



SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

SLIDE

Service-Learning as a pedagogy to promote inclusion, diversity, and digital empowerment

Digital Development e-course for students



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Title of the program in English	Digital Development e-course
Program type	Self-paced e-course
Number of online class hours of the program (a)	30 hours
Estimation of the number of hours of independent work of the participants (b)	30
Total number of hours of student work (a+b)	60
Suggested number of ECTS credits	2
The time interval in which the program is executed	Summer / winter semester of the academic year
Language	English
Level of study	Undergraduate / graduate
The goal of the program	<p>The e-course aims to equip students with skills to fully participate in digital education, but also with pedagogical skills to make connections with local communities and sensitize them towards digital inclusion and digital empowerment of underprivileged and underrepresented community members. It is aimed at empowering students to address sensitive contemporary societal issues and at developing following digital skills: critical use of digital content, digital participation, self- actualising, creative production of digital content, problem solving, digital learning and development. The e-course is organized around 4 main digital pillars: competence (confident and appropriate use of digital technologies to engage in society), fluency (appropriate use of technologies and application of digital skills to enhance one's own learning, work-readiness or everyday life), intelligence (a set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life) and engagement (appropriate use of digital tools to find, listen to and mobilise a community around an issue).</p>
Learning outcomes	<p>After the completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • critically reflect on the use of digital content; • recognize the ethical dimensions of using the digital content in digital communication, collaboration and participation; • model a more mindful approach regarding the use of digital media in work, study, and life; • create digital content that is both visually appealing and informative, and inclusive to different stakeholders; • apply storytelling approach and scenario-based approach; • understand the concept of digital intelligence; • recognise service-learning as a strategy to enhance digital empowerment of communities and marginalized groups.

Evaluation of learning outcomes for participants (if any)	Each of the 8 modules contains activities that are graded (tests and essays).
Total number of participants from the University	
Link to the e-course	https://sltraininghub.reu.pub.ro/course/view.php?id=3
Sponsor	Erasmus + project: SLIDE (Service-Learning as a pedagogy to promote inclusion, diversity, and digital empowerment)
Syllabus	<p>Module 1: Critical and ethical use of digital content After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • distinguish false information and falsified images from reliable and legitimate information and images; • recognise clickbait and online advertising; • evaluate data, information and digital content using the CRAAP test; • explain how to use and share digital content legally and how to assess whether limitations and copyright exceptions apply. <p>Module 2: Digital communication, collaboration and participation After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • analyse his/her own strategies of digital collaboration or participation in online learning; • differentiate between digital communication, digital collaboration and digital participation; • practice digital communication to combat hackers, phishers, overshakers and bullies in online settings; • explore the implications of the decisions they make in their digital life; • recognize the importance and benefits of Digital Etiquette in communication, collaboration and participation. <p>Module 3: Digital identity and wellbeing After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • discern the occurrence of phenomena such as FOMO (fear of missing out), as well as other problematic aspects associated with constant internet connection; • elucidate how the practice of digital detox (digital abstinence) can provide insight into one's own information practices; • apply and test digital mindfulness techniques to address problems related to information overload and fragmented attention, enabling students to mindfully observe, reflect on, and improve their information technology practices; • examine approaches to establish healthier relationships with technology and increase awareness of online time consumption; • model a more mindful approach to work, study, and life.

	<p>Module 4: Creative production of digital content, problem solving and innovation</p> <p>After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • distinguish processes of digital creation, digital problem-solving and digital innovation; • choose a H5P content type that best fits different interactive activities and learning objectives / instructional goals; • create digital content that is both visually appealing and informative, and inclusive to different stakeholders. <p>Module 5: Digital learning and development</p> <p>After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • distinguish processes of digital learning and digital development; • identify delivery formats and instructional methods of digital learning; • describe the key benefits and principles of the storytelling approach and scenario-based approach in digital learning; • apply storytelling approach and scenario-based approach to create engaging content and maximise their learning as efficiently and creatively as they can. <p>Module 6: Digital intelligence</p> <p>After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • distinguish between eight areas and three levels of the digital intelligence framework; • identify the 24 competences of digital intelligence; • illustrate examples of competences of digital intelligence. <p>Module 7: Digital engagement</p> <p>After the completion of this module the student will be able to:</p> <ul style="list-style-type: none"> • demonstrate seven strategies for digital engagement using the ISTE Student standards; • interpret six building blocks of co-design; • identify opportunities to improve digital skills of the local community through service-learning; • identify characteristics of sustainable partnerships with the community to promote digital empowerment. <p>Module 8: Digital inclusion and service-learning (S-L)</p> <ul style="list-style-type: none"> • recognize the importance and benefits of digital inclusion; • generate digitally empowered S-L design concepts based on inspiration from challenges, enablement, successes, and motivations of underprivileged persons; • examine the role of technology in S-L projects to sharpen, simplify, and prioritize design of SL activities; • recognize S-L as a strategy to enhance digital empowerment of communities and marginalized groups.
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