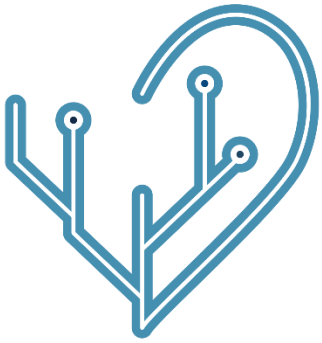
ERASMUS+ TECH2MATCH WP

JOINT SUMMARY REPORT WP5

Austria, Denmark, Finland, Spain



TECH2MATCH

HEALTHCARE INSPIRED BY TECHNOLOGY

Content

Work package 5 – Summary report

This final summarizing report of the work carried out in Work Package 5 (WP5) will describe the progress of WP5, the results from all tasks, and the conclusions based on each of the indicators (1-9) related to the work package. This report is also the final task (5.5) in WP5, and therefore, it concludes the work on each of the respective tasks in WP5. WP5 has been ongoing from November 2024 to October 2025. UCLM has been the lead partner on the work package, with tasks distributed between all four partners in TECH2MATCH. The overall purpose of WP5 has been to pilot, refine, and implement blended learning, real-life scenarios, and xMOOCs in each partner institution. The purpose was approached through 6 separate WP5 tasks, each with a specific objective. The progress and results of each task are described separately in this report.
Task 5.1: Here, UCLM was the lead. Task 5.2: Here, UCN was the lead. FHV led tasks 5.3 and SEAMK task 5.4. UCN led task 5.5 and UCLM led task 5.6, which culminated in the final conference.
The frequency of meetings between the project partners during WP5 has been more than average. Throughout WP5, several ad hoc task-related meetings have been conducted, supporting the planned monthly project management group meetings (PMG) and a key online meeting (KOM) scheduled for November.

Task 5.1

Progress

The objective of WP 5.1 was to train the lecturers about blended learning, real-life scenarios, and xMOOC before piloting. All partners conducted training sessions for lecturers and collected both qualitative and quantitative information from lecturers who participated in the training.

Results

The results of quantitative measures are presented in Table 1.

TABLE 1.

Quantitative Measures	SEAMK (Finland):	UCLM (Spain)	UCN (Denmark)	FHV (Austria)	TOTAL
No. of lecturers participating in the training	4	6	5	1	16
No. of lectures evaluate the quality of TECH2MATCH course	3	6	5	2	16
Course quality Likert scale (1 Poor - 5 Excellent)	3,5	4,8	4,8	4,8	4,5

Satisfaction with the interaction between the student and the lecturer. Likert scale (1 very negative - 5 very positive)	4	4,5	4	4	4,1
Lecturer's overall satisfaction. 0-10 scale	7,7	8,8	4,8	8	7,3

Summary of Suggestions for Course Improvement (qualitative measures):

Content Structure and Organization

We were asked to reduce the number of activities as the tasks now seem overwhelming. The structure of the course should be improved to get a better overview. To understand the course, we needed more meta-text and provided guidance that helps both students and teachers navigate the course effectively. Some tasks and materials were presented out of order, with questions about videos that appeared later in the course. The number of subcategories needed to be reduced.

Technical Aspects

We were asked to resolve technical issues, for example, addressing problems with opening files, accessing the MOOC, and the functionality of the links. The technical infrastructure should be improved to provide a better explanation of what is meant by "technical infrastructure" in the learning outcomes.

Pedagogical Improvements

We were asked to add more interactive elements or real-world case studies to enhance student engagement. The students wanted us to clearly state how long individual tasks take to complete and also clarify expectations for readings. Ethical perspectives, such as the use of AI, patient involvement, and shared decision-making, require more focus. We needed to consider different taxonomies in different countries. Moreover, EDI considerations: Add Equality, Diversity, and Inclusion alongside cultural aspects should be added

Assessment and Tracking

We were asked to improve task completion tracking and ensure that teachers can access student submissions and track student progress across different sections. We should enhance task clarity by making task instructions clearer and considering the combination of related tasks.

