



● Project Sustainability

Project Coordinator

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AHA
ADHD – AUGMENTED



Motivation – Research Evidence

Augmented Reality impact to students diagnosed with ADHD

1. Students diagnosed with ADHD

- experience difficulties in maintaining focused on cognitive stimuli and often go off-task (Rapport et al. 2009)
- show a lower level of motivation and academic engagement than those without ADHD and explain the relationship between ADHD symptoms and academic achievement [Demaray et al, 2011; Volpe, R.J., et al., 2006]
- Show a common comorbid diagnosis of a Specific Learning Difficulty (SLD) (e.g. reading and spelling difficulties and writing difficulties) (DuPaul, G.J., Gormley, M.J., Laracy, S.D., 2015)
- Require tailored instructional interventions since maintaining students' motivation and engagement in the educational activities is generally challenging

2. Evidence of the added value of AR in educational processes

- the research highlights how the educational outcomes arising from the use of AR application are found to be attention, engagement, interest, motivation, satisfaction, knowledge comprehension, academic achievement, knowledge retention, enjoyment and autonomy (Saltan and Arslan, 2017).
 - Augmented Reality is considered by teacher a valuable teaching tool in elementary and high school classroom (Billinghurst M., & Duenser A., 2012)
 - AR is also a preferable tool to develop learners' particular skills, especially in writing and language areas such as vocabulary retention and spelling improvement (Khoshnevisan & Le, 2018) and literacy learning of children with ADHD (Chien Yu Lin et al., 2016).
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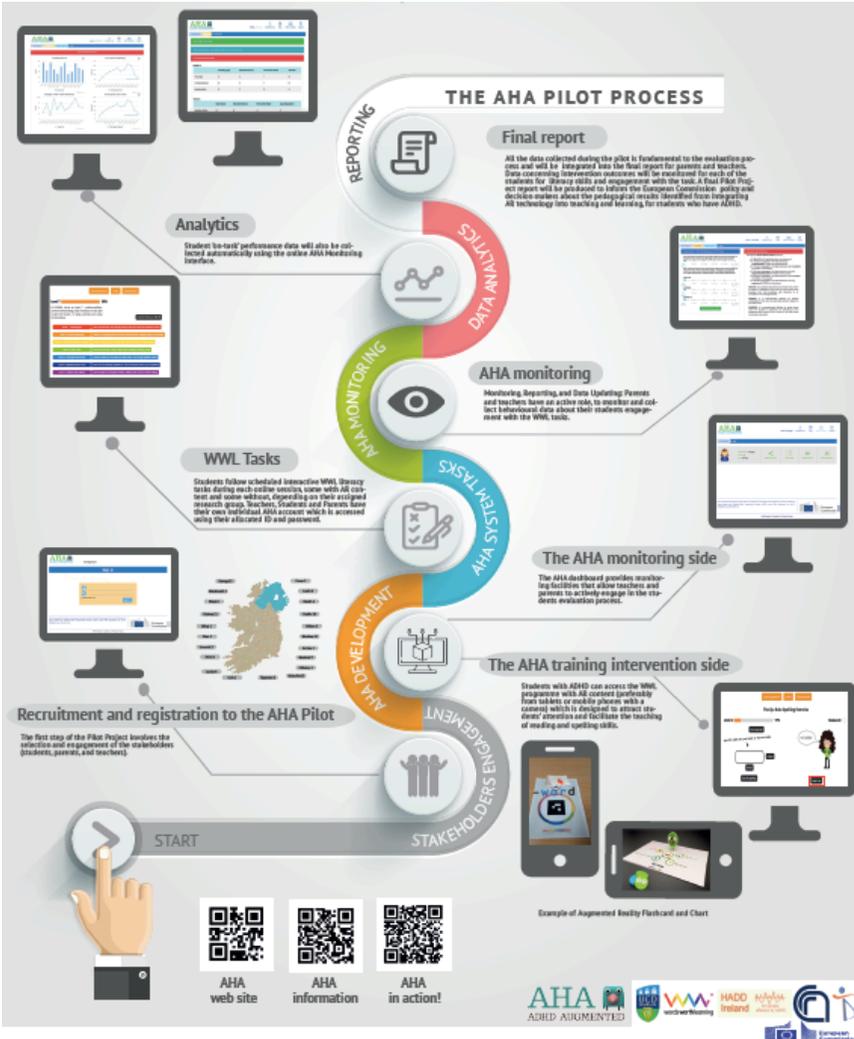


