SUCCESS AND FAILURE IN INCLUSION, DIVERSITY, AND DIGITAL EMPOWERMENT THROUGH SERVICE-LEARNING

PR7 SLIDE REPORT

SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

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Project Title	SLIDE - "Service-Learning as a pedagogy to promote Inclusion, Diversity, and Digital Empowerment"
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Webpage:	https://www.slide-erasmus.eu/index.php/european-hub/

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Executive Summary

Overview

The **"Success and Failure in inclusion, diversity, and digital empowerment through Service-Learning"** Report is an umbrella document summarizing the project outputs created in the SLIDE project, and is expected to be further used for policy-making and research on inclusion, diversity, and digital empowerment through service-learning.

Sections

- **Preface**: The preface lays the foundation for the importance of service-learning and digital empowerment in the modern educational landscape. It emphasises the transformative potential of these programs for both academic institutions and the communities they serve.

- **Main Project Results of the Erasmus+ project SLIDE:** This section describes all the outputs produced during the years of collaboration (2022-2024) such as resources, texts, experiences, online courses, methods and techniques.

- **Amplifying Impact, Harnessing Participant Feedback to Drive Project Success**: This section analyses the impact of the project outputs. The aim is to highlight how educators, learning designers, students and stakeholders can use the outputs, pros and cons, success stories and lessons learned. The main focus is to **inspire** participants and stakeholders to envision how the insights gained can foster innovation, improve practices, and create meaningful change in future projects.

- **Guidelines for policymakers:** This section forms the heart of the document. It describes the DO'S & DONT'S based on the results of the stakeholder surveys involved. It also presents future perspectives: areas for further reflection and for linking theory, research and practice in service-learning, digital empowerment and inclusion.

Strengths

1. *Strategic importance*: Combining Service-Learning with Digital Empowerment is not only a pedagogical tool, but a strategic resource that can improve institutional inclusion, student engagement and community impact.
2. *Useable resources*: The document serves as a compass to navigate the resources generated by the project, offering a broad understanding of the results to be put into practice.

Target Audience

This document is intended for a wide range of stakeholders in higher education, including, but not limited to policy makers, administrators, faculty members, learning designers, students and stakeholders.

Preface

In an era defined by rapid technological evolution and increasing societal complexities, **education stands as a beacon of empowerment and inclusion**.

The **Erasmus+ SLIDE project** reimagines the intersection of **Service-Learning (SL)** and **Digital Empowerment (DE)**, addressing contemporary challenges while fostering inclusive and reflective practices. Rooted in principles of civic engagement and social impact, SL enables students to apply academic knowledge in community settings. DE complements this by equipping individuals with critical digital skills to bridge divides and embrace innovation responsibly.

This document – **Success and Failure in Inclusion, Diversity, and Digital Empowerment through Service-Learning** – emerges as a **comprehensive guide** for a diverse audience: higher education teachers, experts in service-learning and digital teaching, students, community partners, and policymakers. Together, these stakeholders form the **bedrock of transformative education**.

WHAT'S IN IT FOR ME?

For **educators**, this document provides methodologies and tools to integrate SL and DE into curricula, fostering critical thinking and ethical reflection. **Experts in service-learning and digital teaching** will find advanced frameworks for enhancing collaboration and sustaining meaningful impact. **Students** are invited to actively engage in building a digitally inclusive society, leveraging their learning to make tangible contributions. **Community partners** will gain insights into creating synergistic partnerships with educational institutions, addressing shared goals.

Leaders and policymakers will find actionable guidelines to shape institutional strategies, ensuring that SL and DE are accessible to all, especially underrepresented and marginalized groups. Together, these strategies aim to dismantle barriers, cultivate resilience, and prepare communities for the challenges of a globalized digital landscape.

This report represents a **call to action** for collective growth and adaptation. By fostering collaboration, innovation, and inclusivity, it aspires to create a resilient educational framework that bridges gaps, empowers voices, and celebrates diversity in all its forms.
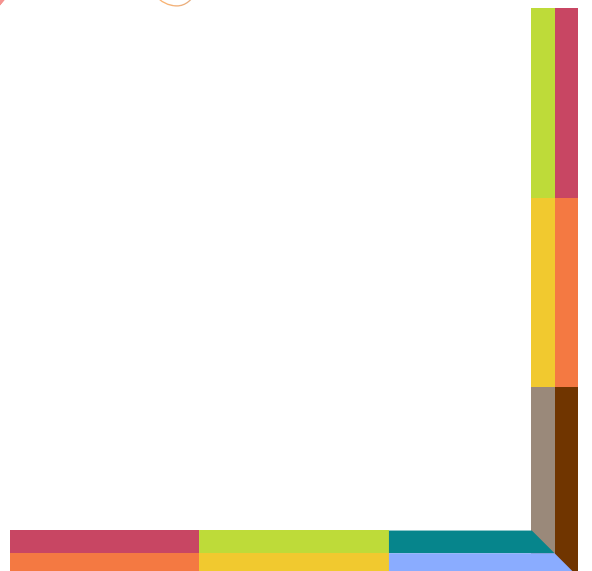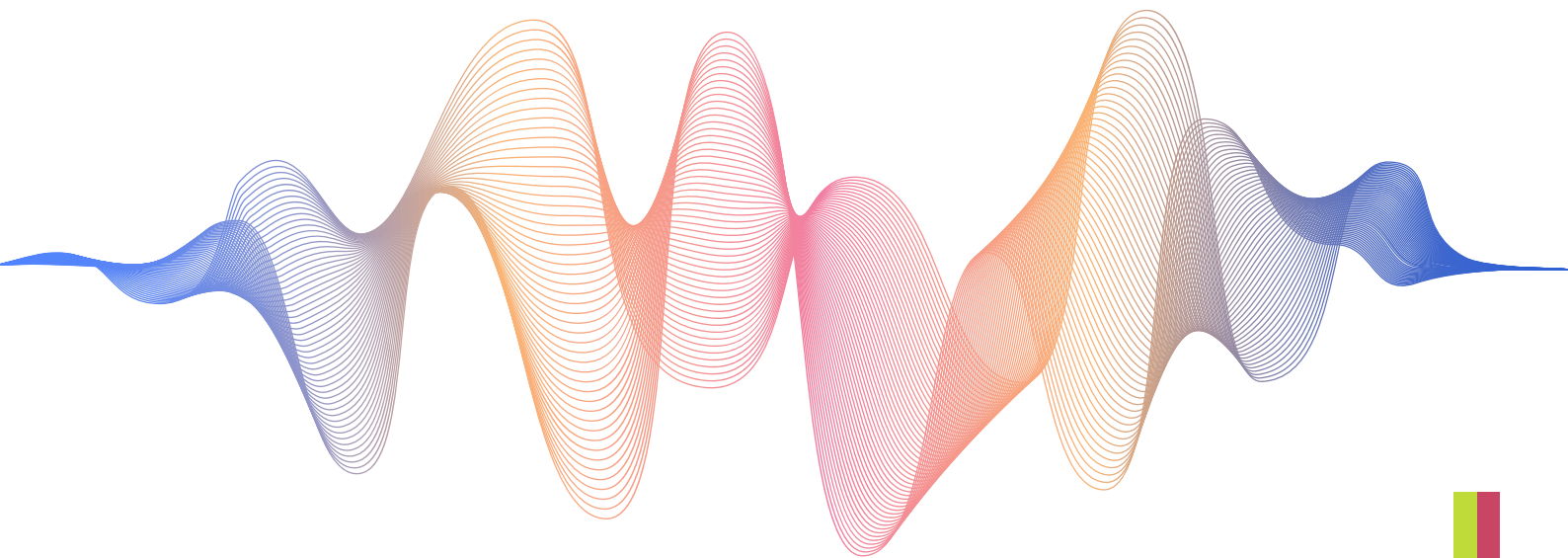
https://www.slide-erasmus.eu/index.php/european-hub/

Part I.

Main Project Results

SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

Project Results & Outputs overview

The SLIDE project is targeted at higher education institution (HEI) teachers, HEI students and community organizations. In order to reach these stakeholders, different outputs will be developed over the project timeline:

JANUARY 2022

SL&DE Manifesto

LTTA: Digital empowerment of project consortium

MOOC for Teachers

MOOC for students

Multiplier Event 1

Online World Café

Social Hackathon

Multiplier Event 2

SL&DE Virtual European Hub

Failures & Successes of SL&DE report

DECEMBER 2024

Project result I

SL&DE MANIFESTO

0. Why does this result change everything?

The **SL&DE Manifesto** promotes inclusion, Digital Empowerment, and innovation through Service-Learning, linking higher education and high-risk communities.

Addressed to students, faculty, academic institutions, and community organizations, the Manifesto proposes actions to develop digital skills, foster diversity, and enhance the interaction between higher education and vulnerable areas.

Inspired by learning activities during the COVID-19 pandemic, the Manifesto aims to encourage inclusive and transferable educational practices with positive impacts on digital literacy, professionalism, and employability.

01. Overview

The SL&DE Manifesto advocates for dialogue between students, educators, academic institutions, and local organizations.

Each stakeholder group is called to action, with a specific focus on needs, impacts, and the scalability of best practices. The Manifesto outlines the key conditions for success, fostering inclusive and creative teaching Service-Learning related methods both online and in-person.

This is the first step toward inspiring stories and experiences that enrich the project, encouraging reflection and active participation from both individuals and institutions. In turn, this fosters collaboration and drives lasting social and educational transformations.

02. Main goal

The creation of a policy and action plan aimed at empowering the target groups involved in Service-Learning and Digital Empowerment (**SL&DE**).
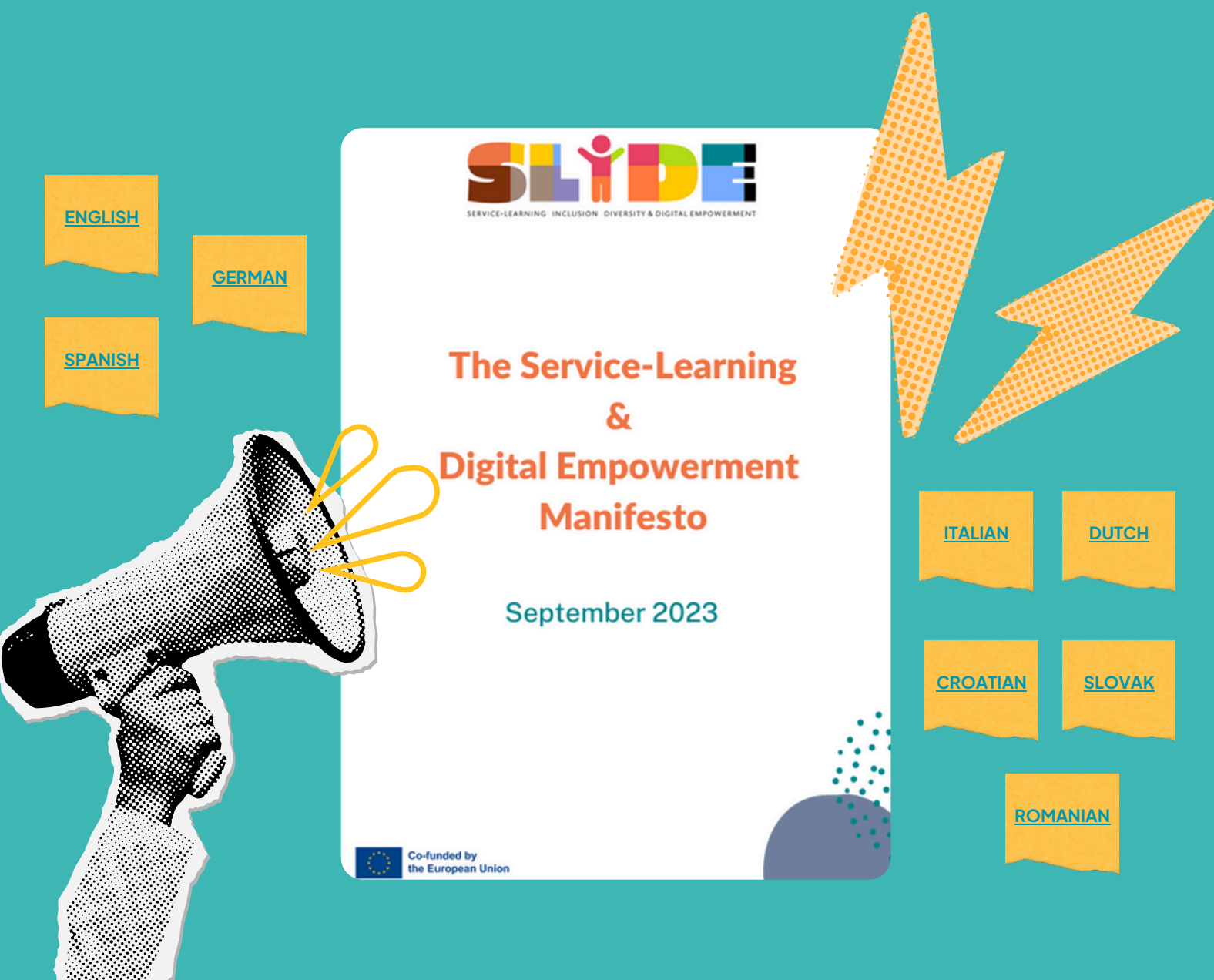
Project result I

SL&DE MANIFESTO

03. Outcomes

The outcomes of this process included the creation of a ***Manifesto on Service-Learning, Inclusion, Diversity, and Digital Empowerment*** *(SL&DE)*.

Creating it involved conducting focus groups with learners and communities, producing national reflections in multiple languages, and organizing working groups among European partners to refine the manifesto. Feedback from these discussions contributed to shaping the final document, which served as a resource for engaging in dialogue on key issues such as resilience, access, and the quality of teaching.

The Manifesto was shared on a European platform to spark broader debate and inspire further discussion.

ENGLISH

GERMAN

SPANISH

SLiDE
SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

The Service-Learning & Digital Empowerment Manifesto

September 2023

Co-funded by the European Union

ITALIAN

DUTCH

CROATIAN

SLOVAK

ROMANIAN

Project result II

DIGITAL EMPOWERMENT: TRAINING PROGRAM FOR HIGHER EDUCATION TEACHERS, TRAINERS AND EDUCATIONAL LEADERS

0. Why does this result change everything?

The **Training Program for Higher Education teachers, trainers and educational leaders** tackles the challenge of digitalization in higher education through an innovative and inclusive approach. It focuses on the Digital Empowerment of educators, fostering critical and creative skills for the effective use of emerging technologies. The project result features a modular, transnational training program that is adaptable to local and national contexts.