Documentation

We should create more user-friendly teaching plans: Develop easy-to-read teaching plans that help teachers implement the course, especially when incorporating advanced tasks. We were also asked to standardize

content descriptions to ensure consistency across different modules, thereby reducing confusion. For example, we should make the distinction between basic and advanced content more consistent and understandable.

Concluding on indicator 1

A total of 16 lecturers participated in the piloting of the Tech2Match course, providing both quantitative and qualitative feedback on the course quality across all four partner institutions. It has been concluded that the project has fulfilled indicator 5.1.

Concluding on indicator 2

The quality of the course was rated 4,5 on a Likert scale from very negative (1) to very positive (5). The lecturers involved in the training and piloting rated the interaction between the lecturer and the student to 4,1 on a Likert scale from very negative (1) to very positive (5). In summary, the overall satisfaction with the course, among lecturers, was rated as 7,3 on a 0-10 scale. It's concluded that the project has fulfilled indicator 5.2

Task 5.2

Progress

The purpose of Task 5.2 was to pilot blended learning, real-life scenarios, and xMOOCs in the educational programs. The following educational programs were piloted in task 5.2: Nursing, Physiotherapy, and Midwifery. The pilot of the course was characterized by an overemphasis of participation from students enrolled in an educational nursing program. The following parts of the Tech2Match course were piloted in Task 5.2: All units of the MOOC were piloted across different educational programs, with Unit 1 (Introduction to Pain and Technology) being the unit piloted by the most students. The advanced elements of the course were also piloted, with nursing programs piloting telehealth and VR, midwifery programs piloting the mobile applications part, and physiotherapy programs piloting monitoring and virtual reality. All partners provided results from piloting the course among students. The results were reported using a reporting template. The reporting template collected information from both quantitative and qualitative measures.

Results

Qualitative information was collected from students across partner institutions and educational programs, based on predefined themes: Curriculum and content, Relevance to the target group, Skills learned, and Effectiveness of the learning experience. The main points of feedback from the student evaluation - A form of thematization of the students' evaluations and changes is presented below.

Qualitative Synthesis of Curriculum and Content Feedback

Key Points:

1. **Curriculum Design and Content Balance**:

- The curriculum is well-designed with a good balance between theoretical and practical components.
- It is comprehensive and effectively divided to accommodate different students' study schedules.

2. **Practical Component**:
    - The practical component is highly valued, providing a complete learning experience and giving meaning to the entire course.
3. **Preference for In-Person Learning**:
    - More in-person seminars are preferred as they are more engaging than learning through computer videos.
    - There is a desire for more interactive, hands-on learning opportunities.
4. **Test Section Issues**:
    - The MOOC section needs review due to errors in some modules, which resulted in students losing opportunities to complete tests.
5. **Relevance to students from different healthcare professions**:
    - Midwifery students found certain aspects of the course less relevant, particularly content focused on understanding technology and guiding patients who struggle with its use.
    - Many examples and much of the content were drawn from other professions, complicating learning and requiring substantial adaptation.
6. **Advanced Tasks**:
    - Advanced tasks were easier to relate to their profession, making the content more meaningful.

Qualitative Synthesis of Relevance to Healthcare Professionals

Key Points:

1. **Technical Information on VR**:
    - Too much technical information about VR, which was not seen as relevant in practice.
    - Confusion due to discrepancies between product videos and related questions.
    - Preference for more practice-relevant examples and patient reports on using VR.
2. **Practical and Innovative Course**:
    - The course is highly practical and innovative for healthcare professionals.
    - Content is highly relevant to the healthcare field and addresses relatively unknown topics.
3. **Future Relevance**:
    - The subject matter is expected to become a reality in healthcare within the coming decades.
4. **Pain Management**:
    - Teaching different therapeutic options for pain management is of great importance.
    - The course introduces new approaches to pain management, expanding the therapeutic toolkit for healthcare professionals.
5. **Overall Relevance**:
    - The course is highly relevant for healthcare professionals but less so for midwives due to different patient categories.

