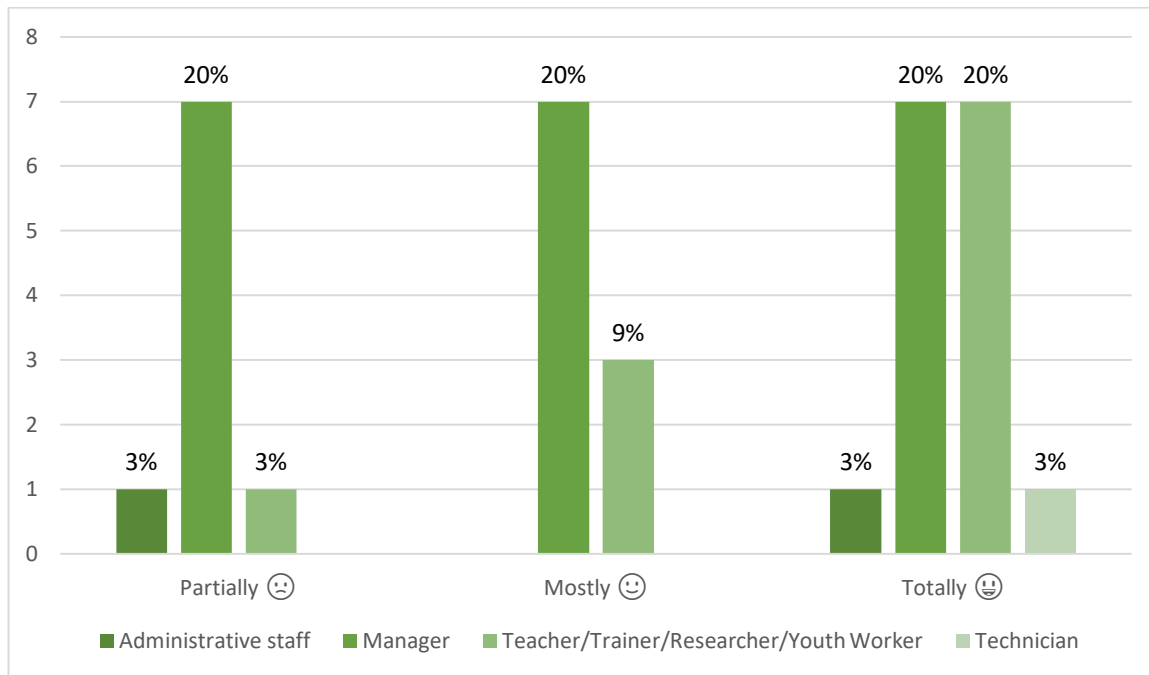


Figure 6 - A bar chart representing Indicator 6 by categories of respondents

Indicator 7 – Willingness to use IO2 Virtual Toolkit by project managers

Improvable result

A total of 31 respondents described themselves as “project managers” in some way, and non-project-managers are distributed almost equally across the three experience groups. Among the 31 Project Managers, 19 respondents “mostly” (32%) or “totally” (19%) agreed with the idea that they could adopt Virtual Toolkit in their institutions and projects. This is below the target 70% acceptance rate and again Managers were the less optimistic.



Figure 7 - A bar chart representing Indicator 7 by category of respondent (N=31, filtered by respondents who stated they work as project managers despite their actual role in the organisation)

Indicator 8 – Willingness to recommend IO2 to a fellow project manager

Positive result

Responses related to this indicator are based again on the NPS tool, but filtered by role based on the answer analysed for the above described Indicator 7.

The distribution in this specific group of respondents is represented in the following chart.