By combining Digital Empowerment and Service-Learning practices, the initiative ensures a cross-sectoral and inclusive approach.

This project result analyzes the evolving role of educators and the impact of digital technologies on learning. The proposed training addresses both the **barriers** and the **benefits** of technology, with the aim of promoting inclusion and diversity.

01. Overview

The teacher training was designed by the SVEUCILISTE U ZAGREBU - the result leading organisation - to equip professionals with the skills needed to harness emerging technologies, such as **Artificial Intelligence**, **augmented reality,** and **robotics**, while also addressing barriers to inclusion and diversity in digital education.
It is a module-based e-learning program for educators which helps them with their shifting role in the digital transition that is affecting education as well as existing attempts to implement emerging technologies in HEIs around Europe, leading to a description of competencies that make up the digitally empowered teacher in a society of permanent and quick technological change.
PR2 emphasizes the integration of service-learning practices with digital technologies to foster critical thinking, creativity, and social responsibility in teaching. Partners from across Europe contribute by adapting resources to meet local needs, ensuring the project's widespread applicability and impact.

02. Main goal

To address the need for resilience and increased capacity of HEI teachers to manage an effective shift towards digital education and to use emerging technologies up to their full potential while employing instructional design strategies.

Project result II

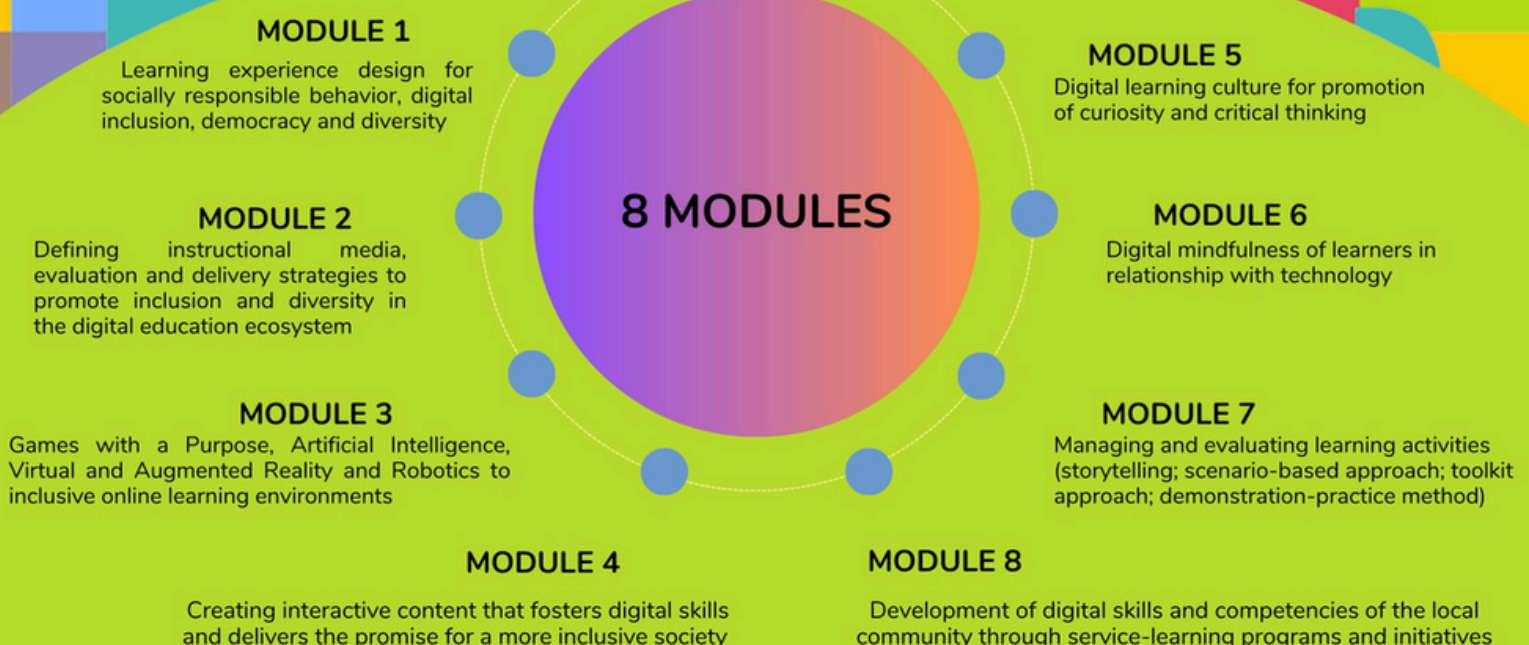## DIGITAL EMPOWERMENT: TRAINING PROGRAM FOR HIGHER EDUCATION TEACHERS, TRAINERS AND EDUCATIONAL LEADERS

3. Outcomes

The **Training program for higher education teachers, trainers and educational leaders** is the main outcome of PR2, which involved working on the definition of learning objectives and the development of high-quality content created in collaboration by experts with different competences in digital empowerment and service-learning. The project kept the focus on content production, ensuring quality and selecting an appropriate online platform provided an engaging and effective learning experience.

The final program offered a flexible, module-based training structure designed to be both user-friendly and adapted to the needs of educators across Europe.

SERVICE-LEARNING, INCLUSION AND DIGITAL EMPOWERMENT

M O O C (S) Massive Open Online Courses

8 MODULES

MODULE 1
Learning experience design for socially responsible behavior, digital inclusion, democracy and diversity

MODULE 2
Defining instructional media, evaluation and delivery strategies to promote inclusion and diversity in the digital education ecosystem

MODULE 3
Games with a Purpose, Artificial Intelligence, Virtual and Augmented Reality and Robotics to inclusive online learning environments

MODULE 4
Creating interactive content that fosters digital skills and delivers the promise for a more inclusive society

MODULE 5
Digital learning culture for promotion of curiosity and critical thinking

MODULE 6
Digital mindfulness of learners in relationship with technology

MODULE 7
Managing and evaluating learning activities (storytelling; scenario-based approach; toolkit approach; demonstration-practice method)

MODULE 8
Development of digital skills and competencies of the local community through service-learning programs and initiatives

Project result III
THE ONLINE WORLD CAFÉ

0. Why does this result change everything?

The **Online World Café (OWC) Method** offers a collaborative platform to reflect on digital challenges and promote inclusive, service-learning-based sustainable educational practices.

The SLIDE project organized an Online World Café with teachers, trainers, and educational leaders from higher education institutions who are actively engaged in the debate on digitization within the context of service-learning.

The OWC Method was refined and transformed into a **comprehensive training manual**. This resource is designed for anyone interested in the (Online) World Café Method and those actively involved in service-learning, providing valuable insights and practical guidance for implementing this collaborative approach.

01. Overview

This project result involved the design, development and implementation of an Online World Café for teachers, trainers and educational leaders interested in Digital Empowerment through partnerships between communities and universities following the Service-Learning approach. The OWC supports collaborative learning, allowing participants to engage with emerging digital challenges and realise sustainable and inclusive educational projects.

The initiative was supported by a reference manual to guide the use of interactive online tools. The event was co-hosted by the Pädagogische Hochschule Wien, who ensured the involvement of diverse participants, which enabled the principles of inclusion and accessibility to be central, promoting a collaborative approach for taking digital education forward.

02. Main goal

The Online World Café method will help teachers effectively engage students, assess potential vulnerabilities, and identify any unforeseen negative consequences that may arise from the use of emerging digital technologies.

Project result III
THE ONLINE WORLD CAFÉ

3. Outcomes

The Online World Café event, held on 16 October 2023, brought together teachers, trainers, and educational leaders to discuss Digital Empowerment in Service-Learning. Participants were guided through several reflection phases, addressing the following questions:

- What are the reasons to be (not) digital empowered?
- What potential consequences arise from the use of digital technologies?
- What vulnerabilities emerge from the use of emerging digital technologies in service-learning?

The event was structured in distinct phases, including the "Generative Café," where challenges were identified, the "Absorption Café," which deepened the discussions and structured key insights, and the "Idea Café," which facilitated the exchange of knowledge and sharing of solutions. This approach fostered collaborative learning, the discovery of challenges, and the identification of best practices for navigating digital transitions in education.

READ THE MANUAL

READ

SLIDE

SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

Training Manual

The }Online{ World Café Method

in the context of Service-Learning

Co-funded by
the European Union

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This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

Project result IV

DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS

0. Why does this result change everything?

PR4 innovatively bridges the digital competence gaps for students from disadvantaged and underrepresented groups (such as those facing cultural differences, social barriers, etc.) by encouraging their active participation in a specially designed **MOOC**. This course goes beyond traditional learning by integrating gamification and service-learning, fostering digital empowerment, building confidence, enhancing critical thinking, and promoting collaborative approaches to solving social challenges.

01. Overview

Led by SVEUCILISTE U ZAGREBU (Croatia), PR4 tackles the gap between students' perceived and actual digital skills, focusing on the development of essential competencies such as awareness, creativity, agility, and a lifelong learning mindset. Built around four core digital pillars — **competence, fluency, intelligence, and engagement** — the project equips students with critical skills like the discerning use of digital content, problem-solving, and creative production.

Offered as a self-directed MOOC, the course prepares students not only to excel in digital education but also to champion digital inclusion within their local communities. With a strong emphasis on empowering disadvantaged groups, PR4 enhances students' leadership, collaboration, and critical thinking skills, while fostering social engagement and inclusion.

02. Main goal

- Empower students with the skills they need to actively participate in digital education and build meaningful connections within their local communities.
- Raise students' awareness of digital inclusion, inspiring them to champion the digital empowerment of marginalized and underrepresented groups.

Project result IV

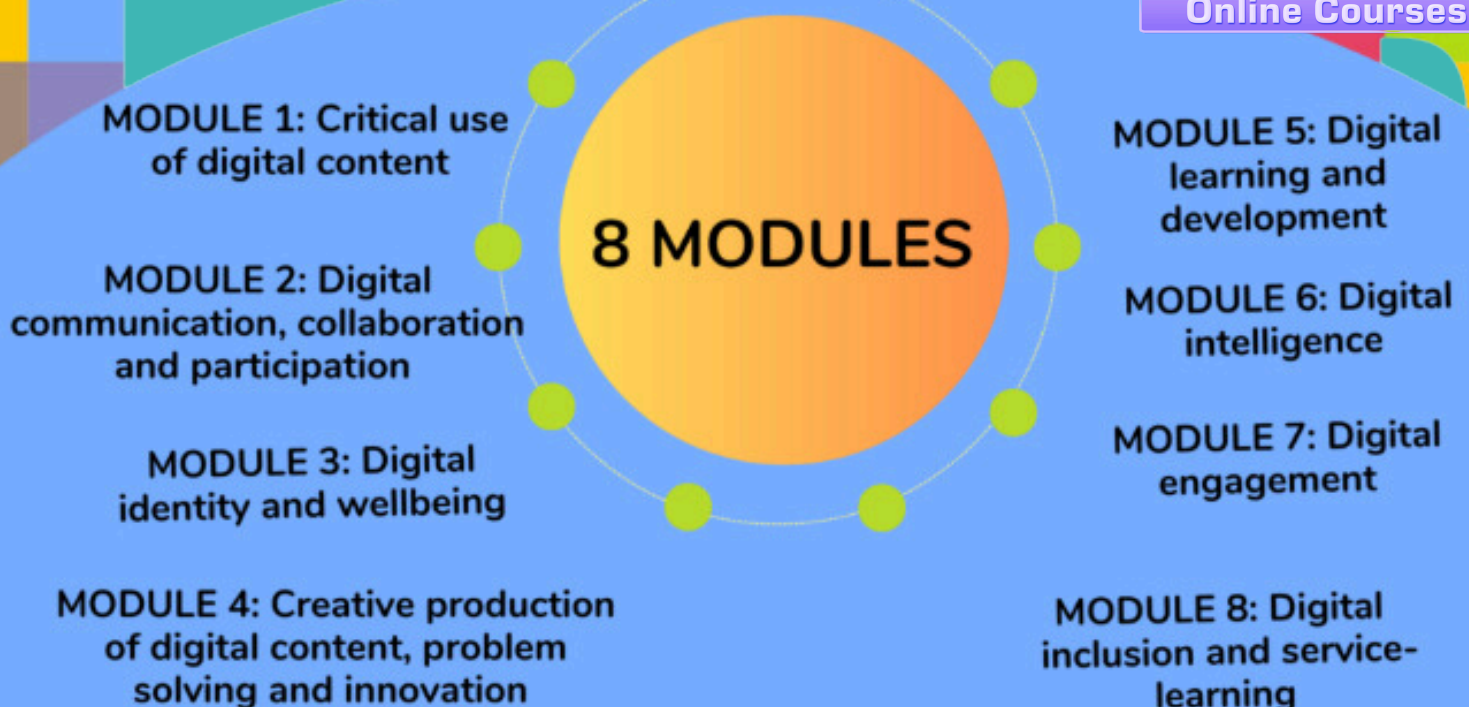## DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS

3. Outcomes

The collaborative efforts of the partners in PR4 led to the creation of a MOOC ensuring high quality content, robust assessment tools and a strategic communication plan. The Massive Open Online Courses *Digital development: Training program for higher education students* offers eight comprehensive modules covering areas such as digital content use, communication, collaboration, identity, well-being, innovation, intelligence, engagement and inclusion.

A pilot phase tested the preliminary content, followed by an analysis to refine the modules. The final e-learning MOOC offers students practical and theoretical skills to improve their digital competence, emphasising inclusion and Service-Learning and promoting engagement with diverse communities.

SERVICE-LEARNING , INCLUSION AND DIGITAL EMPOWERMENT

M O O C (S)
Massive Open Online Courses

8 MODULES

MODULE 1: Critical use of digital content

MODULE 2: Digital communication, collaboration and participation

MODULE 3: Digital identity and wellbeing

MODULE 4: Creative production of digital content, problem solving and innovation

MODULE 5: Digital learning and development

MODULE 6: Digital intelligence

MODULE 7: Digital engagement

MODULE 8: Digital inclusion and service-learning

Project result V
SOCIAL HACKATHON

0. Why does this result change everything?

A social hackathon is an exciting event where diverse minds unite to tackle pressing social issues and create projects that drive positive societal change. Participants collaborate in teams, working towards innovative solutions that address local communities' unique challenges. In PR5, university students participated in an international online social hackathon, "Digital Bridges and Gaps in Society". Students, each with their unique perspective, were divided into teams and challenged to select and solve a specific community need proposed by a community partner in another country. This collaborative experience empowered the students to think critically and creatively and allowed them to make a real impact, demonstrating how innovation and teamwork can drive meaningful social change.