Qualitative Synthesis of Skills Learned

Key Points:

1. **Introduction to Technologies**:
    - Students appreciated being introduced to technologies outside their profession, gaining broader insights into potential future integrations in midwifery.
    - However, the highly detailed content sometimes made it difficult to understand the purpose of specific texts and assignments.
2. **Focus and Understanding**:
    - The course's length and the introduction of many new technological concepts made it challenging for students to stay focused.
    - Students required substantial introduction and explanation from instructors to grasp the purpose of the course materials.
3. **Pain Management**:
    - The content on pain was a good refresher.
    - Students learned to apply new instruments for pain assessment and improved their management of new technologies.
4. **Technological Skills**:
    - Use of technologies for monitoring vital signs and pain treatment.
    - Virtual Reality competencies, including management, applicability, and regulations.
    - Understanding present and future technological options for pain treatment.
5. **Data Collection and Apps**:
    - Ability to collect data simply and validate through economical devices.
    - Proficiency with user-friendly apps frequently used in practice.
    - Access to simple, readily available data collection tools.
6. **Immediate Implementation**:
    - The course provides technological skills for pain treatment and introduces accessible tools that can be immediately implemented in practice.
    - Offers insights into both current and future technological applications in healthcare.

Qualitative Synthesis of the Effectiveness of the Learning Experience

Key Points:

1. **Usability Issues**:
    - Navigating the course was problematic; using the back button or refreshing the page reset the page to the beginning, causing frustration.
    - Lack of feedback on activity completion led to uncertainty and repetition of exercises.
2. **VR Headsets**:
    - Students expressed a desire for hands-on time with VR headsets.
3. **Tech2Match Experience**:

- Tech2Match was time-consuming, with some students spending over 5 hours on two units.
- Learning via Tech2Match was not very helpful for some students.

4. **Course Length and Activities**:
    - The online course was perceived as too long with too many activities.
    - New information in the pain and VR units was interesting.
5. **Practical Component**:
    - The practical component was particularly effective, with students implementing concepts in their work and final degree projects.
    - Hands-on aspects significantly impacted participants' ability to apply what they learned.
6. **Navigation and Technical Issues**:
    - The iMOOC was difficult to navigate, affecting learning and motivation despite detailed guides from the teacher.
    - Technical issues with quizzes and tests further complicated the learning experience.
7. **Teaching Formats**:
    - One student appreciated the mix of videos, texts, studies, and quizzes for providing variation and flow.
    - The large number of different presenters with varying languages and accents detracted from the learning experience.
8. **Unfamiliar Concepts**:
    - Numerous unfamiliar concepts from other professions required extra effort to understand, disrupting the learning process and affecting motivation.

Quantitative data were collected using a survey. Results are presented below in Table 2.

TABLE 2	
Quantitative Measures	**Results**
How many students participated in the T2M course?	122
How many students participated in iMOOX?	122
How many students participated in the advanced section?	42
What was the students average rating of quality of T2M course. (Likert 1-5)	3,8
Of the planned teaching time, what was the percentage of completed access hours among all students?	68%

How many students passed the piloting?	91
What was the students average rating of interaction between students and lecturers in T2M course (Likert 1-5)	4,2
What was students' overall satisfaction of the T2M course (rating scale 0-10)	6,6
Students' confidence using technologies **before** piloting (Likert 1-5)	2,7
Students' confidence using technologies **after** piloting (Likert 1-5)	3,6
Curriculum and content of the course for students. (rating scale 0-10)	6,2
Relevance to target group. (rating scale 0-10)	6,9
Effectiveness of learning experience. (rating scale 0-10)	5,7

Concluding on indicator 3

The students piloting the course unfortunately only completed 68% of the established access hours, instead of the 70%, which was set as a criterion. All 100% of students participating in the pilot completed the MOOC and passed the related assessment in the respective MOOC. The students-lecturer interaction was rated as 4.2 on a 5-point Likert scale. Students rated the course as 3.8 on a 5-point Likert satisfaction scale, which is 0.2 lower than the 4, which was set as a criterion. Lecturers rated the quality of the course as 4.5. Even though two of the criteria set for indicator 5.2 were not met, the indicator is still considered fulfilled.

