ARIEES

Alliance for Responsible and
Impactful Investment
in Eastern Europe

WELCOME TO ARIEES WEBINAR

The project main objectives

Main objectives of the ARIEES project

Help universities (and potentially adult training centers) to improve their entrepreneurship courses by infusing impact investment know-how and upgrading the digital competencies of lecturers/trainers to ensure that the impact investment knowledge can be properly infused into the learners.

The project specific objectives

Specific objectives of the project ARIEES project

o Establish an alumni network at an international dimension & therefore international cooperation can maximize this effort;

o Establish a network of four ARIEES certification centers across Eastern Europe (this can be strengthened via this transnational cooperation);

o Maximize the dissemination and impact capacity of the entire consortium at a wider scale;

o Create and/or extend contacts and cooperation with organizations coming from similar and/or different fields across the EU.

The project Partner Organizations

List of Partner Organizations in the ARIEES project

o   University of Lodz (Poland) – Leader

o   European Business Angel Network (Belgium)

o   Helixconnect Europe S.R.L (Romania)

o   Universitatea De Vest Din Timisoara (Romania)

o   ISQe (Portugal)

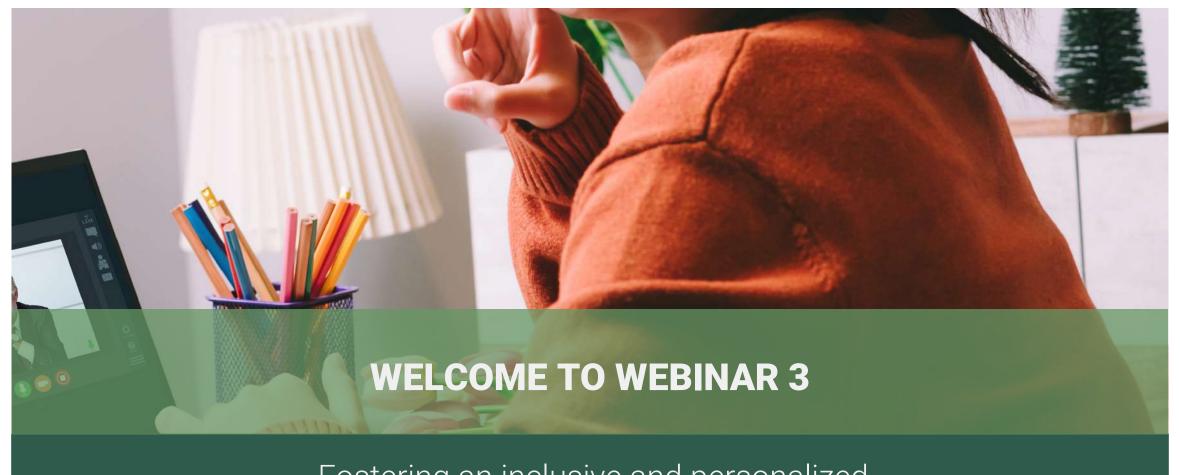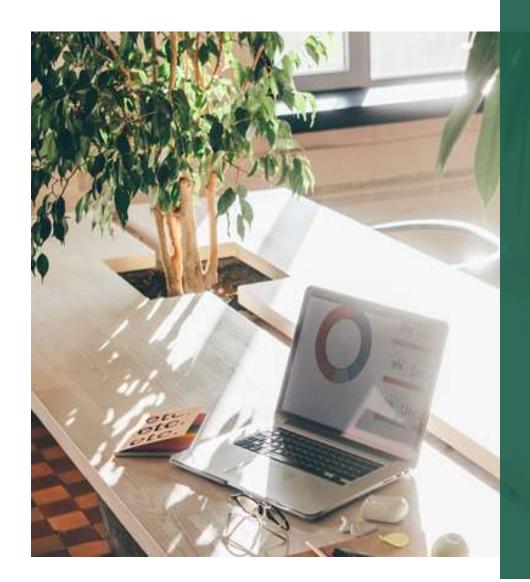o   Foundation for Promotion of Entrepreneurship (Poland)