01. Overview

Led by MATEJ BEL UNIVERSITY, the hybrid social hackathon "Digital Bridges and Gaps in Society" was a dynamic peer-learning initiative designed to empower students from partner universities by enhancing their digital skills, cultivating abilities to connect with local communities, improving teamwork skills, enhancing intercultural understanding, and fostering international collaboration. Participants collaborated in multidisciplinary teams to tackle transnational challenges associated with digitalization. Their solutions prioritized inclusivity, sustainability, and adaptability, ensuring they could be applied across diverse regions and contexts. Each team focused on solving a specific social challenge proposed by a community partner selected by the universities involved in the project. This experience enabled students to develop impactful solutions — ranging from digital tools to educational resources — while immersing themselves in a different territorial context, broadening their perspectives and making a tangible contribution to global communities.

02. Main goal

- Equip students with skills to fully participate in digital education and make connections with local communities.
- Sensitize students towards digital inclusion and digital empowerment of underprivileged and underrepresented community members.

Project result V
SOCIAL HACKATHON

3. Outcomes

The ***SLIDE Social Hackathon*** has achieved a number of significant outcomes. Designed with clear objectives in mind, the event was supported by detailed session plans, tools, and materials to ensure successful implementation. In collaboration with project partners, the hackathon programme and orientation kit were developed, offering clear **guidelines for participants** — including students, mentors, local instructors, and jury members — and ensuring the project's long-term sustainability.

Successfully **conducted as a virtual learning experience**, the hackathon facilitated a vibrant exchange of multidisciplinary knowledge, linguistic skills, socio-cultural insights, and expertise. After the event, the solutions designed by participants were documented in a **comprehensive report**.

Evaluation surveys captured participants' feedback, offering valuable insights into the event's impact and informing future initiatives. Students actively engaged throughout the event.
A guideline for organising this type of event was prepared based on the experiences!

HYBRID SOCIAL HACKATHON WITH
UNIVERSITY STUDENTS IN
INTERNATIONAL SETTINGS

GUIDE FOR ORGANISING THE EVENT

SLIDE Social Hackaton - aftermovie

5 jury members
Watch on ▶ YouTube

SLIDE
Co-funded by
the European Union
BELIANUM

Project result V

VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

0. Why does this result change everything?

The **European Hub** is a powerful initiative designed to strengthen institutional and national commitments to service-learning and digital empowerment across European universities.

By fostering a culture of inclusion, diversity, and civic engagement, the Hub acts as a catalyst for positive change. As a dynamic platform for knowledge exchange and dissemination, it offers innovative methods, educational materials, and a comprehensive repository of service-learning best practices.

The Hub creates a vibrant network connecting universities, community organizations, and stakeholders, promoting collaboration on projects, resource sharing, and the exchange of expertise.

01. Overview

The European Hub is a collaborative platform that brings together universities across Europe to share cutting-edge knowledge, innovative tools, and impactful educational resources.

Managed by the **National University of Science and Technology POLITEHNICA Bucharest and UCSIA**, the Hub serves as the cornerstone for building local, regional, and national networks, driving sustainable progress in service-learning and digital education.

Its adaptable, transferable nature guarantees lasting impact and boosts the visibility of all participating institutions, ensuring a wide-reaching legacy.

02. Main goal

Groups or individuals — especially educational leaders — who set the direction, influence, or support others in delivering service-learning and digital education, with the goal of strengthening their institutional and national commitments.

Project result V

VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

3. Outcomes

PR6 marks a major milestone with the successful creation of the **Service-Learning & Digital Empowerment Virtual European Hub**, designed to foster knowledge exchange, collaboration, and the dissemination of project results under open licenses. A beta version of the Hub was launched, featuring a variety of tools, including the SL&DE Manifesto, the SLIDE training programs for HEI teachers and students, the Online World Café and Social Hackathon manual, a repository of success and failure stories in service-learning and digital empowerment, and a database of experts and mentors. The final version of the Hub is fully developed, with all materials, tools, and bug fixes in place, providing a comprehensive platform for stakeholders to engage with and scale the SLIDE project's outcomes.

Part II. Amplifying Impact

Harnessing Participant Feedback to Drive Project Success
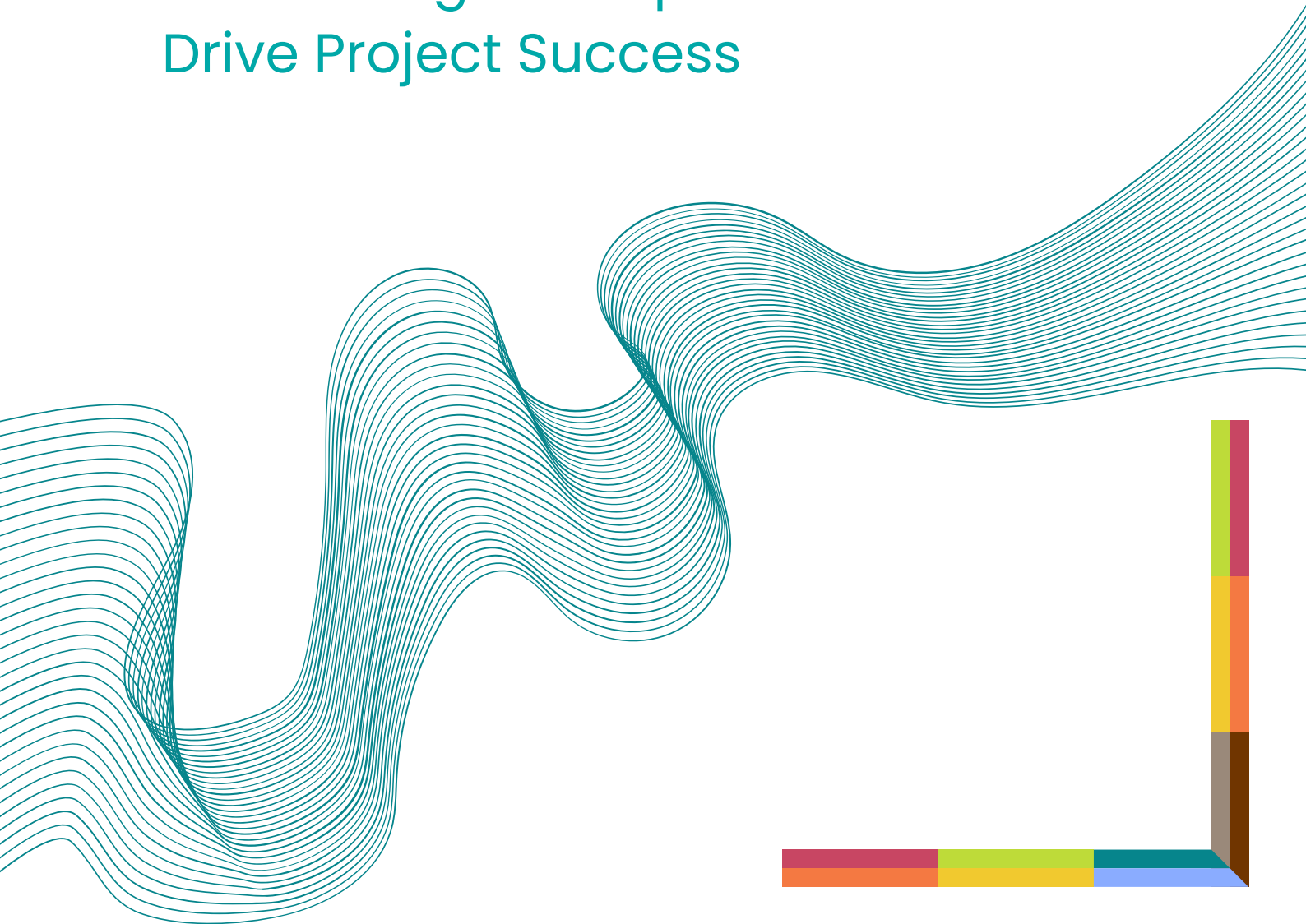
The purpose

The second part of this report aims to highlight the tangible impact of the project's results, focusing on how the active involvement of target groups in providing feedback has been crucial to shaping and refining the outcomes.

By engaging participants in reflecting on their experiences, the project not only fostered a deeper understanding of its objectives but also enabled continuous improvement of the methodologies and tools developed.

This feedback-driven approach ensures that the results are not only relevant but also adaptable, fostering greater sustainability and long-term impact across diverse contexts.

The insights gathered from participants have been instrumental in reinforcing the project's goals of inclusion, empowerment, and collaboration.

1

Project result I
SL&DE MANIFESTO

The SL&DE Manifesto is directed at all key stakeholders in service-learning. It challenges conventional teaching and learning approaches, urging readers to consider a new paradigm in which online and offline components seamlessly complement each other. Designed as both a platform for ongoing discussion and a practical resource, the Manifesto aims to empower stakeholder groups to rethink and reshape their educational practices.

The impact of the Manifesto begins with the individuals involved in its creation
Who contributed to the development of the SL&DE Manifesto?

HE Students   **HE teachers**   **Higher Education policy and support staff**   **Community members and organizations**

Four distinct stakeholder groups contributed to the development of the SL&DE Manifesto. In crafting this document, we carefully considered the unique perspectives of each group, providing thoughtful insights tailored to their roles within this dynamic framework. The Manifesto underscores the potential and value of Service-Learning & Digital Empowerment (SL&DE), highlighting its crucial role in fostering digital empowerment. It also assesses the current state of institutionalization and outlines practical strategies for success, addressing the what, why, and how of SL&DE. Moreover, we have gathered inspiring ideas and testimonials from each stakeholder group, showcasing the seamless integration of Service-Learning with Digital Empowerment.

Each SLIDE partner facilitated two focus groups, ensuring comprehensive representation and input from all stakeholder groups. The valuable insights gathered from these discussions were organized into a matrix and subsequently integrated into the Manifesto. To further refine and align the findings, two additional European focus groups were held within the consortium. In total, around **120 individuals contributed to the development of the Manifesto**, making the SL&DE Manifesto a truly collaborative, international effort driven by active stakeholder engagement.

2

SL&DE MANIFESTO JOURNEY

MAKING THE MANIFESTO

2 FOCUS GROUPS PER PROJECT PARTNER

1

REFLECTION AND MATRIX PER PARTNER

2

The MORE you REFLECT the MORE you LEARN

DISTILLED INTO ONE MATRIX

3

2 EU FOCUS GROUPS AIMED AT DE, ETHICS AND THE MANIFESTO GENERALLY

4

USED TO TRIM DOWN THE GRAND MATRIX

5

USED TO TRIM DOWN MATRIX TO CREATE THE MANIFESTO

6

CONSORTIUM PARTNERS PROVIDED WRITTEN AND ORAL FEEDBACK

7

WORKSHOPS DURING TPM, ME & LTTA TO FINALIZE BEST PRACTICES

8

Workshop

3

SL&DE MANIFESTO

SURVEY ON THE SLIDE MANIFESTO ANSWERS

The Service-Learning & Digital Empowerment Manifesto

September 2023

The survey involved twelve participants who were asked to respond to several questions about the SL&DE Manifesto.

RESPONDENTS AND COUNTRIES REPRESENTED

Community partner 16.7%
Project facilitator 8.3%
Researcher 8.3%
Teacher 66.7%

Slovakia 41.7%
Belgium 33.3%
Austria 25%
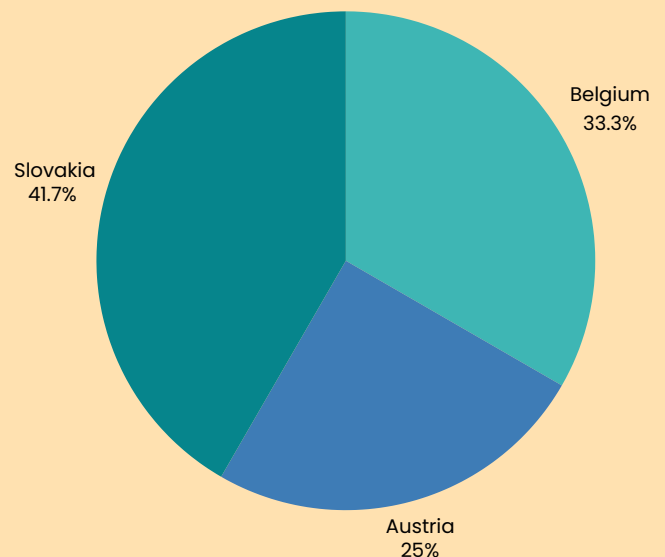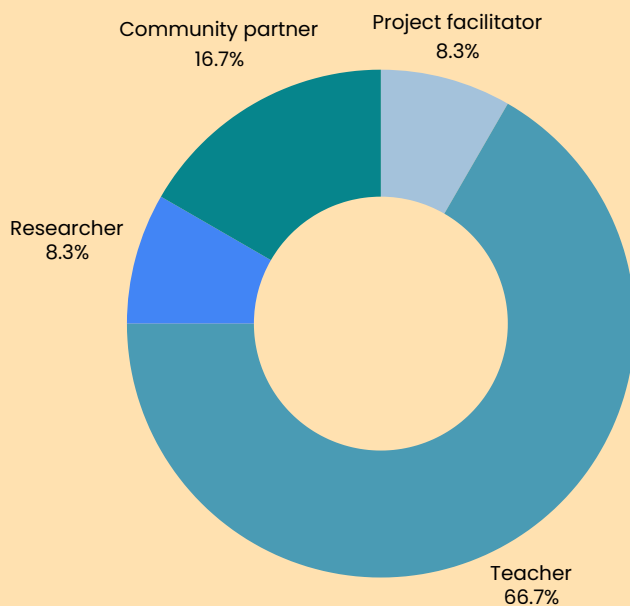
SOME OF THE MOST SIGNIFICANT RESPONSES ARE PRESENTED BELOW:

Participants were asked to rate their agreement with the statements on a scale from 1 (strongly disagree) to 5 (strongly agree).