Concluding on indicator 4

The overall satisfaction with the course among students was 6.6. Lecturers rated their satisfaction with the course at 7.3. Based on the student survey and focus groups, the curriculum was rated 6.2, the relevance was rated 6.9, and the effectiveness of learning was rated 5.7. The student's rating is below the established 7.0, which was set as a criterion for success. The qualitative inquiry revealed that technical issues and the usability of the interface in the MOOC could be a major factor in the ratings not reaching 7.0. Despite these challenges, all ratings were above average.

Task 5.3

Progress

The purpose of task 5.3 was to refine the blended learning, real-life scenarios, and xMOOC after the piloting (teaching guide). Here we will describe how the feedback from WP5.1 and 5.2 was used to refine the Tech2Match course. Thus, task 5.3 builds on the results of the pilot phase, related to teachers' and students' experiences with the Tech2Match course. The course refinement was carried out by dividing the consortium into two groups: (1) Focused on refinement of the course material, (2) Focused on refinement of the teaching guide. Both groups utilized information from tasks 5.1 and 5.2, and work package meetings ensured that the entire consortium was involved in the process in both groups. The following four areas of interest were identified for refinement: Course structure, Technical issues, Content improvements, and Interactivity. Both the course and the teaching guide were refined, with significant changes made based on the information collected during piloting.

Results

For the teaching guide, the following areas of improvement were identified by the lecturers through the piloting: Content structure and organization, Technical aspects, and Pedagogical challenges. Improvements were made available online in various formats, as well as in real-life scenarios. The following actions were taken: The teaching guide was reorganized to contain only essential information, aimed at guiding lecturers in the use and application of the course. All supportive materials providing lecturers with further theoretical knowledge and insight into project findings were made available online in several different formats, and real-life scenarios were designed to accommodate differences in preferences across healthcare disciplines. The project homepage was redesigned to facilitate easy access to the course and supporting materials. All written material was aligned, shortened, and written in a manner that facilitated external lecturers' application of the course and related material.

For the course, the following four areas of interest were identified for refinement: Course structure, Technical issues, Content improvements, and Interactivity. These four areas of interest were based on the following findings.

Course structure.

It was mentioned multiple times that the course structure needed clarification, and navigation within the course was a hassle, sometimes also due to technical issues with the imoox.at platform (not scrolling back to where you came from). In some cases, the order of the tasks was incorrect, so questions were presented before the reading content. On that basis, we made common decisions about practicalities and technical issues. We also gathered comments about content improvements and made a common decision about this. We also worked with a wish for more feedback, interaction, and transfer of concepts to professional practice.

Technical issues.

Most of the technical issues mentioned can be fixed by the approaches mentioned above. However, one major issue was that not all tasks provided information about completion. To foster a self-contained course without any dependencies on external servers/tools, it might be a good idea to integrate as much into the MOOC itself (internal tools or H5P) as possible.

Content improvements.

Four specific additions were requested by teachers and/or students. This, however, would extend the course further and require new tasks, resulting in additional work. Furthermore, it was suggested that the rationale behind the activities could be mentioned to clarify what can be learned and how to do so.

An important aspect was the unclear relevance for some professions (especially midwifery and occupational therapy) or, at the very least, the high effort required for these professions to “translate” the provided content into their own context.

Some parts seem to be “too detailed” and partly not relevant enough.

Interactivity.

There was a wish for more feedback and interaction with the teachers and more interactive tasks. Furthermore, students expressed a desire to apply the concepts to their professional practice.

Based on this, all parts of the course were evaluated by the consortium, and refinements were decided. A structured table was used to ensure consistency among evaluators.

ISSUE / DEMAND	PLANNED SOLUTION
Wrong order of tasks	
Simplify highly detailed content	
Guide students' thoughts towards own professions (esp. midwives, occupational therapists)	
Adding rationale/purpose of task where useful/needed	
Replace tasks requiring interaction with teacher (feedback) such as document upload, free text, etc. in MOOC	
Replace tasks with forum discussion	
Implement future perspectices	
Add/adapt advanced tasks to be more practical (with patients)	
Adding more interactivity	
Ensure ethical considerations	

The work was carried out in the following steps.