For more details about the ARIEES project go to: **https://ariees.eu/**

WELCOME TO WEBINAR 3

Fostering an inclusive and personalized
digital entrepreneurship education

ARIEES

WEBINAR STRUCTURE
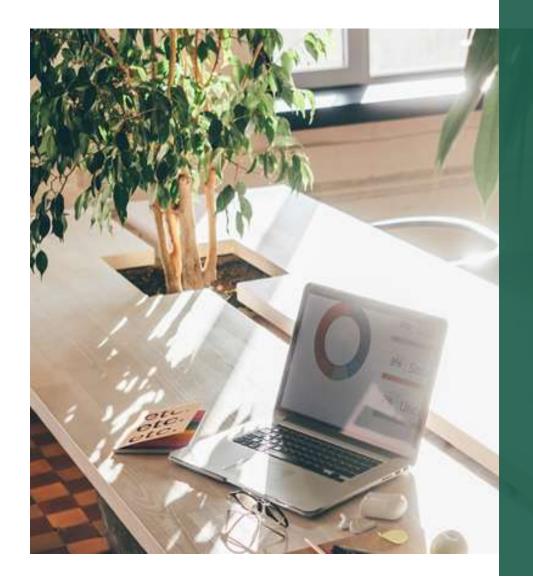
1. Adaptation of the DigCompEdu competences for the topic of this webinar

2. How to be inclusive and universal in online education

3. Personalization

4. Conclusions

Adaptation of the DigCompEdu competences
the topic of this webinar

WEBINAR STRUCTURE

1. Digital skills in Europe

2. The Digital Competence Framework 2.0

3. EU Digital Education Competences DigCompEdu Framework)

4. EU Digital Education Agenda

5. Case study: One delivery, many interfaces: AI, technology and personalized education

Digital skills in Europe

Introduction

Overview

Being digitally competent is a task for the 21st-century citizen.

Being digitally competent means using digital technologies in a confident and safe way for various purposes such as working, getting a job, learning, shopping online, obtaining health information, being included and participating in society, entertainment, etc.

Introduction

What is the state of Digital Skills in Europe?

There is a **gap in Digital Skills in Europe**:

o Data shows that, currently, **44%** of European citizens do not have basic Digital Skills;

o **37%** of citizens in the labour force – farmers, bank employees and factory workers alike, also lack sufficient Digital Skills, despite the increasing need for such skills in all jobs.

All Europeans

There is a worrying **digital skills gap** in Europe.

Just **56%** of Europeans aged 16 to 75 have at least **basic digital skills.**

19% of Europeans **have no digital skills at all.** They do not know how to look for information on the web, read the news online, send emails or pay their bills online.

79% of EU citizens **go online weekly,** whereas **71%** do so every day.

14% of Europeans **have never used the internet.**

63% of elderly people and those with low education levels or on low incomes **use the internet weekly.**

More than **8 out of 10** Europeans use **mobile phones** to go **online**

Introduction

What is the state of Digital Skills in Europe?

The European Commission faces a

huge digital skills **challenge**:

Upskilling & reskilling citizens

and the labour force.

Equipping people with the right skills

The EU faces a huge digital skills challenge.
We need to upskill and reskill citizens and the labour force.

Policies need to be put in place to ensure that people at all ages have access to the appropriate digital skills. Developing skills is largely under the **competences of the Member States**, but the EU can help.

