Digital Transformation and Employability

Acquiring transversal competences

in curricular education

Co-funded by the Erasmus+ Programme of the European Union

WHAT IS DITEMP

The DiTEMP is a European project co-funded by the Erasmus+ Program of the European Union. It is a joint effort of four Universities, a University Business Foundation and an SME, aiming to explore the impact of Digital Transformation on field-specific markets.

The project provides a model of intervention, completed with tools, to integrate important and critical aspects of Digital transformation into curricular education in Higher education, promoting this way students' employability. The project focuses on university teachers and students to support awareness and readiness to a digital-driven market of future graduates.

PUTTING DITEMP IN PRACTICE

DiTEMP has conducted 4 different piloting interventions in 4 different universities and programs. By incorporating the critical aspects of Digital transformation into curricular education in Higher education, DiTEMP tries to measure participants' level of satisfaction about all aspects of the interventions and the level of students' employability.

In the current issue of the newsletter, we present the different interventions DiTEMP conducted, their methods and results.

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www.ditemp.eu

uniMC
UNIVERSITY OF MACERATA
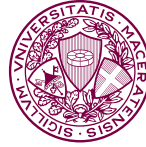
The program(s)

In the University of Macerata, Italy, DiTEMP is making interventions in two MA programs with one common BA program. The BA program is the **Cultural Heritage and Tourism Bachelor Degree** and The objective of the bachelor is to train professionals able to deal with the historical-cultural, environmental and productive connections of a given area, to support local development.

The first MA is the **Management of Cultural Heritage Master's degree**. The program focuses on educating and training professionals able to work for conservation and valorisation of cultural heritage and **digital competence** is part of the course purposes.

The second MA is the **International Tourism and Destination Management Master's Degree**. The Master's Program aimed at preparing managers and professionals to address the global challenges of present tourism as a key-play of sustainable development and cultural heritage promoters.

The DiTEMP intervention

The DiTEMP ran the BA and the MA's and proposed a Roadmap for adopting a comprehensive strategy to pilot new internal cooperation processes and include digital transformation awareness in regular educational offers for a full academic year.

Some of the main targets of the intervention were:

- To provide iterative input to students about digital transformation in different settings (classroom, seminars, other activities)

- To integrate the project topic in yearly activities, such as the seminar cycles, regular workshops and seminars

- To integrate field activities with support activities and other programmes centrally managed (not departmental activities).

The activities

Four types of activities took place during the academic year:

- Workshops, inside and outside the university (before the lockdown)
- Webinars
- Career development meeting series
- Modules in the frame of regular courses

The results

47,44 % of the students were most involved in activities related to identity and media, culture and communication and digital translation.

Since all the students participated in at least one of the activities, in the following table you can see the allocation:

Activity	External contributors	Teachers and tutors	Career counsellors	Students	Companies & stakeholders
Wikiclarisse workshop	0	2	0	6	1
Digital start-ups	0	1	0	30	0
Digital change in agri-food	2	2	0	54	4
From paper to screen	1	1	0	13	0
Identity and media	0	4	0	160	0
Territory, culture and communication	0	4	0	70	0
Cultural digital marketing	3	1	0	47	0
Digital translation	6	2	0	67	0
Students meet online	0	1	0	18	0
The digital rural (ISC)	9	4	0	37	8
The digital school museum	0	2	0	23	0
Sustainability and risk in the tourism sector	3	3	0	55	0
Digital scholarship	1	1	0	10	0
The Alumni Corner	15	3	1	36	0
	40	**31**	**1**	**626**	**13**

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UNIVERSITÀ DEGLI STUDI DI PADOVA

The program(s)

At the University of Padova, Italy, DiTEMP is making intervention in a 40-hour, online training course, entitled **Digital Skills in Psychology**. The course aims to develop digital skills designed for professional psychologists and it is structured into three areas:

- Data Collection: setting up Online Surveys
- Data Management: processing and sharing Digital Data
- Data Enhancement: building and evolving a Personal Brand

The DiTEMP intervention

The DiTEMP ran this course for a pilot academic year and proposed a combination of teaching certain **skills** which will be examined in specific **criterias** to provide the participants with an **online open badge**. The Open Badge work a valid testimonial of the skill acquired or the goal achieved, how it was verified, who issued it and who received it.

