

EDPR Short Term Activity (EDPR STA)



Final report

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The goal of the short term activity

The main objective of the EDPR STA is to establish the new views, ideas and inputs to EDPR project, especially following the IO1 and IO2. The digital professionals discussed the hot topics concerning the digital skills and new digital jobs to find the most suitable methods to support its development.

The aim of the workshop (inspired of the EASW Methodology)

- the exchange of ideas, views and knowledge among trainers, technology experts and teachers focused on digital skills.
- the definition and discussion of similarities and differences regarding digital problems and solutions, as these are perceived by the various participating groups.
- the definition and discussion of the major obstacles to digital skills development.
- the promotion of new ideas and directions for future actions regarding digital skills and new digital jobs.

Implementation

In order to implement the EDPR STA the partnership decided to realize the short-term activity not only with the digital trainers/trainers/experts but also with the students. The main propose was to obtain the opinions of the trainers and students on the above-mentioned topics and to compare their needs and requirements. The other purpose was informing both target groups about the results of O1 and O2. In order to implement the STA was necessary:

- a group of 3-5 participants (digital trainers/trainers, digital experts) or a group min. 10 students
- the local organiser (an individual selected by the local organisation) who will be responsible for managing and moderating the workshop.
- the coordinator – operational matters of the workshop (organization, minutes).
- adequate time for preparing and conducting the workshop.
- the preparation, implementation and dissemination of the workshop's results.

Organisation of a scenario workshop

TIME: half a day/4 hours

Period of realization: October - January

PROCEDURE: During the Workshop participants discussed current and future problems, seek solutions and suggested changes that are crucial for the improvement of digital skills and digital environment support.

Phases of a Workshop:

1. Introduction and Incentive

- e Short presentation** of the EDPR project generally and the state of the particular outputs (5 - 10 minutes)

2. Warm-up (up to 30 minutes)

A good ideation session starts with pulling people out of their comfort zone and getting right energy level.

- Introduce yourself and the context (2 min/up to 10 min in total)
 - Pro-Tip: ask everyone to put away laptops and phones and tell them they are welcome to send an email or take a call outside if they have to.
- The participants are asked to give their personal view of the digital skills and the objectives of EDPR project. The scenarios presented may be criticise and extended on the basis of the participants expert opinion, experience or preference. The primary objective is that the particular scenarios become functional or provide a stepping stone towards realising the participants personal vision.
- Information about the main goals of the EDPR STA (especially exchanging the good practise and ideas).

3. The topics for discussion:

- Digital skills e-competence framework (max. 45 minutes):
 - Ask the participants to put the most important 5 digital skills to the card/paper: the participants should put down their opinion, ideas which digital skills they consider like the most (10 minutes)
 - Every participant will present his/her proposals and explain own choice (every participants 3-5 minutes)
 - The moderator will compare the participant choice and put on the flipchart the most frequent answers (10 minutes)
 - The summary and comparison with the e-competence framework (differences x similarities) (10 minutes)
- Digital professional jobs (max. 45 minutes)
 - Ask the participants to put the most important 5 digital professions to the card/paper: the participants should put down their opinion, ideas which digital professions they consider like the most (10 minutes)

- Every participant will present his/her proposals and explain own choice (every participants 3-5 minutes)
- The moderator will compare the participant choice and put on the flipchart the most frequent answers (10 minutes)
- The summary and comparison with the IO2 digital professions (differences x similarities) (10 minutes)
- The teaching methods to support digital skills (45 minutes)
 - Ask the participants to put the most important/frequent/effective 5 teaching methods to the card/paper: the participants should put down their opinion, ideas which teaching methods suitable for digital skills improvement they consider like the most (10 minutes)
 - Every participant will present his/her proposals and explain own choice (every participants 3-5 minutes)
 - The moderator will compare the participant choice and put on the flipchart the most frequent answers (10 minutes)
 - The summary and comparison with EDPR developing methods Open Classrooms, Mentorship, Exchange program (differences x similarities) (10 minutes)
 - Final discussion/conclusions
- Innovative methodology (30 minutes)
 - Free discussion about the innovative methods
 - Traditional vs. Innovative methods
 - Mention of gamification, chatbots etc.
- The most important soft skills for digital skills teaching (30 minutes)
 - Free discussion about the most important soft skills needed for effective digital teaching
 - Importance of the personality of the trainer
- Final discussion, summary, conclusions, comparison of the expert views (similarity/differences in the opinions) (15 minutes)