Through the Digital Skills and Jobs Coalition and other initiatives, the Commission seeks to reduce digital skills gaps by fostering the sharing, replication and upscaling of best practices in areas such as training and matching for digital jobs, certification and awareness raising.
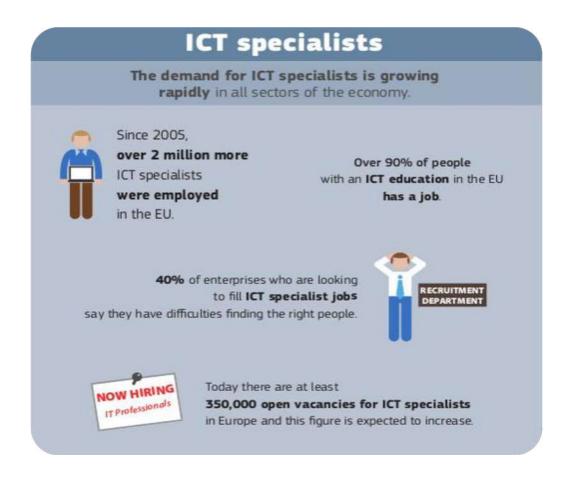
Success!!!

I ♥ CODING

The Commission will also launch the Digital Opportunity traineeship programme, which will give around 6,000 students of all disciplines hands-on experience in fields such as cybersecurity, data analytics, quantum or artificial intelligence as well as programming and software development. The first traineeships will start in 2018.

Introduction

What is the state of Digital Skills in Europe?

o   The demand for ICT specialists is growing
     rapidly in all sectors of the economy;

o   A lot of people today lack sufficient digital
     skills, despite the increasing need for such
     skills in all jobs.

Introduction

What is the state of Digital Skills in Europe?

Employees need solid digital skills to remain employable in today's digitaal working place.

Today **90%** of jobs require **basic digital skills**.

Skills for work

Employees need sound digital skills to remain employable in today's digital working place.

Digital technologies are **used in all types of jobs** from farming, healthcare and travel businesses to car mechanics, teaching and the ICT industry.

Today **90% of jobs** require **basic digital skills**, such as sending emails, finding information on the internet and editing documents.

However, **37% of the labour force don't have basic digital skills.** Of these, **1 out of 3** do not have any digital skills at all.
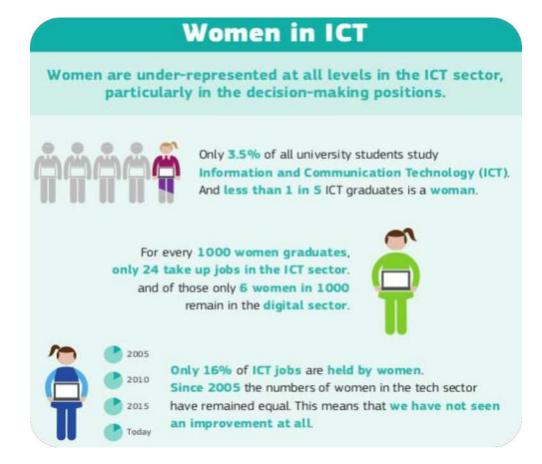
38% of companies report that the lack of digital skills impact their performance. Loss of productivity (46%) and fewer customers (43%) are the main negative impacts.

Introduction

What is the state of Digital Skills in Europe?

Women are **under-represented** at all levels in the ICT sector, particularly in decision-making positions.

Women in ICT

Women are under-represented at all levels in the ICT sector, particularly in the decision-making positions.

Only **3.5%** of all university students study **Information and Communication Technology (ICT)**. And **less than 1 in 5** ICT graduates is a **woman**.

For every **1000 women graduates**, only **24 take up jobs in the ICT sector**. and of those only **6 women in 1000** remain in the **digital sector**.

2005
2010
2015
Today

Only **16%** of ICT jobs are **held by women**. Since **2005** the numbers of women in the tech sector have remained equal. This means that **we have not seen an improvement at all.**

The Digital Competence Framework 2.0

The Digital Competence Framework

Digital Competence

Digital competence is one of the transversal competencies that a learner needs to develop.

Learners' digital competence is captured by the European Digital Competence Framework for Citizens(DigComp).
..

The Digital Competence Framework

DigComp Framework

The **European Commission's Communication** "A new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness" proposes ways to address the skills challenges that Europe is currently facing.