Step 1: Plan the updates. Provide suggestions on how to improve content, as done by each institution for their respective units. This helps update the content and might give other institutions ideas on how to tackle some of the issues.

Step 2.1: The overview Excel file is used to indicate any changes in the structure or workflow.

Step 2.2: All updates were made in the Word file where we had collected/described all activities using "track changes". Necessary external files (images, H5P, etc.) are updated/uploaded to the respective folder. Please include or update the links in the Word file.

Step 3: MOOC is updated/created (UCN, FHV)

Step 4: Each institution tested one unit.

Step 5: We finalized the MOOC (UCN, FHV)

Step 6: FHV suggests a template for the "offline" course Word files "(content handbook"). We might also address the format of additional material like handouts, etc. (logos, headings, numbering, etc.)

Step 7: Updated/final Word files, incl. supplementary material that could be made available on the website for download

The main result of refining the course and teaching guide related to the MOOC part of the Tech2Match course was that a decision was made to transition the course into a course series, consisting of five smaller courses, each with a specific focus but an aligned structure and similar pathway.

Concluding on indicator 5

A hands-on document describing the refinement of the xMOOC, blended learning, and real-life scenario course was developed.

Concluding on indicator 6

Implementation of the course is ongoing in all partner institutions.

UCN

In UCN, two educational programs, occupational therapy and midwifery, have integrated the course into their existing curricula. In the midwifery department, teaching based on the course content takes place in the 6th semester of education, while the occupational therapy department has adopted the course throughout their education. Furthermore, an educational reform is underway within the healthcare education, and it is expected that both the physiotherapy and nursing departments will implement the course when incorporating the new educational reform.

UCLM

At the University of Castilla-La Mancha (UCLM), the successful implementation of the xMOOC has begun following positive reception and acceptance by the academic community, including both faculty members and students. UCLM is taking advantage of the ongoing curriculum reform in the Physiotherapy degree to integrate specific components of the course into the official study programme. The new curriculum, which will take effect in the academic year 2027–2028, will include content related to digital technologies within the broader context of digital health, as well as real-life scenarios developed in the project as part of the practical training. Additionally, in the Nursing degree, there is institutional willingness to incorporate selected parts of the course, reinforcing the transversal competencies in technology and health. This integration represents a sustainable step towards embedding the project outcomes into higher education curricula.

SEAMK

At SEAMK, the TECH2MATCH course was piloted as part of nursing students' clinical training to promote health as a project. Experiences of implementing the course were positive from the perspectives of students, teachers, and customers. Because of the successful implementation, we are discussing making the TECH2MATCH MOOC part of the voluntary courses for nursing students (need to collect 5 ECTS). In the future, it may also be possible to include the TECH2MATCH course content as part of their clinical training, as we did in the piloting. Some of the telehealth sections will be used in the BIP implementations of the physiotherapy degree.

FHV

At the FHV, students from the 5th semester, enrolled in Health Care and Nursing, piloted the course as part of the requirements for Chronic Illness II. Students completed the Basic: Introduction Unit and the VR Units, totaling 2 ECTS. The feedback was mixed, not because of the content but mainly because students were unsure how much time they were expected to spend on the MOOC. This has been addressed in the next cohorts and will remain part of the content of the Chronic Illness II course. It is unlikely that we will be able to offer the entire 5 ECTS course, but some of the advanced course content will be included in face-to-face teaching following completion of the MOOC.