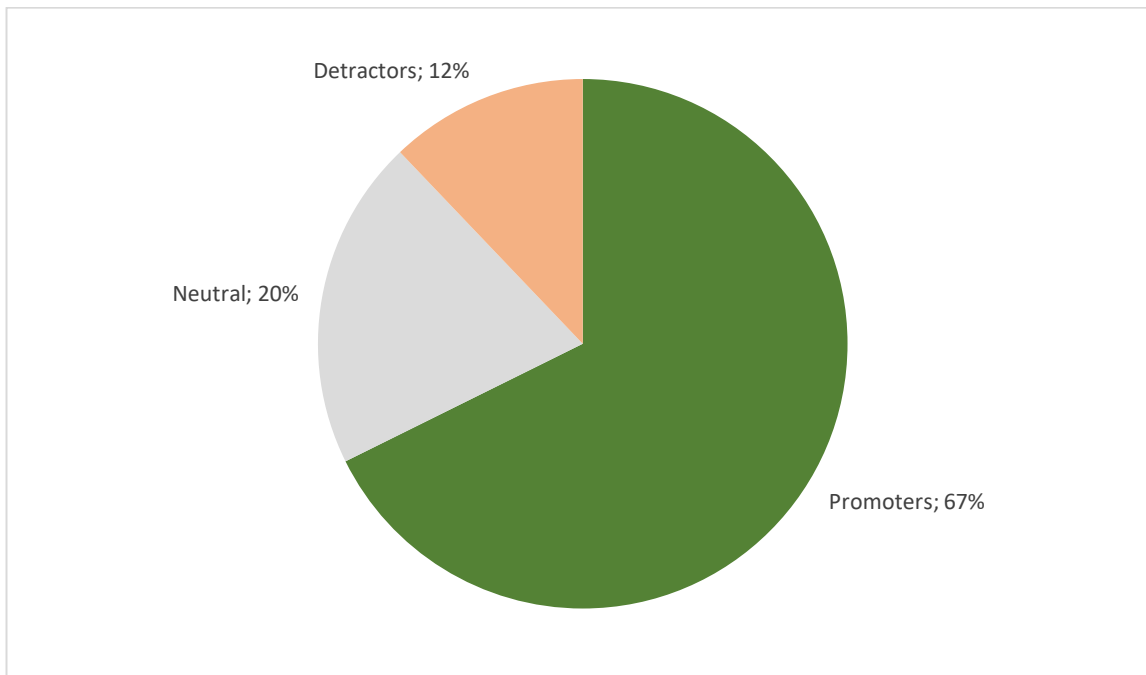


Figure 8 - Distribution of Promoters, Neutral Users and Detractors in the Project Managers group

The data represented in the above chart accounts for a +55 NPS, which is generally seen as a **good result** in terms of product reception. Respondents belong for the most part to the **Promoters** group, with 15 of them **Neutral** and 11 **Detractors**.

Thematic analysis of

QUALITATIVE DATA



THE IO2 FEEDBACK QUESTIONNAIRE – QUALITATIVE PART

About the final open question

Participants in this feedback phase were simply asked, at the end of the survey, to share any comments, feedback or improvement suggestions they had for the Virtual Toolkit document. Among the 48 respondents, 23 did not answer into open question. The other half of the participants gave useful feedback which was analysed based on the themes that emerged from the long answers.

Structured survey questions focused on themes that were seen important for the ONE Meeting project. As such, most answers to the open ended question dealt directly the survey questions. They could explain answers more detailed or provided concrete examples of actual collaboration in multicultural projects. However, there was also a new theme, GDPR, that was not asked in the survey but that was mentioned by several respondents. Since this theme was relevant for the ONE Meeting Project, we added it into this report.

EMERGING THEMES

Nine themes (Appreciation for the Virtual Toolkit, Accessibility and Usability, GDPR issues, Open source/fee based, Sustainability, Layout and Graphical design, Tips for improvement, Relevance (for target group) and Dissemination) were identified in the open answers given by participants, some of them recurring through different answers, some of them unique to a specific response. The following paragraphs offer an overview and a synthesis of the most important feedback and recommendations, grouping them in the three areas of impact envisioned for the ONE Meeting Project: **Methods and tools, Collaborative Project Management, Environmental Awareness & Sustainability**. Some of the suggestions coming from the reviewers will be highlighted and attributed a priority level based on how relevant they are for the “ONE Meeting Approach” and on their feasibility.

Theme: Appreciation for the Virtual Toolkit

Most of the participants who answered the final open question remarked the relevance, usefulness and the overall high quality of the contents altogether. Following citations are examples of these views:

I am an active user of most applications and programmes you have recommended in your toolkit. My experience says that you have managed to include the most efficient tools covering all the aspects of project management.

I liked the tool selection, many of whom I am familiar with but there was some new ones. I am always interested in learning new tools and have no hesitation about changing to other tools should I find a better one.