The aim is for everyone to have the key set of competencies needed for **personal development, social inclusion, active citizenship and employment**.
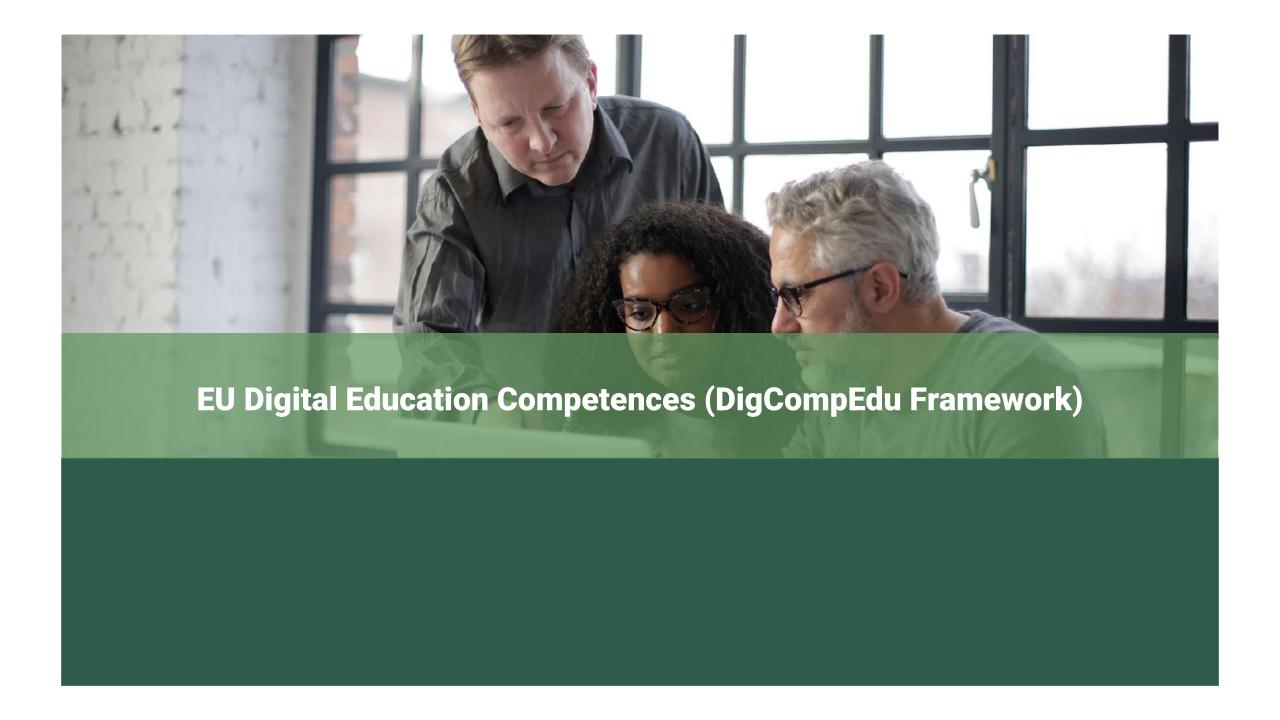
The Digital Competence Framework

DigComp Framework

The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence. In the fields of education and training and employment, there was a need to have a common reference framework of what it means to be digitally savvy in an increasingly globalized and digital world.

The European
Digital Competence
Framework
for Citizens

EU Digital Education Competences (DigCompEdu Framework)

DigCompEdu Framework

According to DigiComp Framework, learners can develop their digital competence for the future.

DigCompEdu Framework

According to DigiComp Framework, learners can develop their digital competence for the future.

DigCompEdu Framework

According to DigiComp Framework, learners can develop their digital competence for the future.