Task 5.4

Progress

The overall objective of WP5.4 is to measure the impact. Each partner should describe how they fulfilled the Key Performance Indicators (KPIs), including the specific metrics used to measure their performance. The KPIs used in task 5.4 are built upon the KPIs already decided upon in WP4 task 4.4. The impact assessment for the pilot and the course considers impacts from both students and lecturers. The goal for the KPIs is to evaluate the TECH2MATCH course. In the project application, a list of KPIs was promised to be used as key performance indicators, making them all obligatory KPIs. Furthermore, several KPIs were mentioned in relation to WP5, which made them part of the obligatory KPIs. There were both quantitative and qualitative questions to be answered in each partner organization. For the quantitative measurements, the answers were collected in a table. For qualitative measurements, the partners were asked to write a short summary of the results, limited to a maximum of 5,000 characters. A template was created to support the partners in reporting the findings. Each partner institution could then add information about their respective fulfillment of the KPI´s. Each partner was able to measure all obligatory KPIs and choose from among the available non-obligatory KPIs. The consortium defined the non-obligatory KPIs, while the project application defined obligatory KPIs, which were also related to the overall evaluation of the project.

Results

All partners reported on the impact of the course using the template created for the purpose. Overall, the pre-set goals of impact were reached. However, two KPIs were not met: the measure of the planned teaching time (what was the percentage of completed access hours among all students), and whether the lecturers' expectations were positive after piloting based on pre- and post-questions. The percentage completion of planned teaching time among students was not measured, and the small drop of 0.2 in lecturers' expectations for the course before and after was primarily related to the content and structure of the teaching guide. Results are presented in Table 3.

Table 3.		
KPI	**Measure**	**Answer numerically**
KPI 1.	How many students participated in the T2M course?	122 **Goal achieved**
1.1	How many students participated in iMOOX? Differentiate participation for piloting in each section?	112
1.2	How many students participated in the advanced section?	62
KPI 2.	What was the students average rating of quality of T2M course in Likert scale (0-5)?	3,75 **Goal achieved**
2.1	How many students evaluated the quality of T2M course?	61
KPI 3.	How many lecturers participated in the training?	16 **Goal achieved**
KPI 4.	What was the lecturer's average rating of quality of T2M course in Likert scale (0-5)?	4,08 **Goal achieved**
4.1	How many lecturers evaluate the quality of T2M course?	16
KPI 5.	Of the planned teaching time, what was the percentage of completed access hours among all students?	NA **Goal NOT achieved**
5.1	How many students completed the advanced sections?	62
KPI 6.	How many students completed the MOOC?	80% completed the course. **Goal achieved**
KPI 7.	How many students passed the piloting?	80% passed the piloting **Goal achieved**
KPI 8.	What was the students and lecturers average rating of interaction between students and lecturers in T2M course (Likert scale 0-5)?	lecturers 4,0 students 4,2 **Goal achieved**
8.1	How many people evaluated the interaction?	61
KPI 9.	What was students' and lecturers' overall satisfaction of the T2M course (in scale 0-10)	7,4 **Goal achieved**
9.1	What was the students' overall satisfaction of the T2M course (in scale 0-10)?	7,7
9.2	What was lecturers' overall satisfaction of the T2M course (on a scale of 0-10)?	7,1
9.3	How many people evaluated overall satisfaction?	16 lecturers, 61 students
KPI 10.	Students' confidence using technologies before piloting (Likert scale 1-5)?	2,7
10.1	Students' confidence using technologies after piloting (Likert scale 1-5)?	3,5 change is positive **Goal achieved**
KPI 11.1 PRE	Lecturers' expectations of course content before piloting? Average (Likert scale 1-10)	4,1
KPI 11. 2 POST	Lecturers' expectations of course content after piloting? Average (Likert scale 1-10)	3,8
KPI 11.3	Was the expectations positive after piloting based on pre and post questions?	Negative **Goal NOT achieved**
KPI 12.1	What is the overall satisfaction percentage for quality of curriculum and content of the course for students?	7,7 **Goal achieved**

KPI 12.2	What is the overall satisfaction percentage for quality of curriculum and content of the course for lecturers?	7,1 **Goal achieved**

Concluding on indicator 7

We were able to measure the impact and found that the majority of KPIs were reached.

Task 5.5

Progress

The purpose of task 5.5 was to write a summarizing report, describing the results of the WP, including the measured KPIs. UCN was the task leader and worked continuously on developing the report, in coherence with the other tasks being completed.