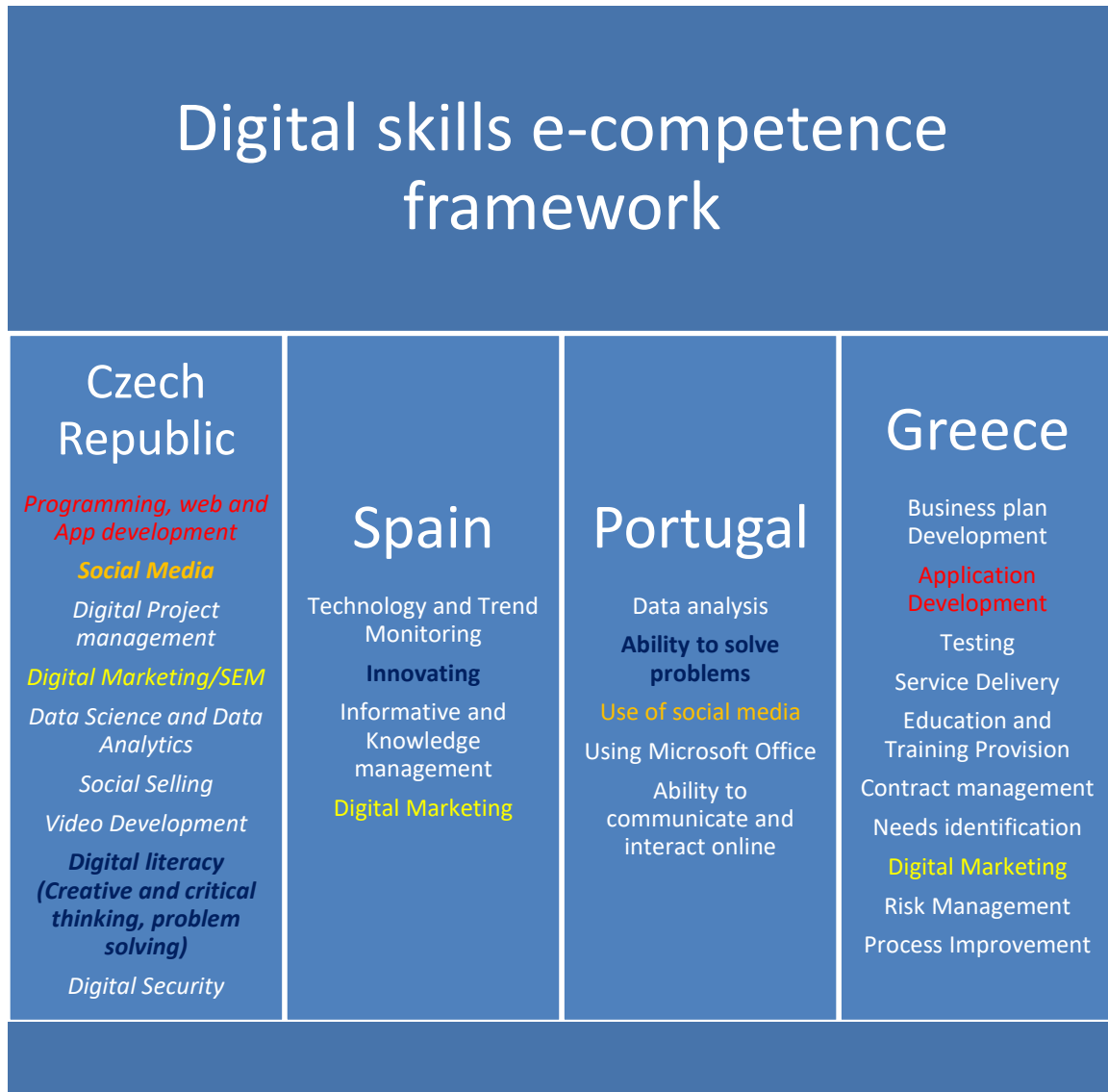
Results of STA realization

The short-term activity were realized in all partner countries with the following numbers of participants:

- Czech Republic (5 digital trainers)
- Spain (10 digital trainers)

- Portugal (25 students)
- Greece (2 digital trainers, 2 students)

The total number of reached participants were 17 digital trainers and 27 students.