Motivation - Aims

The added value of behavioural observation and monitoring process of children with ADHD using ICT

- To create novel web-based technologies for a *digitally assisted observation* and *evaluation* practices
 - To create a web-based virtual network space of parents, teachers and experts close the child able to collaborate in the gathering of behavioural and learning data of children during a specific educational or health intervention
 - To facilitate the collection of data and provide on-fly statistical evidence to the stakeholders involved in the educational or health intervention process.
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Project objectives



General Objective:

Pilot project for developing the use of new technologies and digital tools in education – Technologies and tools for children and young people with ADHD.

Specific Objective 1:

Identify existing digital learning solutions that can support teachers in the classroom and parents at home with pupils having ADHD and/or concentration problems;

Specific Objective 2:

Provide good practice examples where technology has been successfully used in daily classroom activities to help pupils with ADHD and concentration problems.

Specific Objective 3:

Collaborate with relevant national or regional associations or organizations to identify schools/classes with children that suffer from ADHD and that are willing to participate in the pilot

Specific Objective 4:

Carry out and evaluate representative pilots with participating schools in real classroom settings based on the identified technologies and good practices, using a robust, pedagogical approach

Specific Objective 5:

Provide a set of recommendations and a roadmap for policy makers, educational institutions, teachers, etc, for making best use of available technologies in classroom settings. Input from relevant stakeholders including teachers, researchers