"The Manifesto offers me insights applicable to my professional practice"
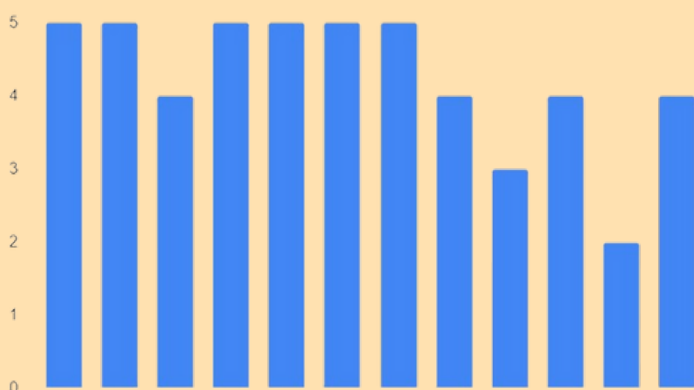
"The Manifesto is helpful for understanding the benefits and (ethical) risks associated with service-learning and digital education"
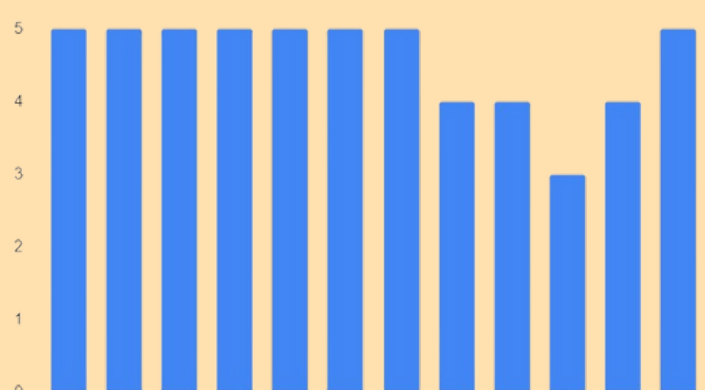
SL&DE MANIFESTO

WRITTEN FEEDBACK ON THE SLIDE MANIFESTO ANSWERS

The written feedback gathered responses from ten participants, who were asked to provide comments on various aspects of the quality and relevance of the SLIDE Manifesto.

RESPONDENTS AND COUNTRIES REPRESENTED

Community partner
20%

Teacher
30%

Student
50%
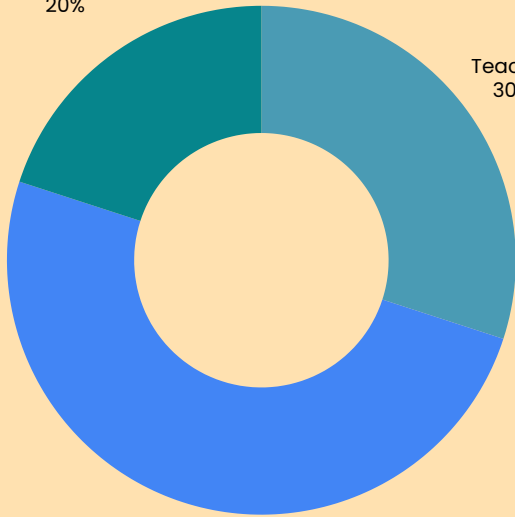
United States
11.1%

Croatia
22.2%

Spain
11.1%

The Netherlands
55.6%
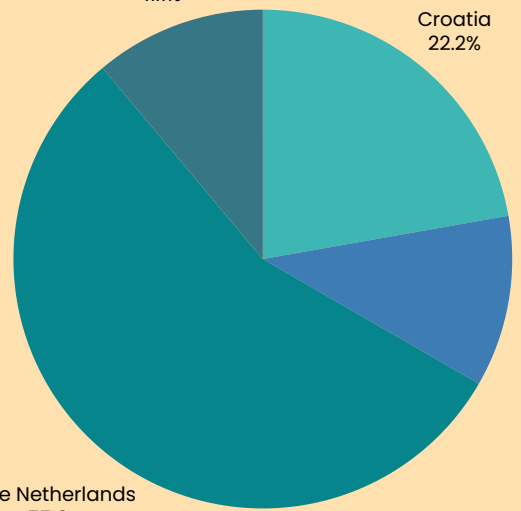
In order to build an overall view of these feedback on the Manifesto, it is possible to outline **four thematic areas** of reflection that emerged from the different opinions:

SERVICE-LEARNING AS A HOLISTIC EDUCATIONAL APPROACH

COLLABORATION AND STAKEHOLDER ENGAGEMENT

DIGITAL EMPOWERMENT AND INCLUSION IN SERVICE-LEARNING

ADAPTABILITY, REFLECTION, AND GROWTH

1

2

3

4

EXPLORE

SL&DE MANIFESTO

4 KEY THEMES FROM DIVERSE FEEDBACK ON THE SL&DE MANIFESTO

1 SERVICE-LEARNING AS A HOLISTIC EDUCATIONAL APPROACH

Based on the feedback analyzed, service-learning is recognized as an experiential and holistic approach to education that bridges theoretical knowledge with real-world application. Service-learning empowers learners to apply classroom concepts in meaningful, practical contexts, while simultaneously making a positive impact on society. This not only enriches students' educational journey but also benefits the community, fostering both practical learning and personal growth. The Manifesto clearly highlights that service-learning cultivates critical thinking and problem-solving skills, enabling students to actively co-create solutions to pressing social issues such as mental well-being, child poverty, and inequality.

2 COLLABORATION AND STAKEHOLDER ENGAGEMENT

Collaboration is seen as a cornerstone of successful service-learning initiatives. Above all, the importance of interdisciplinary teamwork and diverse perspectives in creating holistic solutions is emphasized. In this context, digital tools facilitate effective collaboration, overcoming geographical barriers and enhancing the efficiency of partnerships. It was widely acknowledged that achieving this success requires open communication, clear objectives, and a well-aligned group of stakeholders to ensure that service-learning initiatives address specific needs. The Manifesto strongly underscores the importance of fostering equal partnerships between students and community organizations, promoting mutual benefit, inclusivity, and sustainable impact through co-creation and respect for community expertise.

3 DIGITAL EMPOWERMENT AND INCLUSION IN SERVICE-LEARNING

The integration of digital tools and skills in service-learning is a key theme highlighted by most participants. The Manifesto explores a variety of creative digital methods, such as blogging and e-portfolios, for reflection and dissemination, while cautioning against the risks of depersonalization in digital-only interactions. Beyond bridging geographical divides, digital tools also support the development of technological literacy and the distribution of educational resources to rural communities. Furthermore, the SL&DE Manifesto strongly emphasizes digital inclusion as a central element, showcasing how platforms like Positive Minds use digital media to promote mental well-being and educational equity. However, the document also stresses the importance of pursuing digital empowerment, while addressing challenges such as unequal access and misinformation.

SL&DE MANIFESTO

4 KEY THEMES FROM DIVERSE FEEDBACK ON THE SLIDE MANIFESTO

4 ADAPTABILITY, REFLECTION, AND GROWTH

Social media, for example, serves as a valuable platform for reflective practices. At the same time, the Manifesto emphasizes the need for flexibility in communication and the iterative refinement of strategies to effectively meet stakeholder needs. In this context, reflection is highlighted as a crucial measure of success for both students and communities, underlining the importance of learning from both successes and failures. Taken together, the document demonstrates how the iterative nature of service-learning fosters continuous improvement, promotes personal and collective development, and ensures a lasting positive impact.

Remember that the SL&DE Manifesto is available in 8 languages

ENGLISH

GERMAN

SPANISH

SLIDE
SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

The Service-Learning & Digital Empowerment Manifesto

September 2023

Co-funded by
the European Union

ITALIAN

DUTCH

CROATIAN

SLOVAK

ROMANIAN

1

Led by
University of Zagreb

Project result II

DIGITAL EMPOWERMENT E-COURSE FOR HIGHER EDUCATION TEACHERS

The e-course 'Digital Empowerment' addresses the need for resilience and increased capacity of higher education teachers to manage an effective shift towards digital education and to use emerging technologies up to their full potential while employing instructional design strategies.

WHO IS THE MOOC FOR?

TO THE MOOC PLATFORM

REGISTER FOR THE MOOC

WE REACHED A TOTAL OF 129 TEACHERS ENROLLED IN THE MOOC

The dissemination of the SLIDE MOOC has had a significant impact on the training and awareness of educators regarding Service-Learning, Inclusion, Diversity, and Digital Empowerment. The MOOC has made high-quality content freely accessible to a wide audience, promoting innovative educational practices on an international scale. Participants improved their ability to integrate innovative teaching methods into their everyday practices. The impact extended to local communities, as many educators who completed the MOOC returned to their institutions to implement digital approaches and Service-Learning, thus fostering positive changes in educational methods and social inclusion dynamics.

2

DIGITAL EMPOWERMENT
E-COURSE FOR HE TEACHERS

SURVEY ON THE MOOC FOR TEACHERS

The survey involved 58 participants who were asked to respond to several questions about the MOOC.

Level of effort you put into this e-course
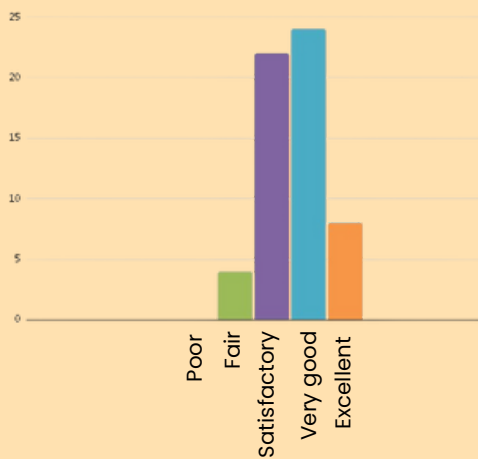
Your level of skills /knowledge at the beginning of the e-course

Your level of skills /knowledge at the end of the e-course
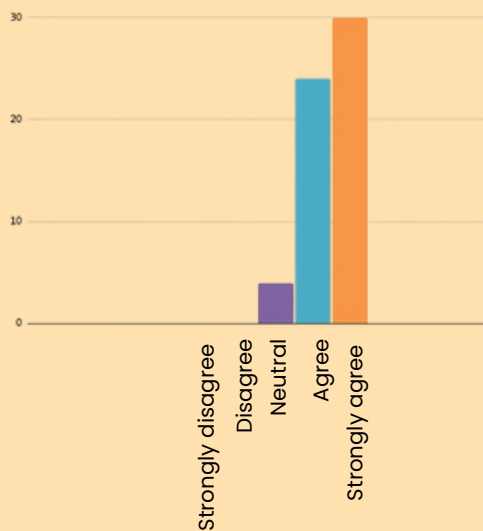

The learning objectives of the e-course were clear

discover
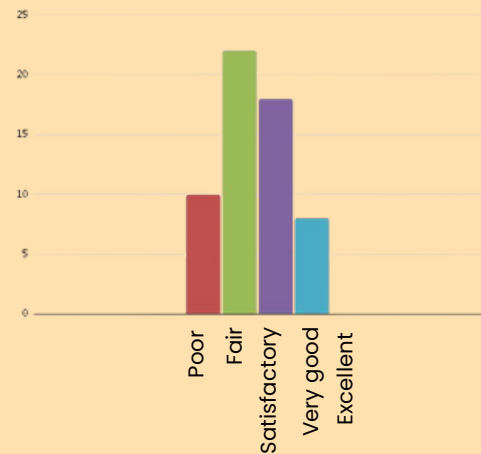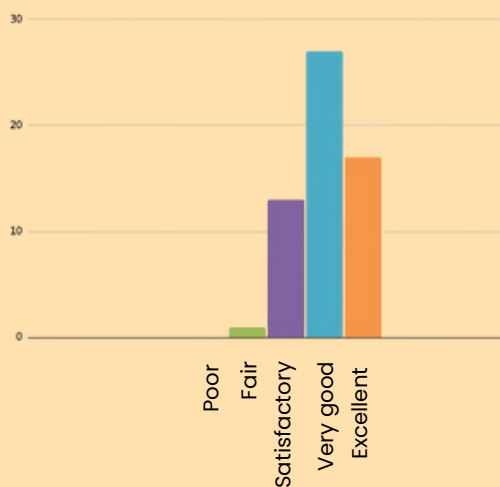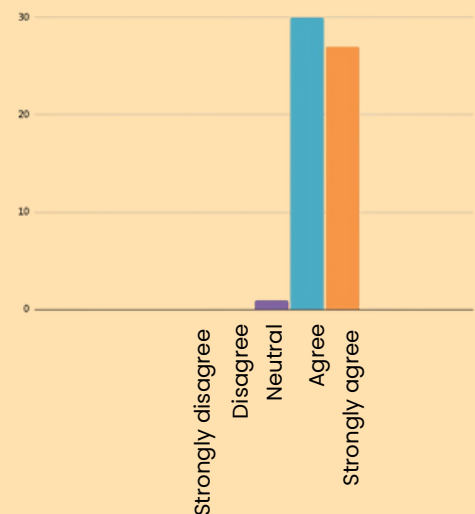
DIGITAL EMPOWERMENT E-COURSE FOR HE TEACHERS