The skills in the form of learning outcomes

- Set up Online Surveys
- Identify and deal with the IT security risks of data storage and processing and be aware of the national and international regulations on privacy and personal data
- Ensure content visibility. Effective use of Personal Branding and Digital Reputation on the goal to create a professional profile

DIGITAL SKILLS - PSYCHOLOGY

The activities

In this intervention, the criterias of getting the online badge, were based on certain activities, the below:

- Set up a short survey using Qualtrics and/or Google Forms, and export the database to .csv format
- Implement basic script to automate analysis of a teacher-created dataset in order to extract representative statistics
- Write a brief practical-training report and share it with teachers on file-sharing platforms
- Complete their Personal Branding Canvas and create a LinkedIn profile, or one on another professional social network site

The results

242 students from Psychological study courses accessed and completed at least one activity of the course.

27 completed the whole training, evaluators judged their exercises as successful and gained the Open Badge.

All enrolled participants were called to fill out a **questionnaire** to assess the quality of the learning experience. **137 out of 242** **left their feedback. The majority gave to the intervention a score 8 out of 10 points of satisfaction.** The clarity of topics and the availability of the resources were the parts of the intervention that stood out more in the preferences of the participants.

**ALEXANDRU IOAN CUZA
UNIVERSITY of IAŞI**

The program(s)

At the University of Iasi, Romania, DiTEMP is making intervention in a 4-hour, online training course, entitled **Digital Curriculum in HEIs**. The course is provided in the frame of **Master's Program of Policies and management of Education**.

The online course aims to develop digital and knowledge on curriculum building based on the UNESCO Initiatives of global education policies with special focus on digitalization of education. The aiming group of this intervention was teachers and students on MA level.

The DiTEMP intervention

The DiTEMP ran this course weekly, for a pilot academic semester, since May 2021 and proposed teaching a certain framework (UNESCO Initiatives on Global Education Policies). The way of teaching the policies was via the reports of UNESCO that they worked as case studies.

The activities

In this intervention, the students were invited to explore the sites of the presented UNESCO Reports and to identify the impact of the reports' ideas on their current teaching activity.

The results

100 teachers & 34 students

completed the combined activity of the course.

Universidad
de La Laguna

In the second semester of 2020-2021 academic year a series of activities were carried out at the University of La Laguna addressed to the groups of selected students. The aim of these activities included making students aware of the impact of digital transformation and, on the other hand, increasing their ability to act and manage the complexity and rapid changes in the market as a result of digital transformation.

The activities

ACTIVITY 1

XI Ibero-American Congress of University Teaching: The digital transformation of the University

January 27th-29th, 2021

ACTIVITY 2

Webinar:
What role does digitalization play in the professional development of students?

March 10th, 2021

ACTIVITY 3

Webinar: How does digital business work?

March 19th, 2021

ACTIVITY 4

Webinar: Inspiring examples: digitalization and entrepreneurship

April 23rd, 2021

ACTIVITY 5

Entrepreneurial Talent Fair

May 21st, 2021

Methodology

In order to evaluate the impact of the activities on the perception of the importance of being trained in digital skills and also in the improvement of these skills, a study has been carried out. This study was conducted in the impacted group where perceptions have been measured before and after the activities. To know the impact of the actions, the survey was carried out before and after the activities to know the evolution of perceptions of the importance of skills, and digital tools for employment.

The groups of students to whom the actions have been focused included the following degrees:

- **Degree in Civil Engineering**
- **Degree in Technical Architecture**
- **Degree in Accounting and Finance**
- **Degree in Design**
- **Degree in Tourism**

Results

306 responses were obtained at the beginning of the semester and **61 responses** after the actions

Digital and communication skills are considered the most important for getting a job in the future. However, all the proposed skills were considered very important. With respect to the period before the activities carried out in the semester, flexibility and adaptation to change and critical thinking are the ones that have been growing. The importance of digital skills remains at a similar level.

The most important skills are having an open mind to future digital developments; knowing how to use web browsers, search engines, email, texts, wiki, blogs, Photoshop, PowerPoint, video creation / editing software, etc. to show learning; and having the ability to find and evaluate online resources for information accuracy / reliability, manage and share in a digital context.

Another critical result is the intention to adapt to the digital transformation to apply for a job is high and has been maintained throughout the semester despite having participated in the activities.