



SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

Digital empowerment and learning experience design (LXD) for higher education teachers

Kaat Somers & Nives Mikelic Preradovic
Media & Learning Conference – 21/06/24



Co-funded by
the European Union

Content

- Erasmus+ project SLIDE: what & why?
- Digital empowerment for higher education teachers
 - Mapping the needs
 - E-learning for teachers' digital empowerment & learning experience design (LXD)



Erasmus+ project SLIDE



- *“Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment”*
- Starting point:
 - Need to digitally empower higher education teaching staff
 - Gap between self-perceived vs. actual digital skills of higher education students
 - Need for combining digital empowerment with the service-learning pedagogy for promotion of diversity & inclusion in higher education & communities



Erasmus+ project SLIDE



- The SLIDE project aims to intertwine the service-learning (SL) pedagogy with digital empowerment (DE) in order to promote inclusion (I) and diversity.
- Goals for HEI teachers & staff
 - ✓ Increase their capacity and readiness to manage an effective shift towards digital education,
 - ✓ Encourage the purposeful and inclusive use of digital technologies for teaching, learning, assessment, and engagement,
 - ✓ Encourage their use of accessible and assistive technologies, creation and innovative use of digital education content.



Digital empowerment for HEI teachers

- Mapping of needs, impact & conditions for success
- Focus groups with stakeholders from 9 different countries
- HEI teacher needs for future education
 - Digital empowerment
 - Innovative digital teaching methods
 - Institutional support

Teachers NEEDS for developing future education:

1

DIGITAL EMPOWERMENT

- BEING ABLE TO USE DIGITAL TOOLS TO ENRICH LEARNING EXPERIENCES
- BEING ABLE TO SUPPORT STUDENTS & COMMUNITY PARTNERS IN A DIGITAL WORLD
- BE PART OF A NETWORK SOCIETY