SURVEY ON THE MOOC FOR TEACHERS

The length of the course was sufficient to cover content

The course provided me with new information
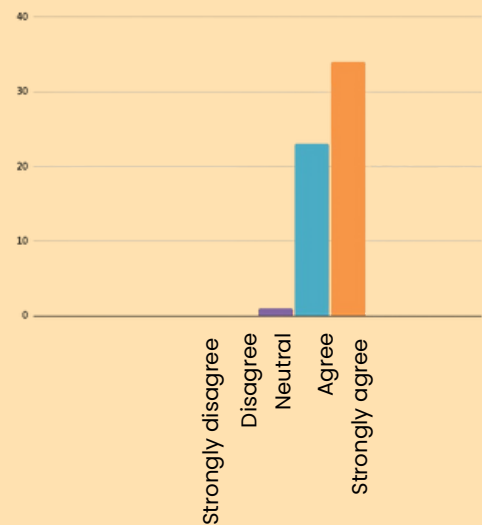
Course content was well-organized and well-planned
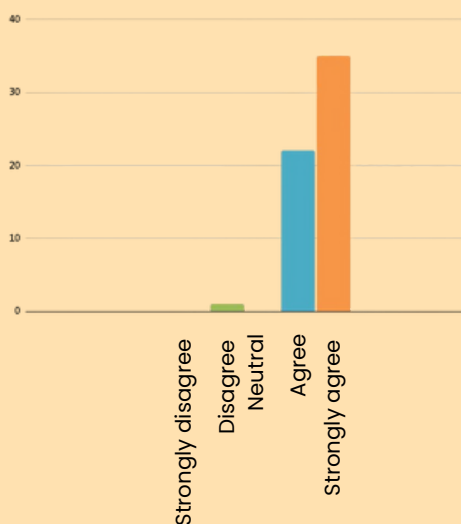
The learning environment was stimulating
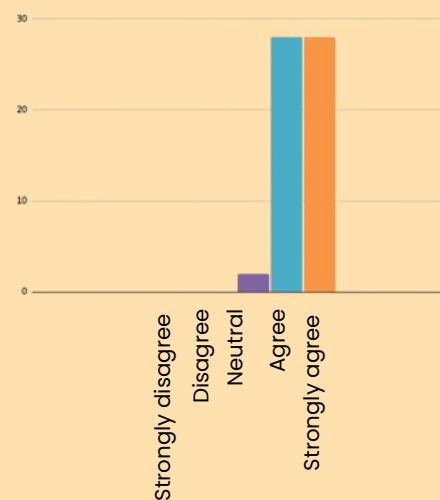
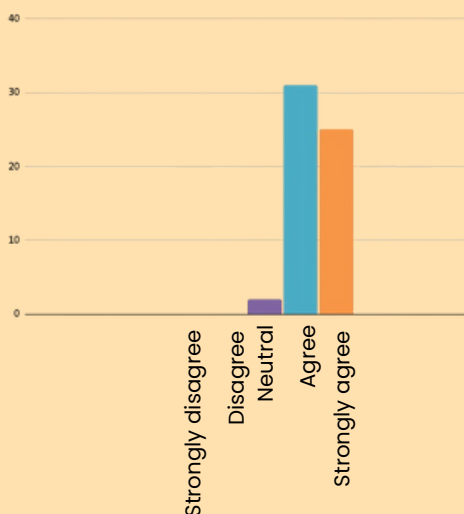# DIGITAL EMPOWERMENT E-COURSE FOR HE TEACHERS

SURVEY ON THE MOOC FOR TEACHERS
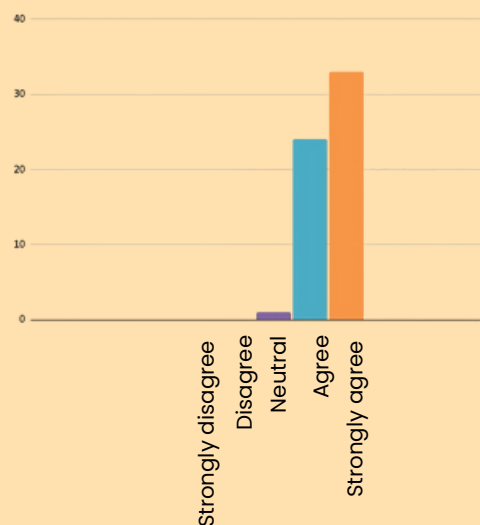
The assignments in the e-course were relevant and meaningful
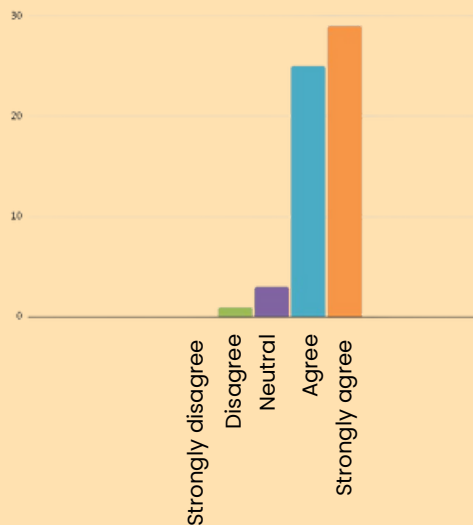
The multimedia resources provided in the course are easily accessible and reusable

The possibility to choose between different types of resource helped me acquire the necessary instructional knowledge and skills

The knowledge gained in this e-course is applicable

experience
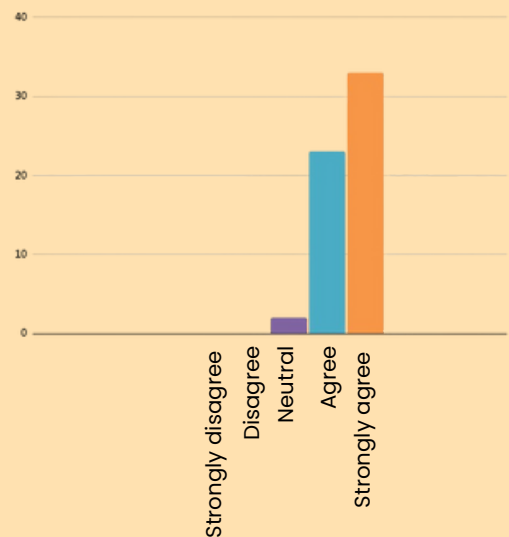
DIGITAL EMPOWERMENT E-COURSE FOR HE TEACHERS

FOCUS GROUP ON THE MOOC FOR TEACHERS

To gather feedback on the MOOC, two international focus groups were organized to delve into ways teachers can develop skills for the innovative use of new technologies in teaching, as well as the negative impact of technologies on inclusion and diversity for individuals and communities.

Digital Empowerment for Service-Learning in HEI

FOCUS GROUP DISCUSSION

SLIDE
Co-funded by the European Union

Topic:

MOOC for the digital empowerment of academic teachers

Delve into ways teachers can develop skills for innovative use of new technologies in teaching and of the negative impact of technologies on inclusion and diversity on individuals and communities

Friday, April 19

online

10:00am - 11:30pm CEST

OR

5:00pm - 6:30pm CEST

Select your preferred time by registering here

Let your voice be heard

SCAN ME

Digital Empowerment (DE) for Service-Learning (SL)

MOOC
SL, INCLUSION, DE

SLIDE
Co-funded by the European Union

MOOC learning goals:

1 Clarify how different groups experience and benefit or are excluded from digital education

2 Create or adapt engaging Learning content based on inclusive learning experience design principles

3 Generate design of concepts for Service-Learning activities based on inspiration from challenges and motivations of underprivileged persons

4 Elaborate key areas of opportunity for disruptive emerging technologies to support broader equity and inclusion efforts in online learning environments
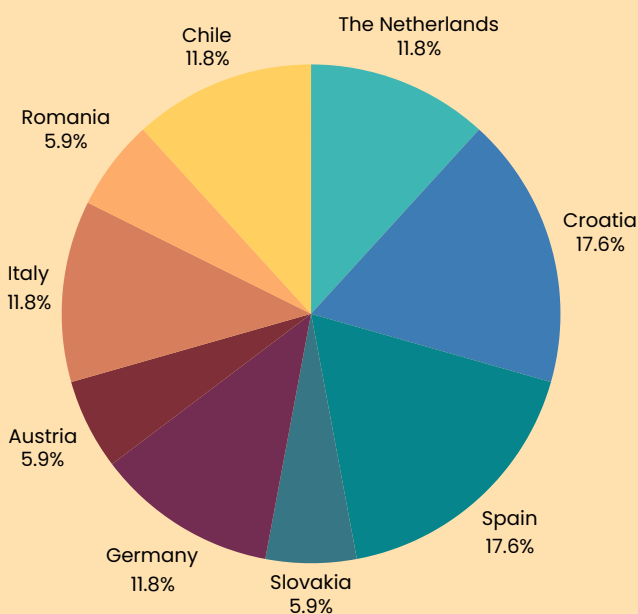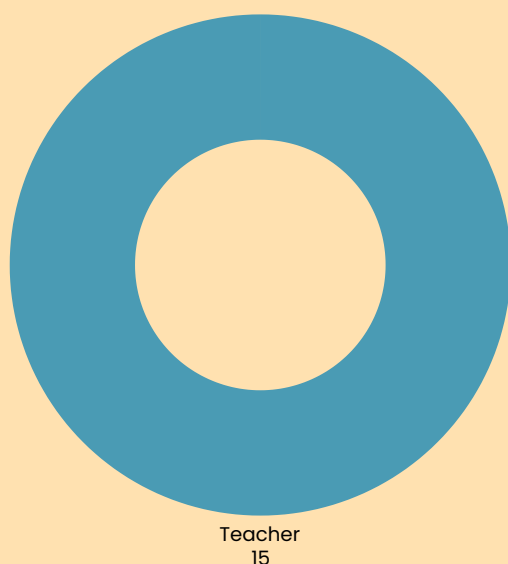
ENTER THE MOOC BEFORE THE FOCUS GROUP
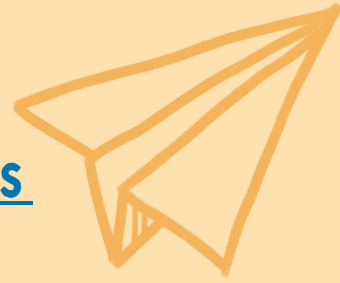
MOOC 4 TEACHERS

MOOC REGISTRATION INSTRUCTION

Obtain inspiration on how to become a designer of learning experiences, recognize the benefits of inclusive practice and use augmented reality or games that focus on creating social change.

NUMBER OF PARTICIPANTS AND COUNTRIES REPRESENTED

Teacher
15

Chile 11.8%
The Netherlands 11.8%
Romania 5.9%
Croatia 17.6%
Italy 11.8%
Spain 17.6%
Austria 5.9%
Germany 11.8%
Slovakia 5.9%

DIGITAL EMPOWERMENT E-COURSE FOR HE TEACHERS

FOCUS GROUP ON THE MOOC FOR TEACHERS

Some of the quotes from teachers:

"As teachers, we must be digitally empowered to create interactive and inclusive learning environments that effectively integrate new technologies."

"..not only because of COVID but also for the new generation. We need to continue working on it."

On the need for digital empowerment for teachers

"Technology can help teachers to address some specific challenges, for example, in creating impact in rural areas."

"We have to plan and design our curricula to include some of the new skills needed for AI tools."

On the role of technology in education

"I believe the new generation will be 'prosuming'—producing and consuming digital possibilities and skills simultaneously."

"Students are heavily reliant on technology, but they aren't reflecting deeply on how they use it. Instead, they're mainly using it for entertainment or to make tasks easier and quicker."

On students and technologies

"Technology has two main influences: a positive one, as the new generation of students is highly familiar with it, and a negative one, where students have become overly dependent on technology, often at the expense of face-to-face communication."

On students and technologies

"The MOOC offers an overview of the skill set for innovative teaching and helps us understand the negative effects of technologies when we don't have the right mindset to address possible barriers."

On the need to address the negative effects of technology

"We need to combine Digital Empowerment with Service-Learning in order to have an impact in our society with our students and work with them to create a sense of civic engagement."

On combining digital empowerment with service-learning

Project result III

THE ONLINE WORLD CAFÉ

ENGAGEMENT

Online World Café

The Online World Café (OWC) involved trainers and educational leaders from 12 different countries in the development of digitalisation of higher education contexts through the potential of service-learning to create partnerships between universities and communities. The OWC, hosted by the Pädagogische Hochschule Wien, has been a learning resource that has given prominence to inclusion and accessibility to foster diverse collaboration.

REPRESENTED COUNTRIES IN THE OWC

Austria		Portugal		UK	
Spain		Slovakia		USA	
Netherlands		Israel		Turkey	
Romania		Germany		Chile	

THE ONLINE WORLD CAFÉ
TOPIC COVERED

The SLIDE Online World Café (OWC) helped the participants to reflect on how to promote Digital Empowerment, Inclusion and e-Service-Learning. It brought together educators and leaders to exchange ideas and address issues such as digital access, ethical concerns and the trade-off between digital and face-to-face learning. During the event, the Online World Café method facilitated structured open discussions in virtual rooms. Insights were visually represented, emphasizing critical thinking, the risks of digital exclusion, and the ethical use of technology.

OWC TOPIC DISCUSSION ROUND:

Of the 3 key questions proposed during the OWC, which one do you think is the most relevant?

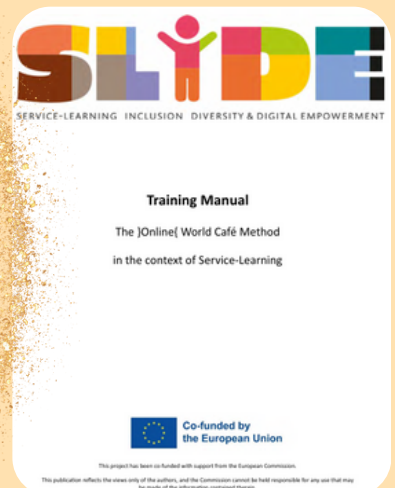What are the reasons to (not) be digitally empowered?

What kind of consequences of using digital technologies can be stated?

What kind of vulnerabilities arise from the use of emerging digital technologies in service-learning?

● Loading…

ROUND 1

- VERSTIMULATION
- DIGITAL DETOX
- VULNERABLE GROUPS
- SPECIAL NEEDS STUDENTS
- OVERSTIMULATED STUDENTS

ROUND 2

- BALANCE BETWEEN DIGITAL & IN-PERSON INTERACTION / INAUTHENTICITY
- OVERWHELMING
- DIFFERENT PATTERNS OF INCLUSION AND EXCLUSION

ROUND 3

- DIGITAL EMPOWERMENT
- TEACHING EMPOWERMENT
- LEARN CRITICAL THINKING
- FUTURE WILL SOLVE

The results contributed to scientific research on digital empowerment and informed a forthcoming publication. This overall work successfully built an international platform for collaboration, creating resources to promote digital inclusiveness and equity in education.

Read the **comprehensive training manual** created to guide moderators and participants, offering strategies **for effective (Online) World Café facilitation**

SLIDE
SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

Training Manual

The)Online(World Café Method
in the context of Service-Learning

Co-funded by
the European Union

This project has been co-funded with support from the European Commission.
This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

3

THE ONLINE WORLD CAFÉ

## WHAT IS YOUR TAKE-HOME MESSAGE?

The Online World Café sparked key reflections on navigating the digital age. Participants highlighted the importance of critical thinking, which helps us navigate ambiguities in the learning journey, as well as the value of learning from mistakes — both essential skills for digital empowerment. Teachers were identified as playing a central role in these processes, with an emphasis on addressing challenges and adapting flexibly, as teaching remains inherently human-centered. Inclusion, collaboration, and the social impact of digital tools emerged as core themes for advancing and empowering learning communities, ensuring that no one, especially young learners, is left behind. The discussions among professionals underscored the need to balance digital innovation with traditional methods, weighting both opportunities and risks. This calls for a thoughtful integration of technology in learning environments, remaining open to new possibilities in education and beyond.