JRC SCIENCE FOR POLICY REPORT

European Framework for the
**Digital Competence
of Educators**
DigCompEdu

Christine Redecker (Author)
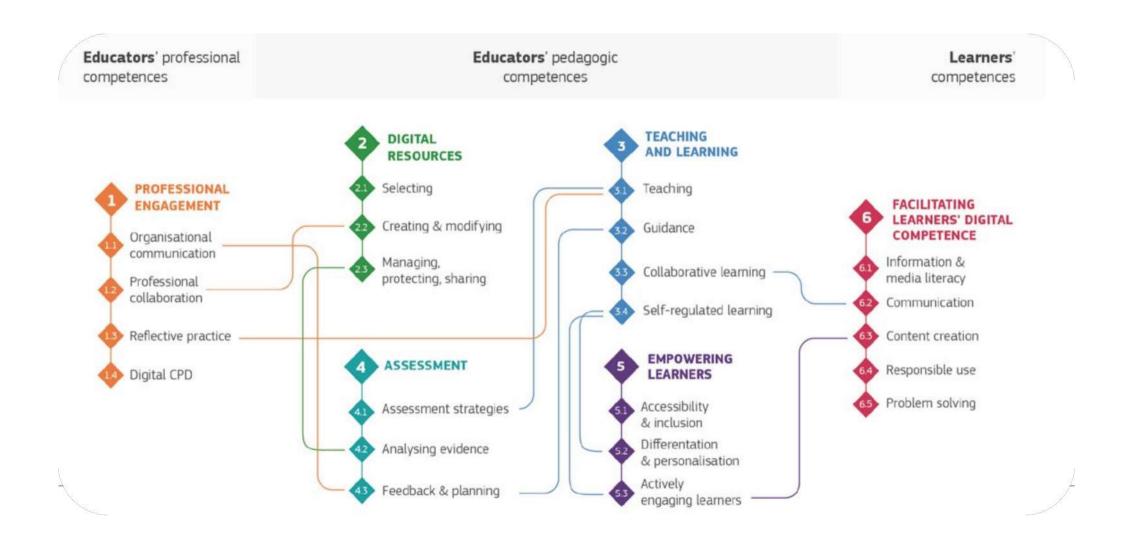Yves Punie (Editor)

2017

EUR 28775 EN

DigCompEdu Framework

The DigCompEdu Framework aims to capture and describe the educator-specific digital competencies by proposing 22 elementary competencies organized in 6 areas (see Figure in the next slide).

The sixth Area details the specific pedagogic competencies required to facilitate students' digital competence: Information & Media Literacy, Communication, Content Creation, Responsible use and Problem Solving.

DigCompEdu Framework

Educators' professional competences

Educators' pedagogic competences

Learners' competences

1 PROFESSIONAL ENGAGEMENT
- 1.1 Organisational communication
- 1.2 Professional collaboration
- 1.3 Reflective practice
- 1.4 Digital CPD

2 DIGITAL RESOURCES
- 2.1 Selecting
- 2.2 Creating & modifying
- 2.3 Managing, protecting, sharing

3 TEACHING AND LEARNING
- 3.1 Teaching
- 3.2 Guidance
- 3.3 Collaborative learning
- 3.4 Self-regulated learning

4 ASSESSMENT
- 4.1 Assessment strategies
- 4.2 Analysing evidence
- 4.3 Feedback & planning

5 EMPOWERING LEARNERS
- 5.1 Accessibility & inclusion
- 5.2 Differentation & personalisation
- 5.3 Actively engaging learners

6 FACILITATING LEARNERS' DIGITAL COMPETENCE
- 6.1 Information & media literacy
- 6.2 Communication
- 6.3 Content creation
- 6.4 Responsible use
- 6.5 Problem solving