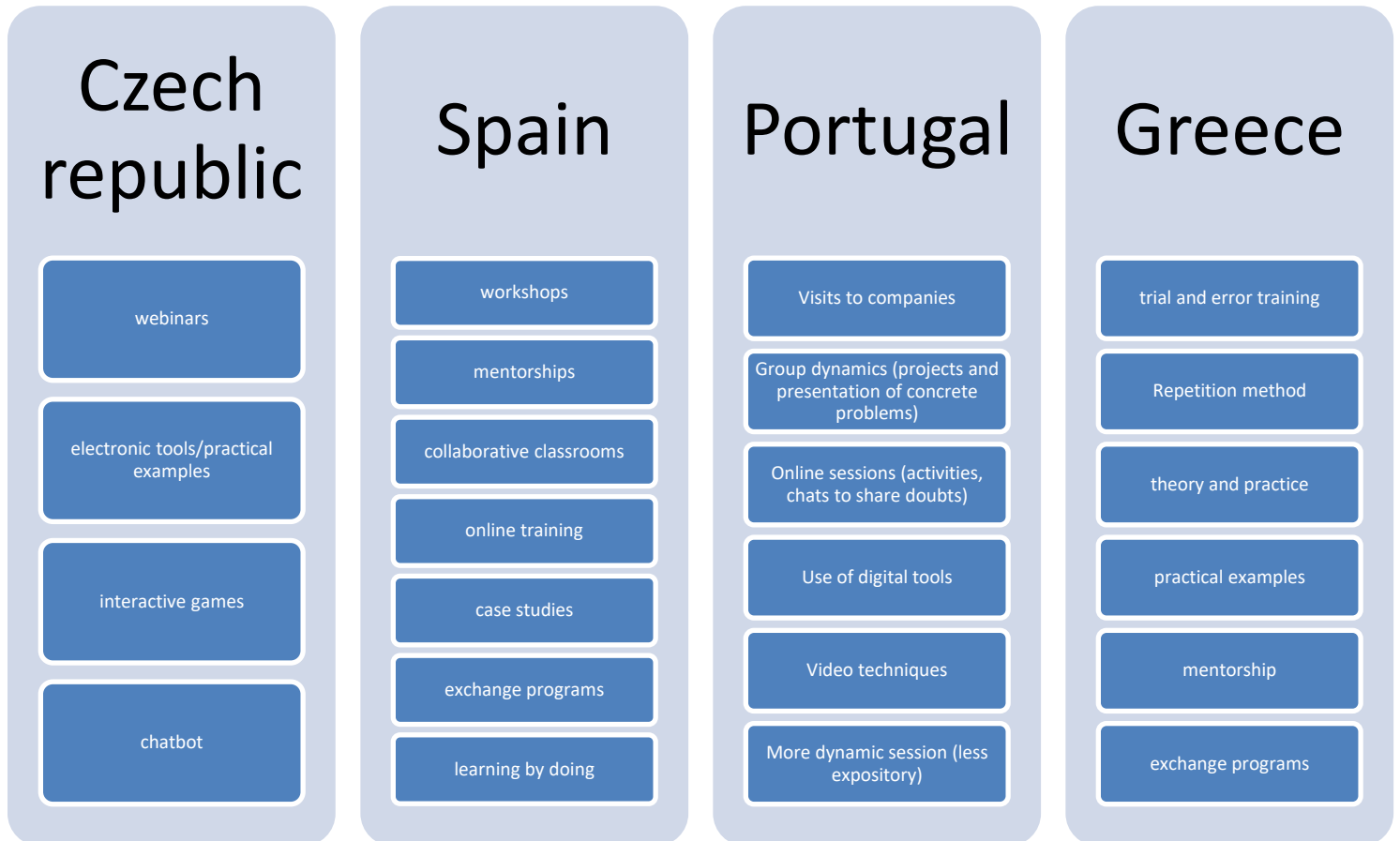
The most mentioned digital skills were **Digital marketing** (in 3 countries) following by something like **Digital literacy including creativity, innovating, problem solving** (also in 3 countries) and **Application development/programming** (2 countries) and **social media** (2 countries)

Digital Professional Jobs

Czech Republic	<ul style="list-style-type: none">▪ Digital Marketing specialist▪ SEO/SEM▪ Web designers▪ IT Specialist▪ Content managers▪ Virtual reality developers▪ AI Specialist
Spain	<ul style="list-style-type: none">• Digital Marketing Specialist• Big data Specialist• Programmers/Software developer• Digital Transformation Specialist• Digital Security/safety• SCRUM• Social Media Specialist• Content Development• Data Analysis• Webdesigner
Portugal	<ol style="list-style-type: none">1. Business Intelligence2. Programmer3. Web Journalist4. Data Analyst5. Digital Influencer6. Social Media Manager7. Graphic Designer8. Blogger9. Social media Manager10. SEO Manager11. UX Design12. Cyber Security
Greece	<ul style="list-style-type: none">• Content creation• Safety• programming

The most mentioned digital professions are **Programmer** (3 countries), **Content development** (3 countries) following by the **Digital Marketing Specialist, SEO/SEM, Social Media Specialist and Safety** (2 countries).

Teaching methods



The list of the teaching methods for every country is very different, so the scale of the used methods is very wide. The participants agreed that generally the traditional teaching methods are usually used and the new innovative methods are used only partially and as a complementary tool. All agreed that especially for the topic of digital skills is necessary to try new innovative methods to motivate the students for education.

Conclusions/outputs for next EDPR project running:

- there is a gap in the digital skills training by teachers/trainers - more educate the trainers in the sphere of digital skills
- together with digital skills to learn the students also social skills like
 - ✓ Communication skills
 - ✓ Work nonverbal language (posture, tone of voice, gestures, etc.)
 - ✓ Empathy

- ✓ Flexibility
- ✓ Ability to adapt to different contexts
- ✓ Motivation for learning
- To use more innovative methods in the digital teaching more systematically and continuously to motivate the students:
 - Gamification
 - Learning based on concrete problems (articulation with companies)
 - Project development (creative learning)
 - Integrate Design Thinking (problem solving methodology)
 - Use chatboot
 - Peer instruction
 - Use more videos (Youtube)
 - Storytelling
 - Use Blended learning
- to support the use and development of digital tools for education as this is a field of professional opportunities for digital professionals
- to support innovation and creativity as the key elements in digital education – to develop some teaching framework on that topic
- The participants generally know the digital professional jobs The most mentioned digital professions are Programmer (3 countries), Content development (3 countries) following by the Digital Marketing Specialist, SEO/SEM, Social Media Specialist and Safety (2 countries).
- The teachers are seeing the whole process more in depth that students do