Measuring the goups' degree of satisfaction

How are you satisfied today

8.8

8.8
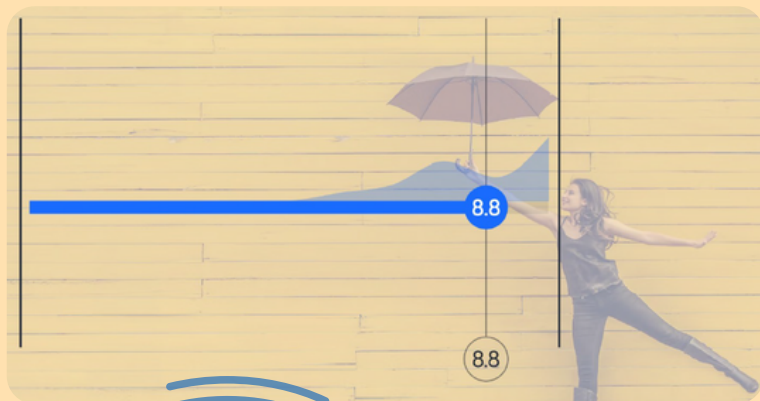
What else do you want to say?

some further opinions of the participants

Even when there were technical issues (internet connection), it all worked out well in the end and it was wonderful to see and talk with familiar people again!

To the next meeting (hopefully face to face)!

Thanks to organizers for providing a powerful platform for reflection and exchange.

Thank you for this beautiful and inspiring experience.

The word cafe is an inspiring method!

1

Project result IV
DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS

The "Digital Development" e-course for higher education students equips students with skills for active participation in digital education and fostering connections with local communities. It promotes digital inclusion, empowers disadvantaged groups, and prepares students to address social issues while developing critical digital skills like content creation, problem-solving, and self-learning.

The objectives of this course are:

- To equip students with the necessary skills to actively engage in digital education, while also providing pedagogical skills to build meaningful connections with local communities;
- To raise students' awareness of digital inclusion and the digital empowerment of underprivileged individuals and underrepresented community members;
- To foster the ability to address contemporary social issues while developing digital skills, which represents the innovative component of the course.

THE MOOC IS 4 STUDENTS
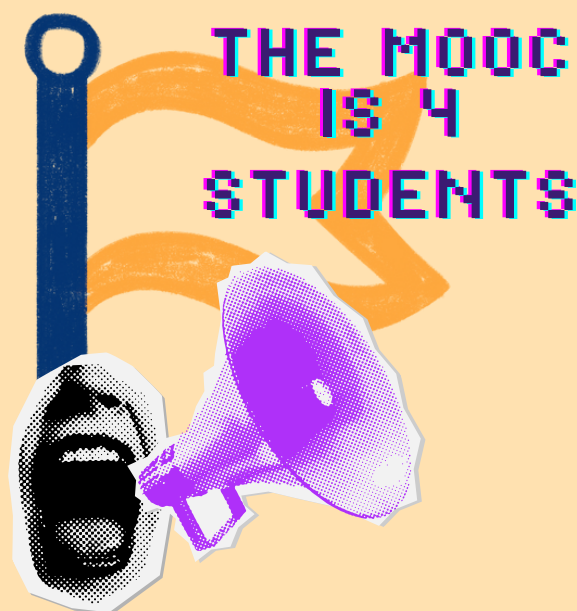
explore

THE 4 MAIN DIGITAL PILLARS OF THE COURSE

1. **Digital Competence**
2. **Digital Fluency**
3. **Digital Intelligence**
4. **Digital Engagement**

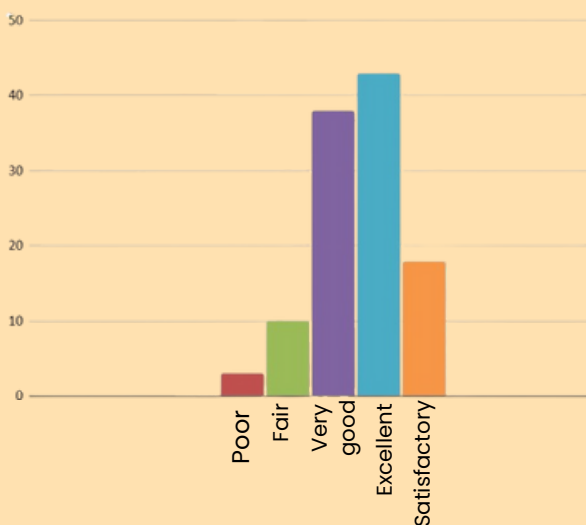**WE REACHED 462 STUDENTS ENROLLED IN THE MOOC**

DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS
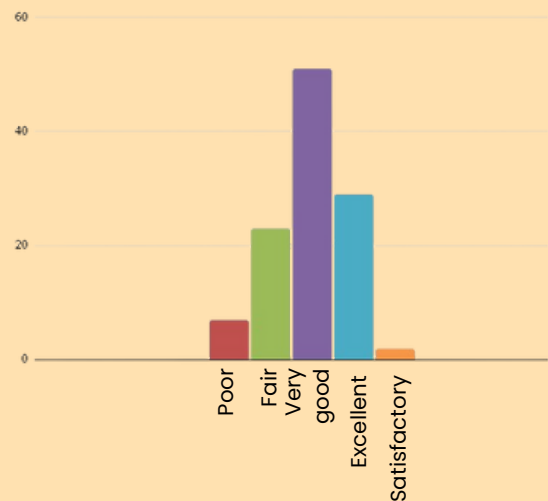
STUDENTS OPINION OF THE MOOC

Submitted answers: 112
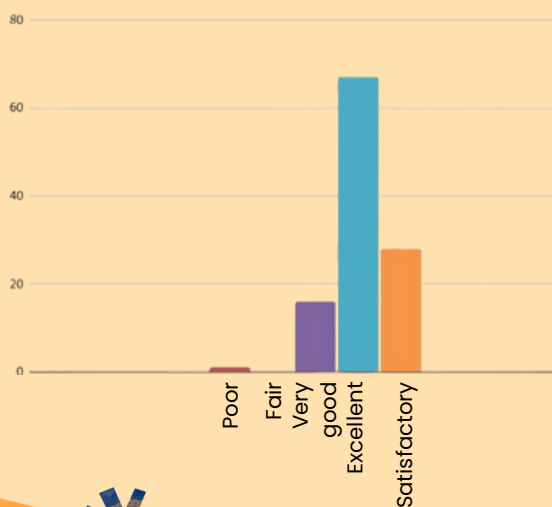
Number of questions: 14
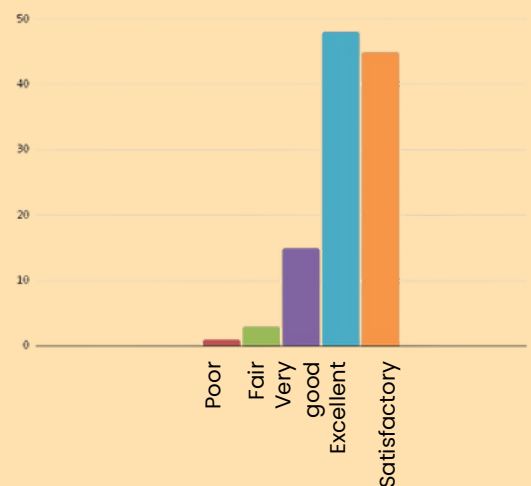
Level of effort you put into this e-course

Your level of skills /knowledge at the beginning of the e-course

Your level of skills /knowledge at the end of the e-course
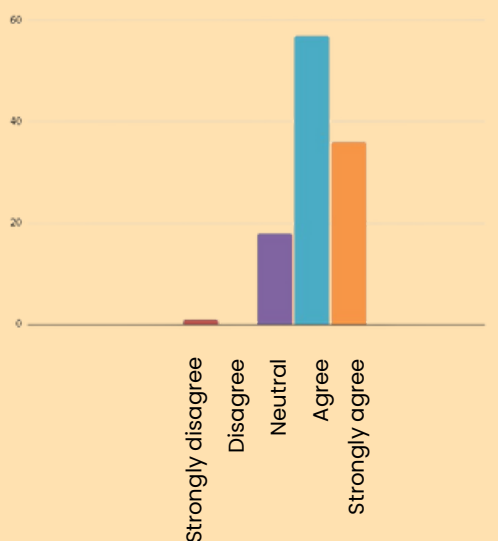

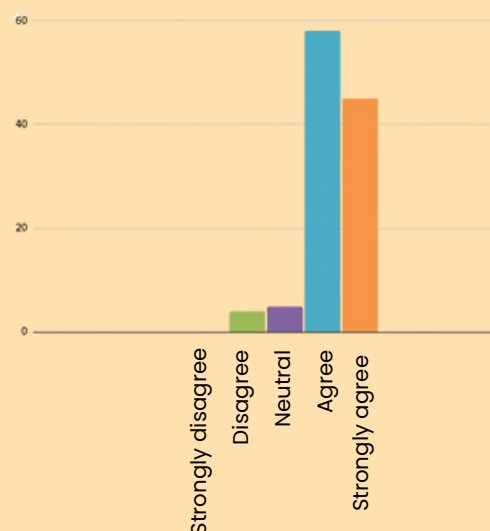## The learning objectives of the e-course were clear

DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS
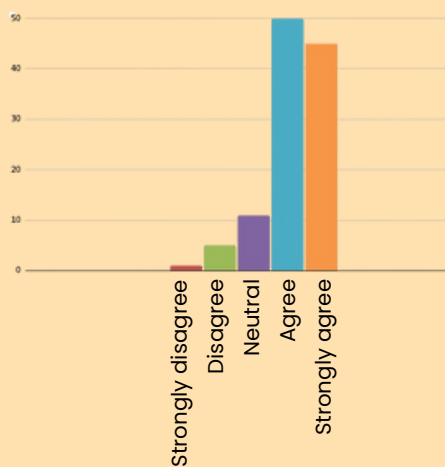
STUDENTS OPINION OF THE MOOC

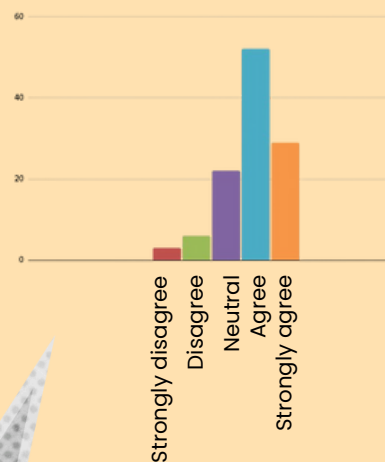### The length of the course was sufficient to cover content

The course provided me with new information

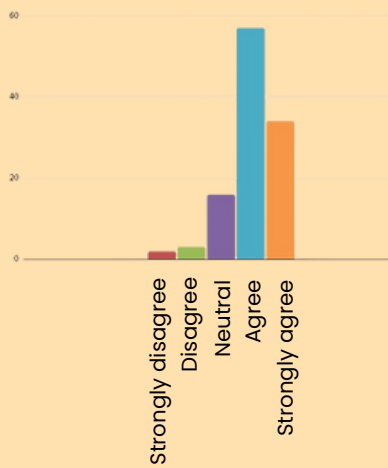### Course content was well-organized and well-planned

The learning environment was stimulating

DIGITAL COMPETENCE, FLUENCY, INTELLIGENCE AND ENGAGEMENT OF HEI STUDENTS

STUDENTS OPINION OF THE MOOC

The assignments in the e-course were relevant and meaningful

The multimedia resources provided in the course are easily accessible and reusable

The possibility to choose between different types of resource helped me acquire the necessary instructional knowledge and skills

The knowledge gained in this e-course is applicable

explore
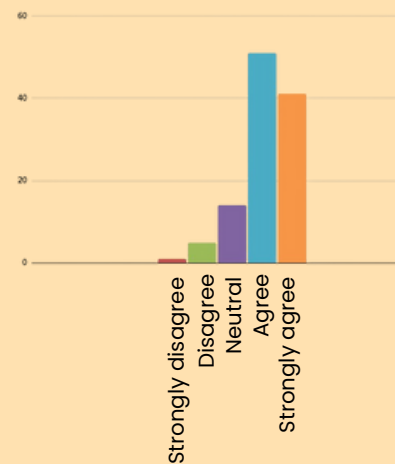
Project result V
SOCIAL HACKATHON

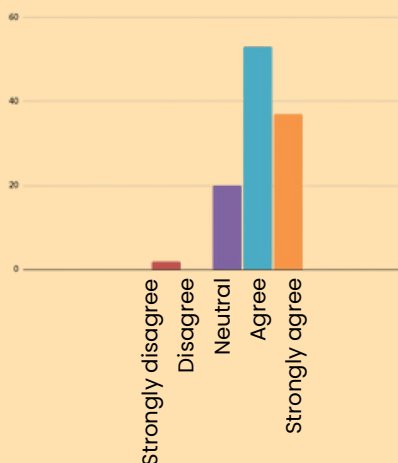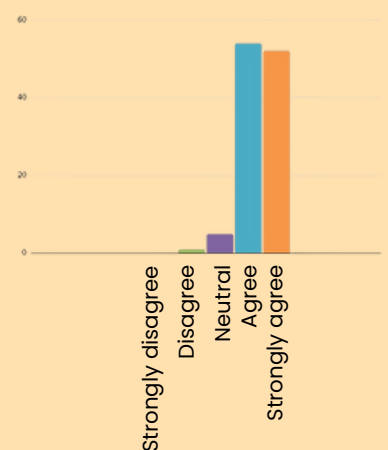A **Social Hackathon** is an event that brings together people, typically from diverse backgrounds and expertise, to collaborate on solving social issues or creating projects that positively impact society. Participants work together in teams to develop innovative solutions, often using technology, healthcare, education, poverty, environmental and sustainability challenges, and more.

The **SLIDE Social Hackathon** took place on Wednesday 13 November 2024. Since the aim of the SLIDE project is to strive for empowerment of students and community partners through service-learning, the Social Hackathon focused on the topic of 'digital inclusion'.

