



**EU-StORe**  
**IO Code: O4-A3**  
**Best Practice Showcases – Event Report**  
**Partner 5 – Meath Partnership**

**Project Title:** European Standard for Open Education and Open Learning Resources

**Project Acronym:** EU-StORe

**Title of the task:** Best Practice Showcases – Event Report

**Activity Code:** O4-A3

**Partner:** Partner 5- Meath Partnership

## Overview of Showcase Event for Learning Scenario 1

| Country                               | Date of showcase event                          | Number of participants |                      |
|---------------------------------------|---|------------------------|----------------------|
| Ireland<br><br>P5 – Meath Partnership | 11 <sup>th</sup> & 12 <sup>th</sup> April, 2016 | 1                      | Rita Reynolds        |
|                                       |   | 2                      | Claire Corrigan      |
|                                       |   | 3                      | Sinead Conlon Daly   |
|                                       |   | 4                      | Stephan Hitillambeau |
|                                       |   | 5                      | Catherine Coogan     |
|                                       |   | 6                      | Michelle Denning     |
|                                       |   | 7                      | Aideen O'Connell     |
|                                       |   | 8                      | Jing Farrelly        |
|                                       |   | 9                      | Sarah Hallahan       |
|                                       |   | 10                     | Laura Lynch          |
|                                       |   | 11                     | Lyndsey Ward         |
|                                       |   | 12                     | Eleanor Fleming      |
|                                       |   | 13                     | Dolores Reaney       |
|                                       |   | 14                     | Marie Falahee        |
|                                       |   | 15                     | Caroline Dixon       |
|                                       |   | 16                     | Anne Byrne           |
|                                       |   | 17                     | Laura Williams       |
|                                       |   | 18                     | Bridget Gray         |

### General comments (positive and negative feedback, hints, etc.)

- The content of the alphabet books is very innovative and beneficial for young children. The fact that the alphabet books can be integrated into the pre-school (Aistear) and primary level national curricula was seen as a great benefit to teachers and to young children.
- The teachers agreed that to adapt and use these resources in the classroom, they would cover 1-2 pages of the book with their pupils at a time – linking these alphabet books and the accompanying digital activities with the letters and phonetics being covered using *Jolly Phonics*.
- These OERs would mostly be used as extra-curricular or ‘play time’ resources in pre-school, because pre-school teachers have limited time to cover the content of the Aistear curriculum.
- Teachers in this learning scenario agreed that the alphabet books and digital activities would be better suited to be adapted and integrated into primary education curriculum because primary school classrooms typically have projectors and interactive whiteboards, which can be used to complete the digital activities with pupils and to play the letter and phonetic sounds and the words contained in the different alphabet books.

### Pictures of the Showcase Event



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## Overview of Showcase Event for Learning Scenario 2

| Country  | Date of showcase event    | Number of participants |                  |
|--|---------------------------|------------------------|------------------|
| Ireland<br><br>P5 – Meath Partnership  | 5 <sup>th</sup> May, 2016 | 1                      | Aisling O'Dwyer  |
|  |                           | 2                      | Michelle Lodge   |
|  |                           | 3                      | James Farrell    |
|  |                           | 4                      | Niall Cadden     |
|  |                           | 5                      | Emma Tully       |
|  |                           | 6                      | Nichola Murphy   |
|  |                           | 7                      | Patricia McKeown |
|  |                           | 8                      | Lisa Byrne       |
|  |                           | 9                      | Colm Devine      |
|  |                           | 10                     | Anthony Doherty  |
|  |                           | 11                     | Joseph Smyth     |
|  |                           | 12                     | Enda Gavin       |
| <p><b>General comments (positive and negative feedback, hints, etc.)</b></p> <ul style="list-style-type: none"> <li>• The content of the video lectures was considered useful as an introduction to the topics of marketing, branding and sales.</li> <li>• Learners agreed that the exercise on the 4P's was a useful tool in getting them to think about their brand and outline the corner-stones of their marketing strategy.</li> <li>• The content in this learning scenario is targeted as an introduction to sales, marketing and branding for new business; learners agreed that there was potential to expand the scope of the OERs used in this learning scenario to include social media marketing, a template for developing a marketing strategy and measuring return on investment for marketing strategies.</li> </ul> |                           |                        |                  |

## Pictures of the Showcase Event



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### Overview of Showcase Event for Learning Scenario 3

| Country                               | Date of showcase event      | Number of participants |                   |
|---------------------------------------|-----------------------------|------------------------|-------------------|
| Ireland<br><br>P5 – Meath Partnership | 15 <sup>th</sup> June, 2016 | 1                      | Marena Casey      |
|                                       |                             | 2                      | Lisa Gallivet     |
|                                       |                             | 3                      | Carmen Voroniuc   |
|                                       |                             | 4                      | Cora Bermingham   |
|                                       |                             | 5                      | Colette McDonnell |
|                                       |                             | 6                      | Michael Boylan    |
|                                       |                             | 7                      | Lisa Lenihan      |
|                                       |                             | 8                      | James McDonell    |

**General comments (positive and negative feedback, hints, etc.)**

- None of the participants had ever heard of the theory of Salutogenesis, and had not previously attended a training programme which aimed to improve their quality of life, their personal development and their psychological and emotional health - Instead the majority of training in this sector is for professional development and up-skilling, and all of the participants were very happy that finally there was a training programme which gave them a practical toolkit to help them to cope with the stresses and pressures of their professional role.
- Many participants had never considered their pitfalls in time management would impact on their psychological and/or emotional health - All participants were satisfied with the quality of the content and the exercises in the handbook and thought that there was a lot of potential to adapt this OER and either implement it in their own training offerings or share it with their colleagues who would also benefit from it.
- Because the OER is available as a downloadable PDF file, participants were satisfied that they could print and share the handbook with others, but were not sure that it could be easily adapted as the content of the handbook is not in an editable format – instead participants agreed that they could use this OER as a basis or as inspiration for creating their own OER resources using some of the content directly from the curriculum and handbook.
- It was seen as a disadvantage that the course modules were not available online through an e-learning platform as this would make the OER more accessible to all.

## Pictures of the Showcase Event 3



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