



Book of Ideas

How Digital Transformation can be visible in Erasmus+ and European Solidarity Corps projects.

2024






Book of ideas

Content

Why book of ideas?	3
Idea 1: Robot in a classroom	4
Idea 2: Virtual Teachers' lounge	5
Idea 3: New methods on STEM	6
Idea 4: Remote working skills	7
Idea 5: From limitations to activeness	8
Idea 6: Mobility enhancement	9
Thank you	10

Book of ideas for Digital Priority in projects by **European SALTO Digital Resource Centre**

Why Book of Ideas?



Digital Transformation in education always needs new methods and innovative pedagogical practices. The power of Erasmus+ and European Solidarity Corps programmes is to enable their growth. This Book of Ideas was created by analyzing the best-practice projects with the question:

“What is the next idea that could contribute to overall Digital Transformation in education and training?”

Six ideas have been developed, focusing on enhancing digital skills and encouraging systemic change in the digital education ecosystem. These ideas can support Digital Transformation in the Programmes, inspire how to implement them in projects, and not to give ready made ideas for new projects.

Erasmus+ homepage: <https://erasmus-plus.ec.europa.eu/>

Erasmus+ Programme guide: <https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

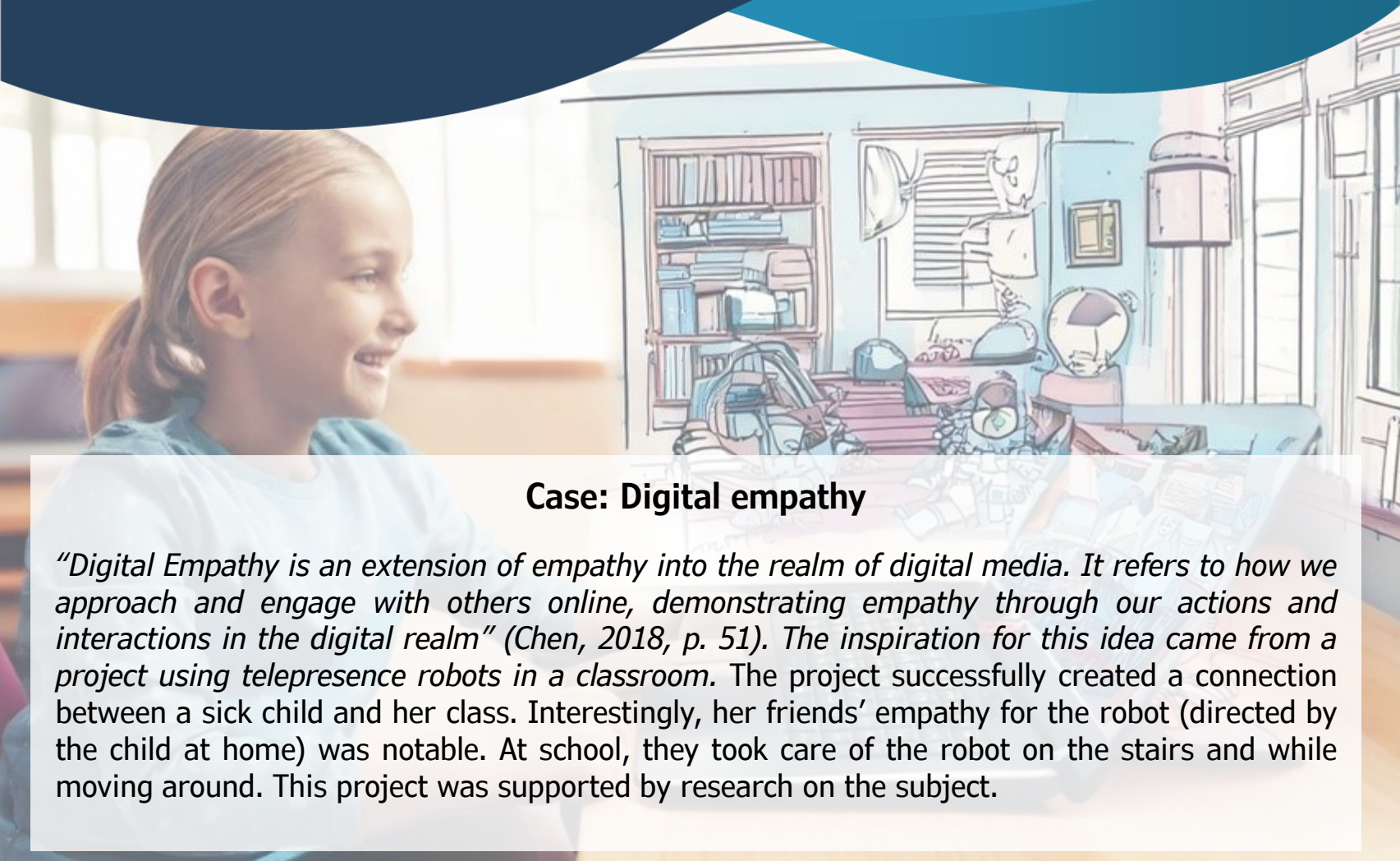
European Solidarity Corps Programme: https://youth.europa.eu/solidarity_en