2

INNOVATIVE TEACHING METHODS

- INTEGRATE TECHNOLOGY WITH FORMATIVE, FLEXIBLE, HYBRID & SYNCHRONOUS TEACHING METHODS



3

INSTITUTIONAL SUPPORT

- EMBEDDING IN THE CURRICULUM
- RECOGNITION & RESOURCES

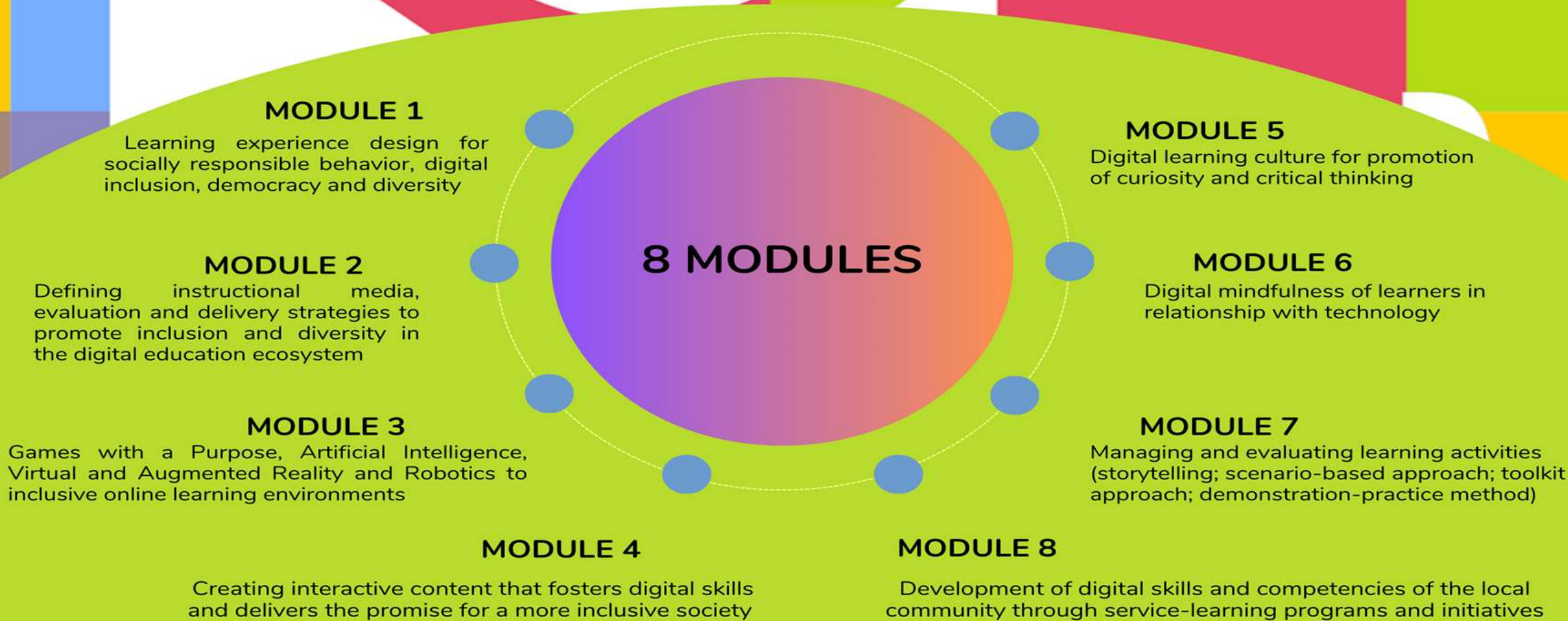


‘Digital empowerment’ MOOC for HEI teachers & educational staff

- To help teachers manage an effective shift towards digital education & use emerging technologies to their full potential
- Learning Experience Design (LXD) for digital inclusion
 - Active participation
 - Reflection
 - Assessment



SERVICE-LEARNING, INCLUSION AND DIGITAL EMPOWERMENT



What does it look like?

- Theory & research

Instructional Techniques for Presenting Digital Content

This topic provides definitions of different instructional techniques (approaches) to create engaging and effective digital content.

There are four approaches to present digital content: **Toolkit approach**, **Demonstration-Practice approach**, **Storytelling** and **Scenario-based approach**.

Now, we will define each of these approaches, explain when each of them should be used and provide you with tips for developing digital materials following each above mentioned approach.

Source: FAO. 2021. *E-learning methodologies and good practices: A guide for designing and delivering e-learning solutions from the FAO elearning Academy, second edition. Rome.* <https://doi.org/10.4060/i2516e>

> 1. Toolkit approach

> 2. Demonstration - Practice approach

> 3. Storytelling approach

> 4. Scenario-based approach

Digital impacts on mental and physical health

In the modern digital landscape, social media has become a fundamental aspect of our daily interactions, shaping the way we connect, communicate, and disseminate information. These platforms offer a range of advantages, such as nurturing relationships, aiding professional networking, and providing a source of entertainment. However, they also pose notable challenges to our mental well-being.

Tracing back to February 2004, Mark Zuckerberg's launch of Facebook at Harvard University marked a significant milestone, quickly attracting 650 student sign-ups within a few days. This event was a precursor to the pervasive integration of social media in our contemporary lives. TikTok, for instance, has seen a meteoric rise in popularity, boasting about 1218 million monthly active users, outshining other platforms like Snapchat (750 million users), X/Twitter (666 million users), and Pinterest (465 million users), according to Kemp's 2023 report as cited by Ramsden & Talbot in 2024.

Despite the global platform these sites provide for sharing personal narratives, issues such as negative social comparisons, feelings of loneliness, and the fear of missing out have been linked to social media engagement, as detailed in studies by Elhai et al. (2020), Kross et al. (2021), and Smith & Short (2022).

Contributing to these outcomes are several factors:

> **Social Comparison**

> **Fear of Missing Out (FOMO)**

> **Validation Seeking**

What does it look like?

- Tools + Tips&Tricks

LEARNING EXPERIENCE CANVAS.com

SESSION

LEARNING OUTCOME	LEARNING OBJECTIVES	STRATEGY	ENVIRONMENT	LOCATION
	Behaviour Insight Skill Knowledge			Physical Virtual Social Cultural
PEOPLE	CHARACTERISTICS		CONSTRAINTS	RESOURCES
ACTIVITIES		PROCESS		

CREATED BY NINA & FLORIAN



H5P: Do's & Don'ts

- Don't use H5Ps that only provide clicking for the sake of it (e.g. flashcards)
- Don't use H5P to present new content in an overly complex manner
 - If you present new content as a quiz this may confuse students trying to absorb concepts for the first time
- Use a course presentation to present a new content and create a quiz at the end to reinforce the concepts covered
- Don't use a flashy H5P activity that is not relevant to the learning outcomes (e.g. quizzes with trivial questions)
- Don't use repeatedly H5Ps that only support a single answer (e.g. multiple choice quizzes or fill in the blanks)
- Don't use sorting in H5P where the purpose is trivial

What does it look like?

- Practice examples

Social Awareness Game: Before I Forget

Before I Forget is a game about Sunita, a woman with dementia. The player begins in a monochrome grey setting, and by embodying Sunita and exploring her house, he / she interacts with objects that trigger her memories, which bring colour back into her world as the player pieces together the story of her life and her illness. Sunita is housebound, therefore the player too is unable to leave the flat. Only the windows offer a view of the outside world, with its letterboxes and birdbaths, its chimneys and children.