Results

All results from WP5 were described in the report, along with feedback from partners on achieving the project's objectives. The feedback on whether the project reached its overall objective showed that 70% of responses indicated the objective with TECH2MATCH was fully achieved, while 30% indicated that it was largely achieved. Satisfaction with the project results and the project as a whole was very positive, with 50% indicating that they were extremely satisfied, 40% very satisfied, and 10% somewhat satisfied. Open-ended answers and qualitative feedback provided the following insights: The Tech2Match project has successfully fulfilled its primary objective of developing a 5 ECTS course aimed at enhancing advanced digital skills and technological competencies. Across the consortium, participants expressed a high level of satisfaction with the project’s outcomes, coordination, and collaborative spirit. The project was marked by a strong sense of professionalism, mutual support, and shared commitment to innovation and educational relevance. One of the most notable achievements was the effective coordination, which ensured a well-structured process and responsive support throughout the project. Communication among partners was fluid and constructive, fostering a positive working environment and facilitating smooth collaboration across institutions and countries. The integration of the blended learning course into institutional curricula further demonstrated the project's practical impact and alignment with student needs. Participants highlighted the value of interdisciplinary and international cooperation, which enriched the development process and fostered the exchange of ideas and best practices. The project’s focus on aligning technological innovation with user needs, particularly in healthcare and rehabilitation, was seen as especially relevant and timely. Overall, the Tech2Match project stands out as a successful, well-coordinated, and impactful initiative that has delivered meaningful results. The lessons learned provide valuable guidance for future collaborative educational projects. By maintaining its strengths and addressing identified challenges, future efforts can further enhance the impact, quality, and sustainability of its initiatives.

Concluding on indicator 8

Based on the feedback the project results are positive, the objective has been reached and dissemination during the project has resulted in increased awareness of TECH2MATCH, and a plan have been drawn up for future dissemination and collaboration between partners.

Task 5.6

Progress

The final dissemination and completion of TECH2MATCH was carried out at an international conference organized by the TECH2MATCH consortium. The planning of the conference involved all partners and was completed during Work Package 5. UCLM was the task leader, with UCN providing support and close collaboration on the conference content, as well as setting up the registration and dissemination homepage. The conference was organized in conjunction with the last transnational meeting held at the University Campus of UCLM.

Results

The final conference was planned as a one-day event, comprising talks from both externally invited speakers and consortium members, as well as hands-on workshops. The first part of the conference was held in a hybrid format, allowing online participation to facilitate an increased opportunity for gaining insight and knowledge about the TECH2MATCH project. The second part of the conference consisted of hands-on workshops, divided into two separate pathways: one aimed at students and healthcare practitioners exploring digital technologies, and another aimed at introducing lecturers to the content and implementation of TECH2MATCH into curricula. In total, the program consisted of 9 talks (three external and 6 consortium members). The external talks were: Pain Management, Technology, and Education. Speaker: Víctor Domenech García, Matching technology to people with pain - An educational endeavor. Speaker: Diana Schack Thoft, and Virtual reality as a multidisciplinary approach for Fibromyalgia, a Case of Success. Speaker: Jose Ferrer Costa. During the talks provided by consortium members, the following topics related to TECH2MATCH was presented: A critical reflective approach to the use of technology in healthcare, Learning about the use of technology with reflective practice in focus, Building competencies using a Massive Open Online Course, Using stakeholders to increase educational quality and clinical relevance, Fostering applicability to practice through comprehensive piloting, and Using selected assistive technologies for people with pain: A scoping review on required competencies for healthcare professionals. The total number of participants at the conference was 85, with 25% participating on-site.

Concluding on indicator 9

The main results of TECH2MATCH were presented at the final conference in an international hybrid format.

Concluding on WP5

Work package 5 has been carried out successfully, with all indicators addressed in this document. This report also concludes the project. Overall, the Tech2Match project stands out as a successful, well-coordinated, and impactful initiative that has delivered meaningful results. The lessons learned provide valuable guidance for future collaborative educational projects. By maintaining its strengths and addressing identified challenges, future efforts can further enhance the impact, quality, and sustainability of its initiatives.

https://www.tech2match.eu/