The toolkit makes an appealing and also complete impression on me. The main value lies in offering an overview, especially to project managers and employees who have little experience in the use of digital tools.

The Virtual Toolkit was described as “Excellent resource”:

The design is very nice indeed. Very easy to use. Great resource.

Theme: Accessibility and Usability

Several respondents commented the accessibility and usability of the Virtual Toolkit. It was seen as nicely designed, very easy to use and very accessible. These comments are valuable for us, while they confirm that also expert project managers seek information and inspiration of new tools.

There were also some developmental suggestions as you can see in the following comment:

Perhaps the issue of accessibility of the tools for people with disabilities (e.g. visual disability) could have been developed more.

Impact Area: Methods and tools

Theme: Tips for improvement

Several respondents commented on the technical usability of the Virtual Toolkit. They mentioned for example:

A section showing the possibilities of combining some of the different tools presented in the different sections.

It would be also nice to have links in the table of content in order to access categories or tools directly and to have bookmarks in the PDF to more easily navigate through the document.

The advantages and disadvantages are very helpful for orientation, some vague statements would get more weight if you link them (e.g. link relatively expensive with price overview), or tweak some clearer wording.

Suggestion - high priority: *Create links from the table of content into each tool.*

Suggestion - medium priority: *Create anchors/links from the overview to the tools in page 5 in the Virtual Toolkit.*

One respondent commented the selection process of the tools which is described at the end of the document in Methodological Note:

What I would find interesting is to see the longlist of virtual tools that you mention at the end of the document - just as an inspiration of what else is there.

The following feedback concerning the improvement of the Virtual Toolkit was noticed but after discussion no changes were made:

Last but not least, the Toolkit does not address the differences of PC and apple user for the recommended tools (there are some, but not for all).

A more interactive toolkit would be more attractive.

I would question the promise of only needing 1 h of training per tool.

It could include some suggestions about choosing one tool instead of another.

Several respondents recommended new tools for Virtual Toolkit. However, no new tools were added in the finalizing phase.

In section 1 Project Management Tools you could integrate Trello <https://trello.com>. It is a project management tool which is very useful for teams working jointly on projects and it includes nice visual features to organize tasks and project deadlines.

In section 6 Digital Content Creation Tools you could integrate the Prezi presentation tool. This presentation tool is similar to PowerPoint but helps to visualize contents more interactively.

No podcasting tools are listed under content creation - we use Alitu and Anchor while Cleanfeed is excellent to record high quality live audio and interviews.

Also the survey tools do not include the main tool of Survey Monkey.

But I personally would also include more tools covering website design, as dissemination and visibility are important parts of project management and project sustainability. I would recommend Tilda to be included in the toolkit.

Theme: Layout and Graphical design

Six reviewers praised the design of the Virtual Toolkit, describing it as “appealing”, “completed” and “very nicely designed”. One respondent commented that the Virtual Toolkit is a good resource to forward and recommend.

In general I think it is a job really well done, both in terms of compilation and in terms of design and layout. The toolkit is engaging while providing concise information, prompting the user to explore further and test the selected resources.

Theme: GDPR (General Data Protection Regulation) issues

Eight respondents commented GDPR issues in their open answers. It is notable that this topic was missing in the structured survey questions. Some respondents were surprised that Virtual Toolkit did not make any effort to explain the security and data protection aspects of the different platforms and tools. It was mentioned that European Higher Education Institutions have different kind of regulations concerning the use of virtual tools in spite of the same GDPR regulations.

In our project we recognized that some European partners are really relaxed with GDPR and others have very strict regularities to cope with (e.g. we are not allowed to share data on google docs, one our partner use it in a extensive manner and I use my private mail account to collaborate).

The European GDPR should be well respected (which is often not the case if we suggest to use US based company products).

Suggestion - high priority: *Add a GDPR logo into each tool and a link to web pages were GDPR information is available.*

Impact Area: Collaborative Project Management

Theme: Organizational decisions affect what types of digital tools are available

Most organizations utilize certain tools while having purchased licences such as Microsoft 365 or Google products. The prices of different tools vary based on the licence selected, private licence versus organizational licence. In addition, there is also a growing number of open source tools and products available. This can be an issue in the transnational collaboration.