11 STUDENT TEAMS

FROM 7 EU UNIVERSITIES PARTICIPATED IN THE SOCIAL HACKATHON

STUDENT TEAMS

- **Mosaic Strategies**, Rotterdam School of Management, Erasmus University (Netherlands)
- **Favourites**, University College of Teacher Education in Vienna (Austria)
- **IDEAS**, University of Zagreb (Croatia)
- **Mr. Robot**, University of Zagreb (Croatia)
- **ImpactHER**, LUMSA University of Rome (Italy)
- **NextGen Thinkers**, LUMSA University of Rome (Italy)
- **EDUGamers**, National University of Science and Technology Politehnica Bucharest (Romania)
- **DigitalGuardians**, Matej Bel University (Slovakia)
- **Change Makers,** Matej Bel University (Slovakia)
- **Saving Vechta Tomorrow**, University of Vechta (Germany)
- **Vechta Visionaries**, University of Vechta (Germany)

adventure

STUDENT TEAMS
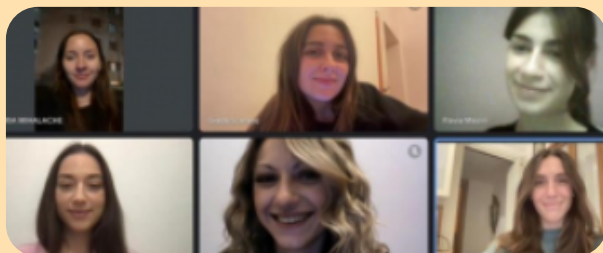
COMMUNITY PARTNERS

11 COMMUNITY PARTNERS FROM 7 EU COUNTRIES PARTICIPATED

- **Zagreb City Libraries** (Croatia)
- **Zagreb Library Association** (Croatia)
- **Generationen Digital Verbinden** (Germany)
- **Agenzia Scalabriniana per la Cooperazione allo Sviluppo ASCS** (Italy)
- **Save the Children** (Italy)
- **Positive Minds** (Netherlands)
- **UCSIA vzw** (Belgium)
- **European Dyslexia Association** (Austria)
- **Platform of Volunteer Centres & Organizations** (Slovakia)
- **Volunteer Center** (Slovakia)
- **LINC vzw** (Belgium)

SOCIAL HACKATHON

STUDENTS AND COMMUNITY PARTNERS

Students were matched with challenges proposed by community partners and prepared innovative solutions:

Saving Vechta Tomorrow – *University of Vechta, Germany*

IMPROVE THE ONLINE REVIEWS TREASURY – Zagreb City Libraries, Croatia
The project KEY to knowledge promotes reading habits among children and youth. Help us make our Online Reviews Treasury more visually appealing and engaging to motivate children and youth to read and write more reviews!

CHALLENGE

Create a website similar to Netflix or Kibum and motivates students to write reviews

SOLUTION

MOSAIC Strategies – *Erasmus University Rotterdam, Netherlands*

RADIO FOR THE COMMUNITY – ASCS, Italy
The challenge is to turn the radio into a tool for the community while maintaining the original goal of the house, which is to show how diversity is a source of richness, especially in the context of migration. It's also essential to figure out how to involve volunteers more and more.

CHALLENGE

Connecting ASCS to local Art Schools to tell the story of migrants in the community.

SOLUTION

Digital Guardians – *Matej Bel University in Banská Bystrica, Slovakia*

ISTAY ENGAGED AT OLD AGE – Genarationen Digital Verbinden, Germany
The team is trying to solve the problem of isolation among elderly people in care facilities. The goal is to create a digital solution that enables them to stay connected with their community and participate in events without needing to physically leave the facility.

CHALLENGE

The team introduced "InteractLive", a digital platform connecting elderly care residents with the community, addressing isolation. It aims to keep residents engaged locally, fostering a sense of connection and value. Join us in creating a future where joy and connection have no limits.

SOLUTION

ChangeMakers – *Matej Bel University in Banská Bystrica, Slovakia*

ONLINE LESKIT – Positive Minds, Netherlands.
The goal of the challenge is to achieve the same understanding as with the original version of Leskit. At the same time, develop interactive digital skills and awareness of children's rights.

CHALLENGE

The proposal consists in the creation of a shared mental map online and on paper called "Book Journey ...(book title)..." to increase students' interactivity while reading a book selected from the Leskit cassette. The goal is to work on what they know at the beginning and then expand their knowledge about poverty.

SOLUTION

SOCIAL HACKATHON

STUDENTS AND COMMUNITY PARTNERS

ImpactHERE – LUMSA, Italy

CHALLENGE

ONLINE CONTENT FOR PUBLIC – UCSIA, Belgium
How can we create engaging digital formats that speak to both our elderly and student audience? Help us by creating a guideline on the use of engaging, interactive media accessible and attractive for all generations!

SOLUTION

The solution consists in a mentorship program that connects young people with the elderly, allowing them to exchange skills and knowledge. To reach diverse audiences, we will use tailored promotion strategies: flyers and social media for younger people, including TikTok videos and Instagram posts.

EduGamers- National University of Science and Technologies, Romania

CHALLENGE

DIGITAL COMMUNICATION CAMPAIGN – Save the Children, Italy.
The challenge is focused on how to build an innovative digital communication campaign, aimed at recruiting volunteers belonging to different targets groups (e.g. university students, people of advanced age, workers, unemployed people).

SOLUTION

Future Bridge combines digital innovation with a human-centered approach, addressing the motivations of volunteers to feel impactful, supported, and recognized. This solution distinguishes itself by integrating all engagement aspects—easy access, targeted role matching, community involvement, and meaningful recognition—into a single cohesive experience, thereby increasing both volunteer engagement and retention.

Vechta Visionaries – University of Vechta, Germany

CHALLENGE

BRIDGES FROM LOCAL TO EUROPEAN – European Dyslexia Association, Austria. The proposed solution should strengthen the digital space for networking with local stakeholders in the sense of a strategic orientation. Short-term and long-term opportunities to involve the organizations more the EDA's activities would be desirable. Concrete proposals should be developed here.

SOLUTION

Online networking events feature rotating country presentations monthly, reducing partner workload. Tools like Doodle aid in scheduling. Social media promotion spreads information about DYS, while recorded meetings allow revisiting topics. Charging fees for access could fund projects, aiding international connections and language barriers through AI translation.

NextGen Thinkers – LUMSA University Rome, Italy

CHALLENGE

volunteer Center – Slovakia
The Center wants to develop new strategies to enhance online volunteer engagement. Help us develop a strategy to more effectively engage young people in volunteer activities!

SOLUTION

Strategies involve enhancing the national volunteer database through targeted engagement tactics. Leveraging modern graphics and interactive content on social media platforms like Instagram and YouTube to attract youth. Creating an online community for belonging and loyalty, supported by tools like Instagram broadcast channels for volunteer engagement. Monthly events, online and offline, will sustain engagement and emphasize the value of volunteering, fostering long-term active participation.

5

SOCIAL HACKATHON

STUDENTS AND COMMUNITY PARTNERS

Favorites – *University College of Teacher Education Vienna, Austria*

CHALLENGE

DIGITAL COMMUNICATION CAMPAIGN – Save the Children, Italy
How to get people involved in the project "Save the children" with the use of digital communication campaign.

SOLUTION

Two Solutions for two personas:
- one for people in retirement, specifically women between the age of 60 —75.
- the second one for University Students of the fields Educational Science, Social Work, Psychology, Pedagogy and other humanities and Social Sciences; between the ages of 20—27.

Mr. Robot – *University of Zagreb, Croatia*

CHALLENGE

DOBBLE GAME FOR VOLUNTEERING
Platform of Volunteer Centres & Organizations (Slovakia)
To encourage children to get to know more about volunteering, there is a need to create a game similar to Dobble that uses graphic symbols to introduce various types and forms of volunteering.

SOLUTION

The solution named Vobble (Dobble for volunteering) is an interactive game based on Dobble which will introduce children to volunteer activities in which they could participate. Vobble is a simple game, easy to understand, where players need to connect the game symbols with the associated volunteering activities. It offers additional support for further education - we created an additional manual related to the game that would raise children's interest in participating in activities in the community while also coming up with ideas for new ones.

IDEAS – *University of Zagreb, Croatia*

CHALLENGE

ONLINE CONTENT FOR PUBLIC – UCSIA, Belgium.
The challenge was to develop engaging digital formats that speak to both the elderly and the student audience of UCSIA. UCSIA needed students to develop guidelines for the UCSIA staff to translate their traditional onsite activities (conferences, study days and summer schools) to an online format (ex. educational videos, podcasts) which is accessible and relevant for both university students and highly educated elderly.

SOLUTION

The solution was to translate on site activities to an online format through video essays that are visually captivating and educating. The long form format videos will be uploaded on YouTube and Facebook accounts. Segmented chapters will be uploaded in a short form on social media. These formats which were selected will appeal to the target groups of this challenge, students and highly educated elderly. To make this possible, different Universities can cooperate to create necessary audiovisual content.

+ 23 LOCAL INSTRUCTORS

+ 5 INTERNATIONAL JURY MEMBERS

READ THE REPORT HERE

SOCIAL HACKATHON

WINNING TEAM

The **student team Saving Vechta Tomorrow** from the University of Vechta in Germany took away the first prize!
The team proposed a new way to make the Online Review Treasury of the Zagreb City Libraries more attractive and usable for children and youngsters. The jury awarded their work for its creativity and sensitivity to the target audience.

SPECIAL MENTIONS

The Dutch **student team Mosaic Strategies** from the Erasmus University Rotterdam was praised by the jury for its innovative proposal for collaboration between Italian community partner ASCS and local Art Schools. The **student team Digital Guardians** from the Matej Bel University in Slovakia was congratulated by the jury for the proposed website to digitally connect elderly people in care facilities with their community for the German community partner Generationen Digital Verbinden.

1

Project result VI

VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

The European Virtual Hub for Service-Learning and Digital Empowerment is an interactive platform that promotes knowledge and digital skills across Europe. It facilitates the sharing and co-creation of resources for service-learning and digital empowerment, supporting inclusion, diversity, and active participation in the digital society. It serves as a meeting point for experts, educators, and citizens. The main goal is to overcome digital barriers and foster collaborative learning. This tool aims to make digitalization accessible and inclusive for everyone.
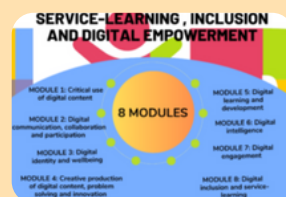
TOOLS AND RESOURCES AVAILABLE ON THE HUB:

Service-Learning, Inclusion, Diversity & Digital Empowerment Manifesto

MOOC for higher education teachers

Online World Café for teachers, trainers and educational leaders

MOOC for higher education students

Social Hackathon for students

Successes and Failures in Service-Learning & Digital Empowerment Report

HOME   SL&DE MANIFESTO   SLIDE MOOCS ⌄   ONLINE WORLD CAFÉ   SOCIAL HACKATHON ⌄   SUCCESSES & FAILURES REPORT   RESOURCES ⌄

The SLIDE project

explore

Project result VI
VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

The Virtual European Hub for Service-Learning and Digital Empowerment creates a place for dissemination of knowledge on service-learning and digital empowerment in Europe, and facilitates the exchange, flow and co-creation of knowledge on digital empowerment, inclusion, diversity and service-learning.

CHECK THE EXPERT AREA

The SLIDE project consortium consists of a large team of (e-)service-learning and digital empowerment experts. Contact us if you need advice in specific areas or if you are looking for partners in future projects!

KAAT SOMERS

University Centre Saint-Ignatius Antwerp (UCSIA), Belgium

Bio

BERTA PAZ LOURIDO

University of the Balearic Islands, Spain

Bio

ALŽBETA BROZMANOVÁ GREGOROVÁ

Matej Bel University, Slovakia

Bio

MARIA CINQUE

LUMSA University of Rome, Italy

Bio

LUCAS MEIJS

Erasmus University, The Netherlands
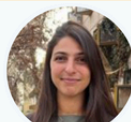
Bio

NIVES MIKELIĆ PRERADOVIĆ

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Bio

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University of Granada, Spain

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ZUZANA HEINZOVÁ

Matej Bel University, Slovakia

Bio

JANA ŠOLCOVÁ

Matej Bel University, Slovakia

Bio

IVO GEERS

Erasmus University, The Netherlands

Bio

Project result VI
VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

CHECK THE REPOSITORY STORIES

This page contains a number of inspiring practice examples on how to integrate e-service-learning and digital empowerment. The stories pay explicit attention towards succeses and failures that occured during the trajectory. The service-learning courses described on this webpage are practices from inside and outside the SLIDE project consortium. Read the stories and get inspired!

Do you know an exciting experience about service-learning? Share your story on the website of the European Observatory for Service-Learning in Higher Education (EOSLHE) and contribute to European Respository of Stories!

COMMUNITY PHYSIOTHERAPY

@University of the Balearic Islands, Spain

Students analysed the online Health Platform of the Government of the Balearic Islands and proposed new, interactive digital materials aimed at specific populations such as young people or the elderly and for the general population, ex. videos, infographics and digital questionnaires.

Keywords: physiotherapy, public health, citizens

READ THE STORY

EDUCATIONAL TECHNOLOGY LAB

@LUMSA University of Rome, Italy

Through a wide range of theoretical and practical activities, students gain in-depth knowledge about the use of technologies in the preschool educational context, understanding the relationships between pedagogy, technology and content.

Keywords: educational sciences, preschool, children & parents

READ THE STORY

HOMESCHOOLING FOR KIDS

@Pädagogische Hochschule Wien, Austria

Students contribute to a digital platform for elementary school children for school-free times, to supplement school-free time or regular home schooling and thus maintain the children's learning motivation.