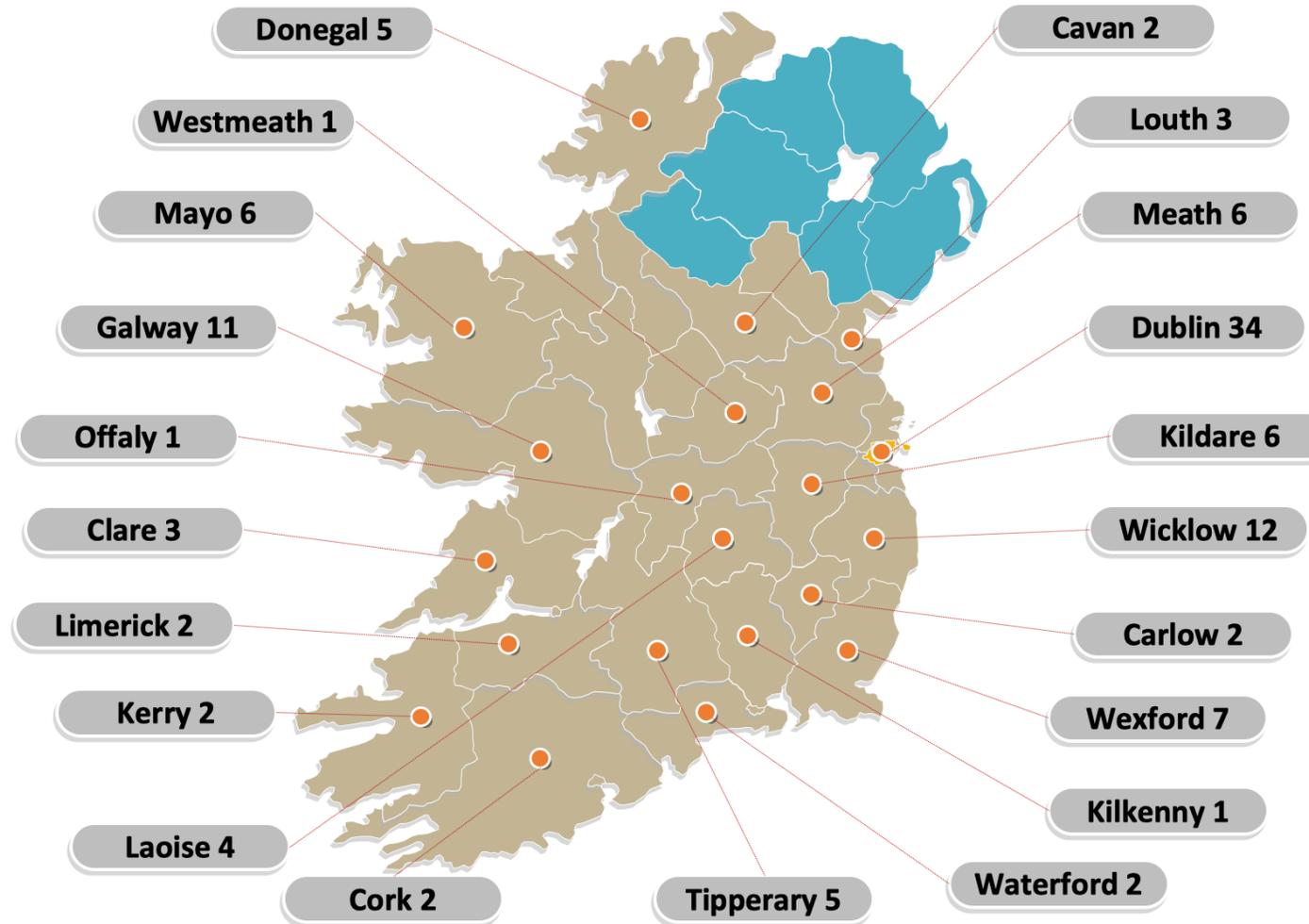
HOW IT ALL CONNECTS



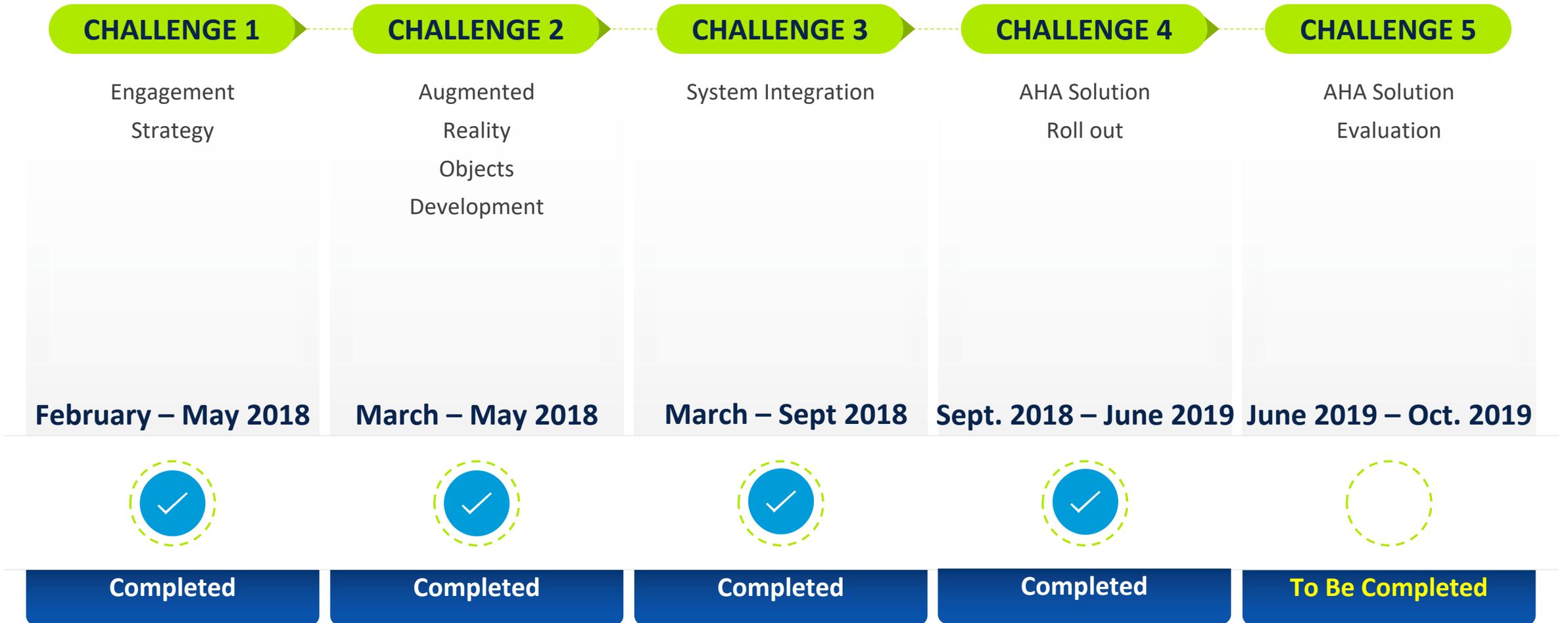
AHA Infographic – we have students all around Ireland (117)

AHA registered students - per County

20% (F)
80% (M)



Road Map Status



November 2019....
Sustainability Plan

Dissemination chart → towards sustainability

● **Engagement strategy** to identify, and communicate with, all major categories of project stakeholders (e.g., end users, data providers, technology providers, pan-European associations, standards defining organizations, global associations, related projects, academic and other users)..