The vast majority of project managers have already tried and used many tools, are sometimes restricted what they are allowed to use by their organisation and already have their own tool portfolio.

Some of your recommended tools are open source, other not, some are free to use some require (data and cost expensive) licences - but not in systematic manner or with any checklist.

The role of Digital services in different universities was totally neglected in this toolkit. Universities should, in my opinion, suggest services for their projects to use and provide the necessary licensing.

Theme: Relevance of Virtual toolkit for transnational projects

A high number of open answers commented the relevancy of the Virtual Toolkit for transnational projects. This in spite of the fact that this topic was asked in several structured questions. Virtual Toolkit was seen as a great help for those who start to get involved with virtual, transnational projects or have not used tools extensively. However, also experienced project managers found Virtual Toolkit useful. According to them it presented both the most relevant and useful tools as well as the less familiar ones.

I think the digital toolkit provides an excellent overview and in a nutshell information if a tool should be considered or not. That is why I strongly recommend it to colleagues. In terms of using the tools that is a question of balance between the efforts one has to invest to really master an application and the benefit one can gain from a new device. Hence, only if I can see a real benefit I am ready to take the efforts.

The ongoing Covid - 19 has changed the everyday work of the project managers. This was seen in one comment concerning an added value of Virtual Toolkit that was not seen as high as it might have been before the pandemic.

Impact Area: Environmental Awareness & Sustainability

The environmental awareness that is a core values of the ONE Meeting project was not mentioned in the open answers.

Theme: Sustainability

Sustainability issues in comments concerned the format of the Virtual Toolkit (web page instead of pdf), easiness of creating a new content, and possibilities of updating the existing content.

The market is very fast-moving and, in my view, this does not fit with an implementation that follows the paper logic (PDF). In my view, it would be more helpful to compile the content in a web overview that can be updated quickly and perhaps also commented on by users.

Is the toolkit expandable/flexible? I know it can't claim to be complete and in terms of sustainability it would be great to add/revise the tools.

Suggestion - medium priority: Ensure the sustainability of Virtual Toolkit after ONE Meeting project has ended.

Theme: Dissemination

Dissemination was mentioned in open answers concerning the topics like visibility of the Virtual Toolkit and tools that support dissemination in projects. One respondent recommended that Virtual Toolkit could be shared in the European Lifelong Learning (LLL) Platform.

But I personally would also include more tools covering website design, as dissemination and visibility are important parts of project management and project sustainability.

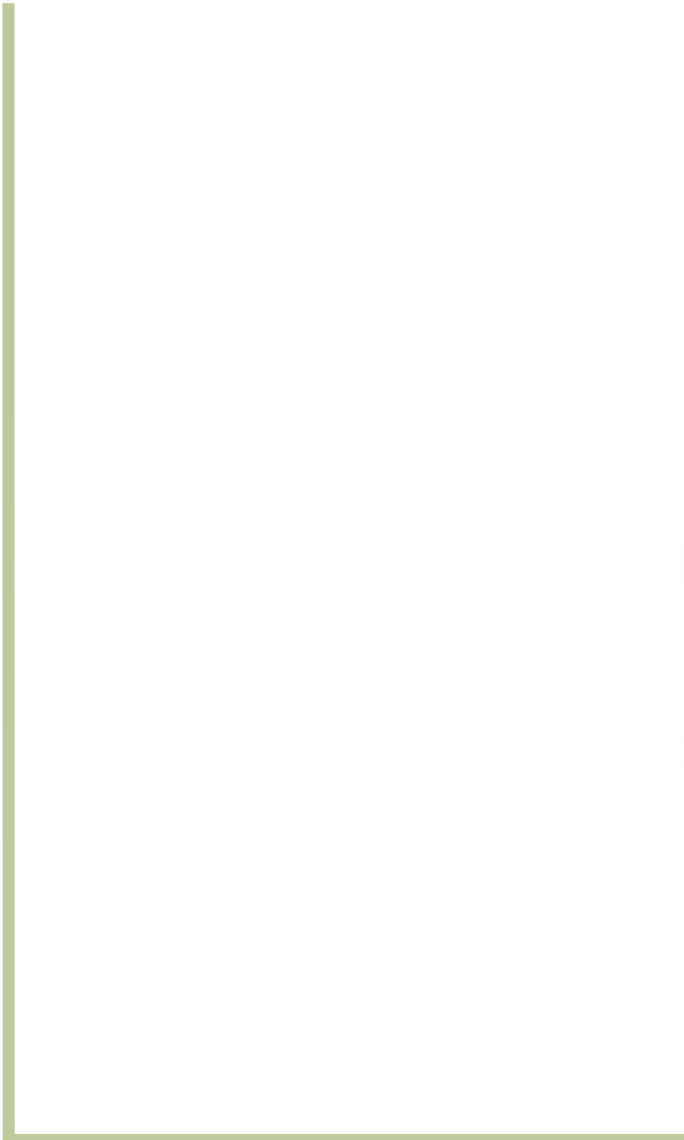
I think the digital toolkit provides an excellent overview and in a nutshell information if a tool should be considered or not. That is why I strongly recommend it to colleagues.