Keywords: educational sciences, digital education, children

READ THE STORY

SHARE YOUR STORIES

CLICK HERE

4

Project result VI
VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

GOOGLE ANALYTICS SLIDE WEBSITE & EUROPEAN VIRTUAL HUB

Tracking period: 1 January 2024 – 19 December 2024

NUMBER OF VIEWS
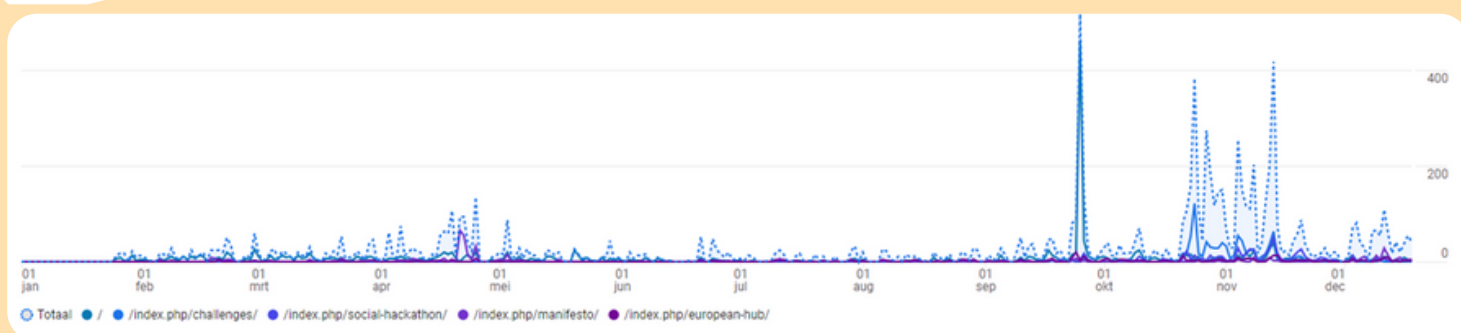
NUMBER OF VIEWS (THE NUMBER OF PAGE VIEWS ON A WEBSITE AND SCREEN VIEWS ON AN APP) & NUMBER OF EVENTS (THE NUMBER OF TIMES USERS TRIGGERED AN EVENT):

Weergaven ⑦
9,8K

Aantal gebeurtenissen ⑦
29K

HOW USERS REACH THE WEBSITE

Primaire kanaal...d kanaalgroep) ▼ +	↓ Sessies	Sessies met engagement	Betrokkenheidspercentage	Gemiddelde engagementduur per sessie	Gebeurtenissen per sessie
Totaal	4.500 100% van totaal	2.070 100% van totaal	46% Gem. 0%	38 s Gem. 0%	6,34 Gem. 0%
1 Direct	2.904	1.075	37,02%	31 s	5,53
2 Referral	845	511	60,47%	43 s	7,32
3 Organic Search	594	391	65,82%	1m 04s	9,02
4 Organic Social	128	92	71,88%	30 s	6,84
5 Unassigned	33	0	0%	23 s	1,03

5

Project result VI
VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT
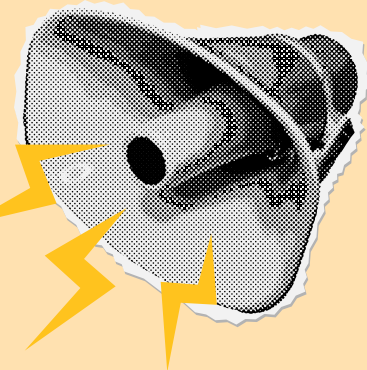
NUMBER OF VIEWS, ACTIVE USERS & ENGAGEMENT TIME + TOP 20 PAGES:

|	Paginatitel en schermnaam	↓ Weergaven	Actieve gebruikers	Weergaven per actieve gebruiker	Gemiddelde engagementduur per actieve gebruiker	Aantal gebeurtenissen Alle gebeurtenissen ▾
	Totaal	9.760 100% van totaal	2.839 100% van totaal	3,44 Gem. 0%	1m 00s Gem. 0%	28.520 100% van totaal
1	SLIDE	2.203	1.554	1,42	11 s	6.993
2	Challenges – SLIDE	796	179	4,45	1m 43s	2.468
3	Social Hackathon – SLIDE	613	261	2,35	40 s	1.843
4	SL&DE Manifesto – SLIDE	546	301	1,81	22 s	1.743
5	European Hub – SLIDE	430	192	2,24	24 s	1.069
6	Digital Empowerment for HEI teachers – SLIDE	265	152	1,74	19 s	796
7	PR2: Digital Empowerment: Teacher training for teachers, trainers and educational leaders – SLIDE	217	116	1,87	30 s	625
8	Project Overview – SLIDE	204	155	1,32	26 s	517
9	MOOC Repository – SLIDE	203	109	1,86	49 s	681
10	Organisers and local instructors – SLIDE	191	81	2,36	1m 24s	505
11	Online World Café – SLIDE	189	122	1,55	12 s	550
12	Students teams – SLIDE	166	70	2,37	1m 02s	389
13	Endorse the Manifesto! – SLIDE	161	114	1,41	58 s	623
14	PR5: Social Hackathon – SLIDE	135	79	1,71	16 s	326
15	SLIDE SOCIAL HACKATHON REPORT – SLIDE	135	110	1,23	17 s	414
16	Partners – SLIDE	132	93	1,42	18 s	337
17	Challenge – Online Reviews Treasury – SLIDE	101	31	3,26	1m 03s	273
18	Challenge – Digital Communication Campaign – SLIDE	93	44	2,11	19 s	208
19	Challenge – Increasing Online Engagement and Communication – SLIDE	89	48	1,85	47 s	183
20	PR1: Service-Learning Inclusion, Diversity and Digital Empowerment Manifesto – SLIDE	86	62	1,39	10 s	215

Project result VI
VIRTUAL EUROPEAN HUB FOR SERVICE-LEARNING AND DIGITAL EMPOWERMENT

ACTIVE USERS PER COUNTRY:

Actieve gebruikers ▾ per Land
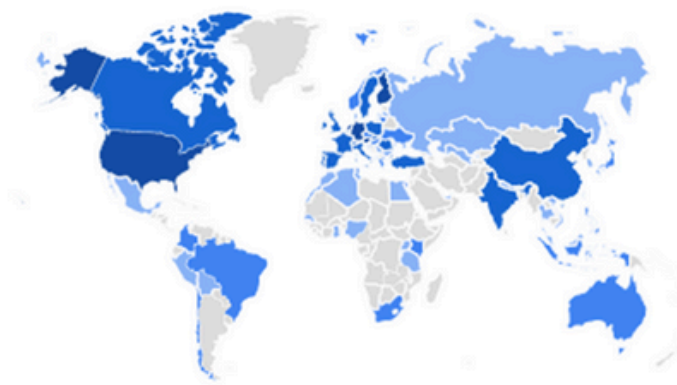
LAND	ACTIEVE GEBR...
United States	742
Netherlands	360
Germany	219
Austria	214
Finland	165
Belgium	135
Italy	133

Land ▾	+	↓ Actieve gebruikers	Nieuwe gebruikers	Sessies met engagement	Betrokkenheidspercentage
	Totaal	2.839 100% van totaal	2.811 100% van totaal	2.070 100% van totaal	46% Gem. 0%
1	United States	742	738	120	16,04%
2	Netherlands	360	356	183	39,19%
3	Germany	219	219	230	46,18%
4	Austria	214	209	144	44,72%
5	Finland	165	165	32	19,28%
6	Belgium	135	133	254	67,91%
7	Italy	133	130	244	66,67%
8	Romania	115	112	109	53,43%
9	Spain	112	105	132	60,27%
10	Croatia	103	103	202	77,69%

↓ Land ▾	+	↓ Actieve gebruikers	Nieuwe gebruikers	Sessies met engagement	Betrokkenheidspercentage
	Totaal	2.839 100% van totaal	2.811 100% van totaal	2.070 100% van totaal	46% Gem. 0%
11	Slovakia	95	94	143	61,37%
12	Ireland	74	74	33	44%
13	France	66	65	26	38,24%
14	United Kingdom	42	41	8	15,69%
15	China	41	17	7	16,67%
16	Switzerland	24	24	14	35,9%
17	Canada	20	20	17	51,52%
18	Poland	20	19	19	65,52%
19	Sweden	19	19	13	61,9%
20	Portugal	13	13	9	56,25%

Part III.
Guidelines for policy makers:
DO'S & DONT'S
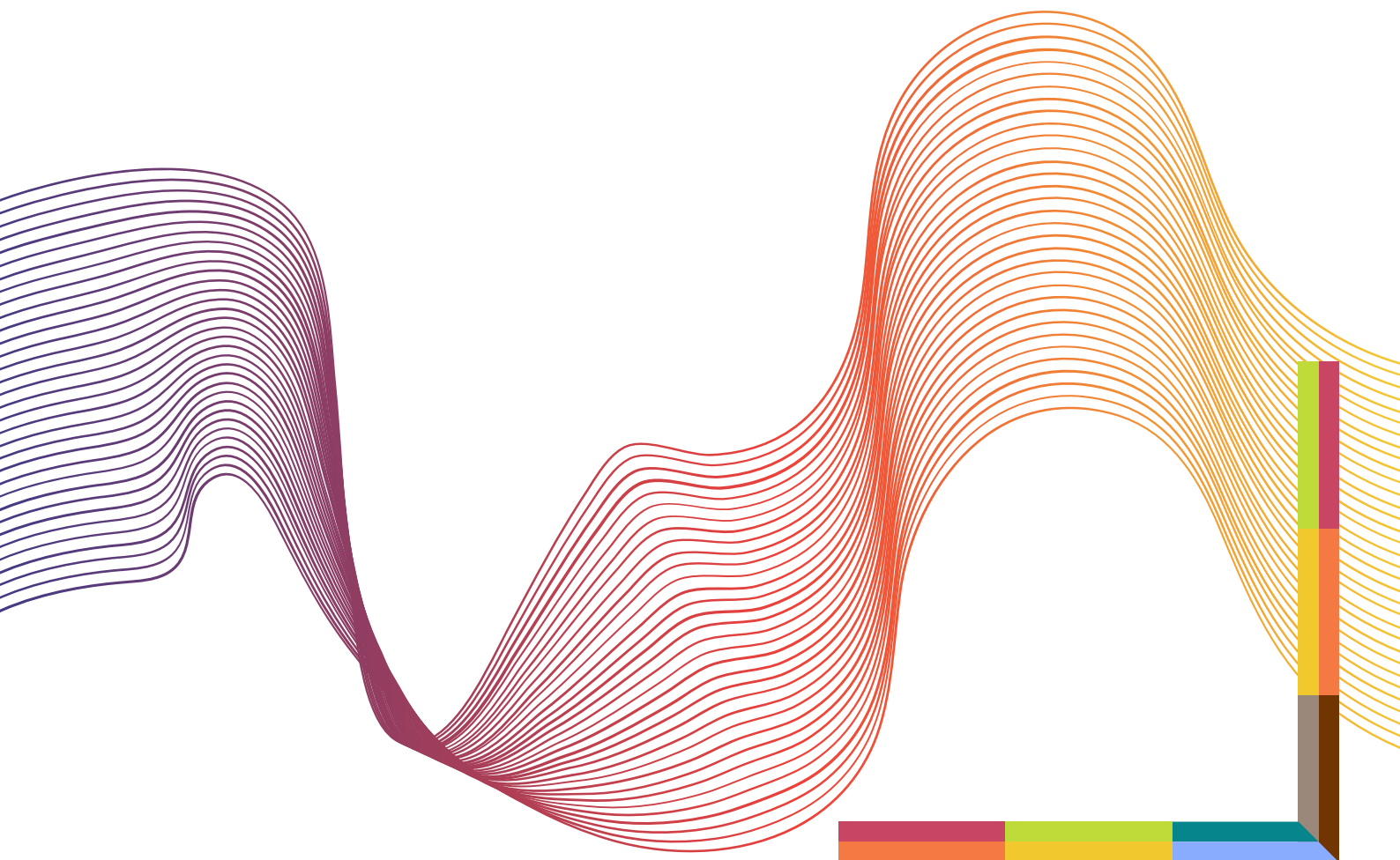
01 Foster Collaboration among Stakeholders

Promote partnerships between universities, community organizations, and students to ensure holistic and inclusive approaches to digital education.

02 Incorporate Digital Empowerment into Curricula

Ensure the integration of digital tools and methods to build critical digital skills, focusing on inclusion and adaptability for marginalized groups.

03 Promote Reflective and Holistic Education

Encourage practices that combine theoretical knowledge with real-world applications, fostering both practical and personal growth through Service-Learning.

04 Enhance Accessibility and Inclusion

Implement policies that bridge the digital divide by providing tools and resources to underserved communities, ensuring equitable access.

05 Avoid Overemphasis on Technology Alone

Do not rely solely on digital solutions without addressing the risks of depersonalization and potential negative impacts on inclusion.

06 Do Not Neglect Local Contexts

Avoid adopting one-size-fits-all approaches. Adapt Service-Learning practices to fit the specific cultural, social, and economic contexts of different communities.

07 Don't Undermine Stakeholder Expertise

Ensure equal partnerships by valuing the input of community organizations and avoiding top-down approaches that disregard local knowledge.

08 Avoid Ignoring Feedback Loops

Do not overlook the importance of iterative learning and stakeholder feedback to refine and improve digital education strategies continually.

Documentation and further reading

FULL MANUALS AND ARTICLES

- Aramburuzabala, P., Culcasi, I., & Cerrillo, R. (2024). Service-Learning and Digital Empowerment: The Potential for the Digital Education Transition in Higher Education. *Sustainability, 16*, 2448.
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- Culcasi, I. (September 2023). The frontiers of e-Service-Learning: a new balance of technological interactions inspired by Artificial Intelligence. Keynote speaker at the 6th European Conference on Service-Learning in Higher Education (6ECSLHE) "Futures of Service-Learning: Digital Empowerment, Transformational Literacy and Civic Engagement", 27-28 September 2023, LUMSA University of Rome, Italy.
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- Laven, R., & Paudel, F. (August, 2024). Service-Learning in the Digital Age Opportunities and Challenges for Social Engagement. EAIR Cork Forum, 23.8.2024.
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- Laven, R., Swoboda, W., Florentine, P. (October 2024). LAeB – Laboratory for Diversity and Aesthetic Education. Global Arts Education Summit, 17.10.2024.
- Laven, R., Paudel, F., & Weinlich W. (October 2023). Service-Learning durch (gesellschaftliches) Engagement. Presentation at the Service-learning through (social) commitment. Tag der Diversität und Inklusion. 18.10.2023.

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- Somers, K., Cinque, M., Laven, R., & Mikelic-Preradovic, N. (October, 2022). SLIDE: Service-Learning as a pedagogy to promote Inclusion, Diversity and digital empowerment. Presentation at the 5th European Conference on Service-Learning in Higher Education (5ECSLHE), 6.10.2022.

SLIDE

SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

https://www.slide-erasmus.eu/index.php/project-overview/

https://www.linkedin.com/showcase/slide-project-erasmus/posts/?feedView=all