The game teaches players about the emotional struggle of living with dementia and was nominated for a BAFTA award.



As part of the project COLLECTIVE CARTACH in the Social work program of the [Odisee](https://www.odisee.be/) University of Applied Sciences in Brussels, a group of people in poverty in Brussels worked together with researchers/teachers and students to create their own digital stories.

The **co-design of digital stories** by students, clients and researchers/teachers shows how service-learning and digital empowerment can go hand in hand.

Via the digital stories, people in poverty gain ownership of their own life story, which can help them see struggle but also their own strengths. Therefore, this example shows a real potential of digital tools to strive for a more inclusive society.

The following link (in Dutch and French) brings their stories: <http://insjalet.be/projects/collectif-cartach/>



What does it look like?

• Exercises

My Learning Experience Design

- Design your Learning Experience
- A question you need answered or a problem you want to solve
- The Learner Persona
- Learning outcome
- Learning objectives
- Describe the strategy of your LXD
- Describe activities and LXD process
- Learning outcome assessment
- Done!

Design your Learning Experience

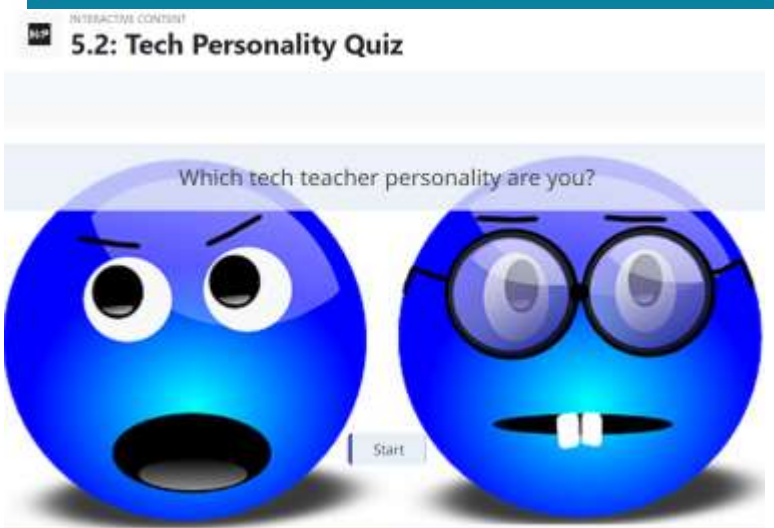
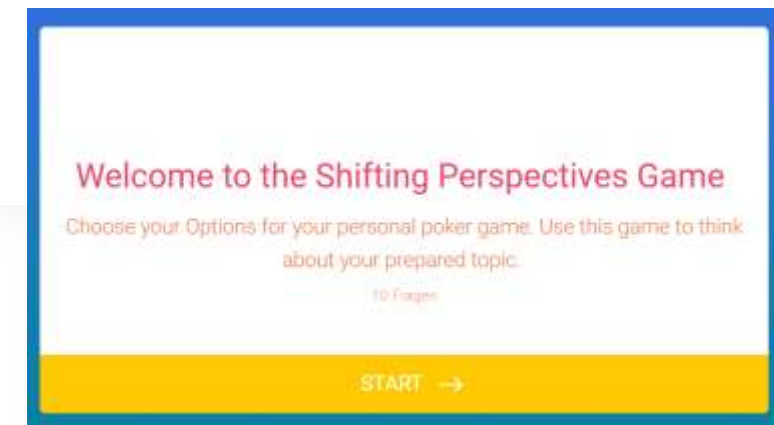
This wizard allows you to **design your Learning Experience**, as well as learning personas of your students.

In order to design your learning experience properly, you should include the following steps:

1. A question you need answered or a problem you want to solve.
2. The learner Persona
3. The learning outcome
4. Ideas
5. Resources that will be used in your learning experience (text, video, etc.)
6. Instructions or assignments that will be used in your learning experience (e.g. micro-lecture, quiz, essay)
7. Goals assessment

It is important you take notes during your design. You'll make good use of them when you implement the LXD.

Start by submitting the title of your learning experience: *



What does it look like?

- Reflection questions:

“How can you implement what you’ve learned to your own teaching practice?”



Sign up now!

- Free & unlimited access to
 - ‘Digital Empowerment training program’ – MOOC for teachers
 - ‘Digital Development’ – MOOC for students (available in English & Slovak)
- Course certificate possible after completion of 1 module

<https://www.slide-erasmus.eu/index.php/et-area/>



Questions?



- kaat.somers@ucsia.be
- More information on the SLIDE project resources:
<https://erasmus-slide.eu>



Co-funded by
the European Union