I think this toolkit ought to be shared with respected partners in the European Lifelong Learning platform.

Suggestion - high priority: Adding Virtual Toolkit in the European Lifelong Learning Platform.

Conclusions and

FINAL THOUGHTS



BRIEF SUMMARY OF COLLECTED DATA

The collected data reported in this document gives **mainly positive feedback on Virtual Toolkit (IO2)**, highlighting some interesting and relevant elements that can be further developed in its final release. The group of respondents have a quite long average experience in managing inter-institutional projects and belong to the EU-defined main participants groups of Managers (22), Teachers/Trainers/Researchers/Youth workers (17), Technicians (3) and Administrative staff (5).

Of the 8 indicators outlined in the original ONE Meeting Project proposal, 5 were met, 3 not. The 4 reached indicators were **Usefulness & Relevance, Impact on Virtual Transnational Collaboration, Willingness to recommend to a colleague or professional contact and Willingness to use the IO2 Virtual Toolkit by decision makers. Willingness to use Virtual Toolkit by decision makers** was positive result, with room for improvement. In addition, the following 3 indicators which reached improvable result need a closer analysis. **Impact on Managerial and Digital Competences** (the target was 90%, we reached 82%). All respondents who gave less positive answers were highly experienced and they left a detailed response including tool suggestions to the open question. **Impact on Transnational Project Design and Implementation** (the target was 90%/we reached 64%). Less positive evaluations tended to come from respondents with higher degrees of experience. This may indicate that experienced project managers while already using a wide variety of digital tools in their daily work had higher expectations for the Virtual Toolkit. **Willingness to use IO2 Virtual Toolkit by project managers** (the target was 70%/we reached 51%) reached improvable results. According to the Net Promoter Score (NPS) tool (Reichheld, 2003), 55 % is generally seen as a good result in terms of product reception.

The answers to the final open question provided valuable information. Half of the 48 respondents gave useful feedback which was analysed based on the themes that emerged from the data. These eight themes were identified: Appreciation for the Virtual Toolkit, Accessibility and Usability, Open source/fee based, Sustainability, Layout and Graphical design, Tips for improvement, Relevance (for target group) and Dissemination. Some themes recurred through different answers, some of them were unique to a specific response. There was also one new theme, GDPR issues, that was not asked in the survey but that was mentioned by several respondents. Since this theme was relevant for the ONE Meeting Project, it was added into the analysis of the data.

When proceeding with the analysis, we grouped the themes found in the three areas of impact envisioned for the ONE Meeting Project: Methods and tools, Collaborative Project Management, Environmental Awareness & Sustainability. Some of the suggestions coming from the reviewers were highlighted and attributed to a priority level which was based on the issue how relevant they were for the "ONE Meeting Approach". High priority was given to GDPR issues (adding a GDPR logo into each tool and a link to web pages where GDPR information is available) and Dissemination (Adding Virtual Toolkit in the European Lifelong Learning Platform) and Tips for Improvement (Create links from the table of content into each tool). Medium priority was given to Tips for improvement (Create anchors/links from the overview to the tools in page 5 in the Virtual Toolkit) and Sustainability (Ensure the sustainability of Virtual Toolkit after ONE Meeting project has ended).