Digital Education Action Plan 2021-2027: <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

European SALTO Digital Resource Centre: <https://www.saltodigital.eu>



Idea 1: Robot in Classroom



Case: Digital empathy

“Digital Empathy is an extension of empathy into the realm of digital media. It refers to how we approach and engage with others online, demonstrating empathy through our actions and interactions in the digital realm” (Chen, 2018, p. 51). The inspiration for this idea came from a project using telepresence robots in a classroom. The project successfully created a connection between a sick child and her class. Interestingly, her friends’ empathy for the robot (directed by the child at home) was notable. At school, they took care of the robot on the stairs and while moving around. This project was supported by research on the subject.

Robotics and Artificial Intelligence are advancing rapidly, yet the social impact of robotics still requires more best-practice projects. Digital skills and basic knowledge of building and coding robots remain uncommon across various educational sectors. However, they are included in some countries’ curricula. To remain competitive, Europe needs more experts in this field. By focusing on AI and robotics projects emphasizing the human factor, we can expand the scope for responsible

development and practical use cases where robots interact with humans under human supervision.

Furthermore, new best-practice projects must build on the successes of previous initiatives. For instance, the guidelines and materials from the “Using Telepresence Robots in the Classroom” project can serve as a foundation. This approach will help us boost our impact and drive even greater improvements in the field.

Inspiration source:

Project name: Using Telepresence Robots in the Classroom (Erasmus+ KA2 SCH)

Project summary: <https://erasmusplus.ec.europa.eu/projects/search/details/2021-1-DK01-KA220-SCH-000032683>

Project’s web page: <https://www.sdu.dk/en/om-sdu/institutter-centre/idmu/forskning/projekter/human-robot-interaction/projects/inclass-project>

Research paper: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/fb8c00eb-2f1e-407d-8844-5e92c61aa94a/D5_BrochureDigitalEmpathy.pdf

Quote: Chen, C. W. Y. (2018). Developing EFL students digital empathy through video production.



Idea 2: Virtual Teachers' Lounge

Idea for improving virtual activities and teaching methods

This project created a Blended Mobility Model and a Virtual Teachers' Lounge by addressing the need for virtual activities in mobility projects. Its inspiration promotes new approaches and training methods in digital and virtual innovation. The Virtual Teachers' Lounge supports effective virtual teaching and transnational collaboration.

Teachers throughout the EU can benefit from peer-to-peer support on Digital Transformation as their roles are changing from traditional to more supportive teaching and coaching activities. Digital pedagogy needs educational professionals to be more active in developing digital skills and guiding colleagues. This focus is essential so that all educators can provide high-quality digital education and coaching to learners.

Furthermore, new best-practice projects must build on the successes of previous initiatives. For instance, the Blended Mobility Model and Virtual Teachers' Lounge show that ideas like the Well-being Lounge,

Virtual Bookshelf and Learning Corner, Advice Circle for Blended Mobility, and Meeting Room are well worth investigating. This approach will help us heighten our impact and achieve even greater improvements in the field. Regarding mobility, digital well-being might also be worth exploring further for students and teachers.

The Blended Mobility Model, an innovative approach, seamlessly integrates physical and virtual components across three phases: before, during, and after mobility. It supports participants throughout their journey and shows that the need to improve digital readiness is continuous.

Inspiration source:

Name of the project: Digital VET for all - co-existing in the digital era

Project summary: <https://erasmusplus.ec.europa.eu/projects/search/details/2021-1-FI01-KA220-VET-000025516>

Project web page: <https://digitalvetforall.net/>



Idea 3: New Methods in STEM

STEM methods

Here, the focus is on creating new pedagogical methods in STEM (Science, Technology, Engineering, and Mathematics) connected to co-construction learning processes based on a laboratory-based approach. Hackathons were organized to empower students to take ownership and pride in their work. These events promote collaboration, are inclusive, have shorter innovation cycles, and can be done online or on-site.

STEM subjects need further exploration, and the work is just beginning. Assessment tools like rubrics can add value by making STEM subjects a more concrete part of curricula and having a wider impact. New best-practice projects must build on the successes of previous initiatives.

The project that inspired this idea has already created a rubric to identify STEM lesson aims. For example, it identifies how the learner is at the center of the challenge, if the challenge is associated with a day-to-day problem, how cooperative work is encouraged, what methodologies are used, and how creativity is incorporated. Creativity adds an A (Arts) to STEM, making STEAM a common term for this approach.

Even though hackathons are not an uncommon way to encourage students' ownership and cooperation, celebrating participation can spark new ideas and a sense of self-worth. These events can be competitions but are more focused on showcasing the skills and collaboration of future professionals in STEAM fields.

STEAM pedagogy is still evolving. Novel and innovative processes and methods in this area of education and learning are needed. As we learn from previous projects, we should continue to develop methods that impact education and training, ensuring more STEAM professionals support the economy in the future.