● In conjunction with WP2 develop an adaptable plan for both internal and external communications throughout the lifetime of the project. This plan will include details such as target audience, type of content, update frequency, roles and responsibilities.

● Posters, brochures, leaflets, press releases, articles, scientific papers, attendance and participation in relevant conferences, etc

**T6.1
Stakeholder
Engagement**

**T6.2
Communication
Plan**

**T6.3
VIBRANT PROJECT PRESENCE**

**T6.4
Industry Engagement for
Capacity Building**

● Specifying the necessary mechanisms and channels of communication needed to optimise information flow between willing representatives of stakeholder groups and the appropriate project components

● Project “brand” – a distinct identity – and a web presence. Full use will be made of all means of communication with target audiences (project leaflets, posters, videos, social media such as blogs, Twitter, Facebook, etc.), using the appropriate natural language.

● Engage with representatives from the private sector from the various technologies involved in AHA to identify areas that would benefit from the applications to teaching and learning. All partners will be involved in the development and assessment of business models predicated on AHA technology and outputs.



AHA - Sustainability

- Our steps...
 - **Step 1:** Decisions from data collected from the quarterly performance reports. Assessing the project now compared to what it was three months ago or three years ago can allow project staff and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives.
 - **Step 2:** Target audience. If there has been a need to change the targeted audiences, for whatever reason, make certain it is justified. If the targeted audience was students with ADHD from Ireland, but the numbers are low, there may be a need to include students with ADHD from other EU country member states to meet the number of students as identified in the proposal (150-200).
 - **Step 3.** Develop a detailed description of what services and activities are planned for sustainability. All activities do not need to be sustained; just the ones that are intended to achieve desired outcomes. For example, the methodology of AR content development is important for future development of AR teaching and learning content for students with ADHD
 - **Step 4:** Identify what is needed to manage and operate the selected activities. Once the project activities have been established, it may be determined that either a smaller or larger commitment of management resources, including the number of paid staff will need to change (especially during the period of evaluation of the pilot study).
 - **Step 5:** Current and potential partners and other stakeholders awareness of sustainability planning activities. Whether it takes place in a formal meeting setting or in written form, key information will be disseminated to them.
 - **Step 6:** Find champions. AHA partners will assist on locating and encouraging organizations and interest groups that benefit from the project's activities or who are interested in the target groups being served. These make the best allies (i.e. ISSA – International Step by Step Association – early years learning community, ADHD Europe)
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Keys to Sustainability...



- Long Term Vision...
- Leadership
- Strength (Academia and Industry)
- Involvement of community leaders
- Diversified funding base
- In kind support
- Produce tangible results
- Solve problems the community cares about
- “Value added” to community effort



ALLOW FOR LONG-TERM VISION AND COMMITMENT

- 🔑 Long-term development initiatives need long-term, predictable funding support for better results and sustainability
- 🔑 Consistent priorities allow for deep program development
- 🔑 Development, diplomacy and trade have the greatest impact when they work together

MADE IT TO THE TOP 20 FINALISTS! (Total 113 projects globally)

ADHD Augmented (AHA) is a pilot project that investigates the efficacy of Augmented Reality (AR) in improving the reading and spelling abilities of children with ADHD. The AHA projects involves the integration of a series of AR objects from [WordsWorthLearning](#) (WWL), an online literacy programme that has been proven to reduce and resolve reading and spelling problems such as Dyslexia, and the [Web Health Application for ADHD Monitoring](#) (WHAAM). The integration process produced the AHA web-based service that allows parents, teachers, and other professionals to monitor the behaviour of children engaged in the reading and spelling activities provided by the system.





**Secured Future Funding....
From pilot to Europe:
Horizon 2020 ICT 25**



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 **Thank you**

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