Inspiration source:

Name of the project: Tinkering Laboratories for inclusive and active learning (Erasmus+ KA220)

Project summary: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000032798>

Project web page: <https://thinker-lab.eu/>



Idea 4: Remote Working Skills

Remote working skills

When COVID-19 forced many to work from home, organizations faced a unique challenge: keeping creativity, cooperation, and effectiveness alive. It seems long-term remote working is here to stay, and we need new skills. Inspiration for this idea to develop digital skills for high-quality remote work came from a project that created excellent guidelines for digital traineeships in higher education.

Changes in the labor market call for a reorientation of higher professional education, preparing young professionals for future virtual jobs.

This idea builds on that work by creating new methods, e.g., Artificial Intelligence, to save time and maintain high-quality human interaction, fostering innovation and problem-solving while addressing social interaction needs and mental well-being. Without human interactions, things like job boredom, low self-esteem, and digital fatigue might cause problems, especially in younger workers. However, teaching better digital skills and providing help and mentoring when needed can avoid issues like digital exhaustion.

Lifelong learning as a digital and remote work skill is essential since digital change is constant in our lives. The question is not whether to choose hybrid or remote work but how to simultaneously foster digital skills and well-being.

In conclusion, readiness to work digitally affects all learning sectors. Digital skills and well-being create more effective workers who can maintain a well-balanced life. This requires new processes and methods, including continuous evaluation and feedback, so educators can equip learners with the skills to use Artificial Intelligence safely, seek human interaction to support fresh ideas and enable leaders to make this possible.

Inspiration source:


Name of the project: Development of Digital Internship Model and its support system for Higher Education

Project summary: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LV01-KA220-HED-000029472>

Project web page: <https://dim4he.mii.lv/>



Idea 5: From Limitations to Activeness



Solidarity, active citizenship, and entrepreneurship can encourage those with limited opportunities to succeed. This idea aims to show how digital skills can impact the lives of young people still finding their place in society.

By giving young people digital skills and introducing them to entrepreneurship in digital business, we can positively influence those still figuring out their path. A good idea is to involve project funding to educate those who might otherwise miss out. Let them try out technology and digital content creation tools and show them the possibilities in digital work. A key aspect of the idea, from limitations to activeness, is mentoring and creating opportunities in areas that can benefit young people.

Inspiration for this came from a local project that had a significant employment impact by combining digital skills development with solidarity in the community. This project resulted in over 200 volunteering certificates and involved more than 200

young people with limited opportunities.

It is worth investigating this idea more since the digital skills gap limits many young people's opportunities. This can happen locally and on a wider scale to support employability in ICT professions. Possibilities for self-employment through entrepreneurship also exist. The EU would benefit from more women in tech and people from diverse backgrounds and experiences.

From limitations to activeness is a wonderful idea that can inspire those with limited life opportunities. Volunteering to provide knowledge and opportunities for those needing them needs further development.

Inspiration source:

Name of the project: Competence EmPower Youth – CEPY

Project summary: <https://youth.europa.eu/solidarity/projects/details/2022-3-R001-ESC30-SOL-000102935>



Idea 6: Mobility Enhancement

Higher education institutions offer excellent mobility opportunities for their students. How can we enhance these projects to add value to students' digital skills?

The idea is to add to their exchange experience by cooperating with an international team working together to solve a real-life problem.

Student exchanges are where they experience diverse cultures, meet new people, and find new opportunities. A university in Germany and two other universities wanted to improve this experience. They noticed that exchange students did not collaborate as much as they had hoped. Their idea was to involve a company with a real problem that needed solving. International teams of students were created to develop solutions, and these ideas were turned into development projects. This model empowers exchange students to apply what they have learned at university with the support of their teachers. The idea is to integrate a company into the mobility programme.

A quote: "The look on those students' faces when they present their solutions to the company is priceless."

While work-based learning is common in the VET sector, this academic approach to digital project management and solving real-life problems is worth further exploration. Working in a foreign language in an international team to solve problems gives university students digital competencies in many areas, such as communication and collaboration, problem-solving, and digital content creation. Additionally, it promotes data security, as a real company is involved and may need to control information handled in the project.

Inspiration source:

Name of the project: Mobility of higher education students and staff supported by internal policy funds (KA131-HED)

Project web page: <https://eu.daad.de/infos-fuer-hochschulen/beispiele-aus-der-praxis/foerderung-von-mobilitaet/de/83777-internationalitaet-trifft-praxis/>

Ideas for Digital Transformation in Erasmus+ and European Solidarity Corps projects were produced when analyzing these concrete projects, and we warmly thank them for their effort.

1. Using Telepresence Robots in the Classroom
2. Digital VET for all - co-existing in the digital era
3. Tinkering Laboratories for inclusive and active learning
4. Development of Digital Internship Model and its support system for Higher Education
5. Competence EmPower Youth – CEPY
6. Mobility of higher education students and staff supported by internal policy funds

Let's continue to aim for excellence!