DigCompEdu Framework

Digcomp 2.0 - The Conceptual Reference Model

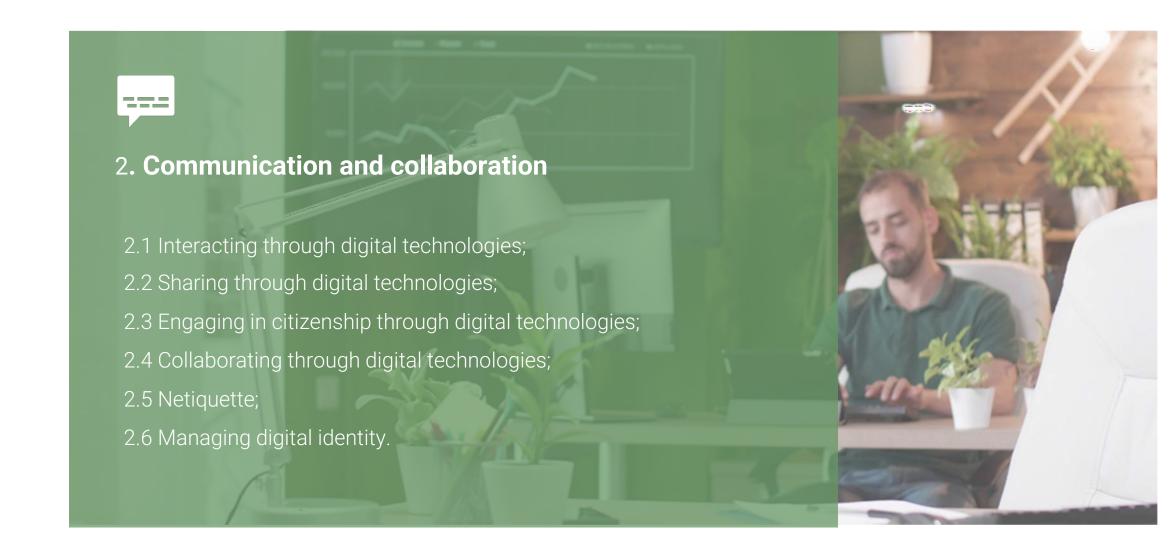**DigComp 2.0** identifies the key components of digital competence in 5 areas which can be summarized as:

1. Information and data literacy
2. Communication and collaboration
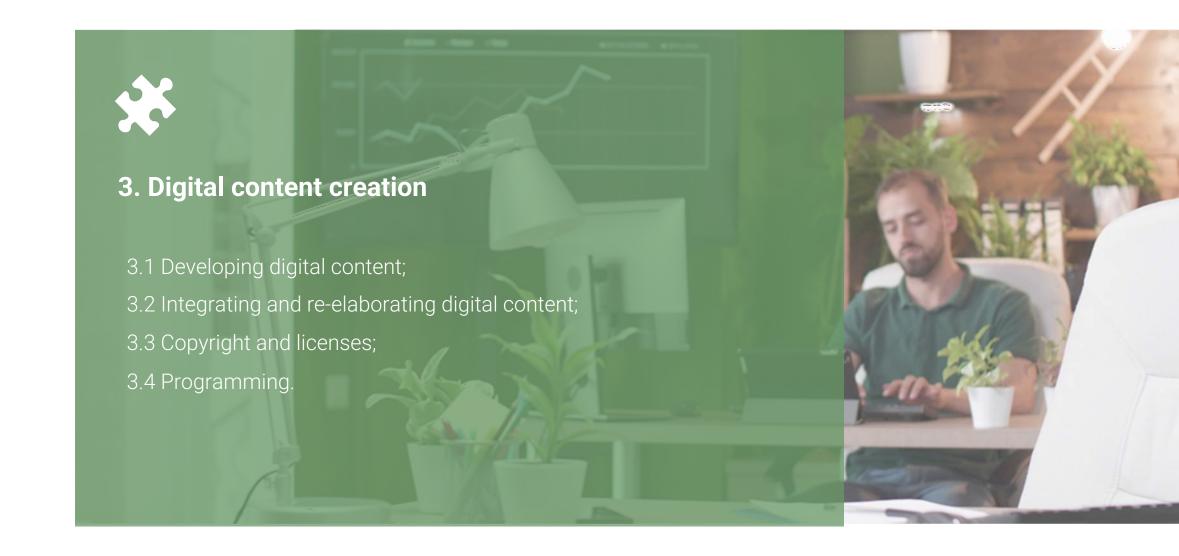3. Digital content creation
4. Safety
5. Problem solving

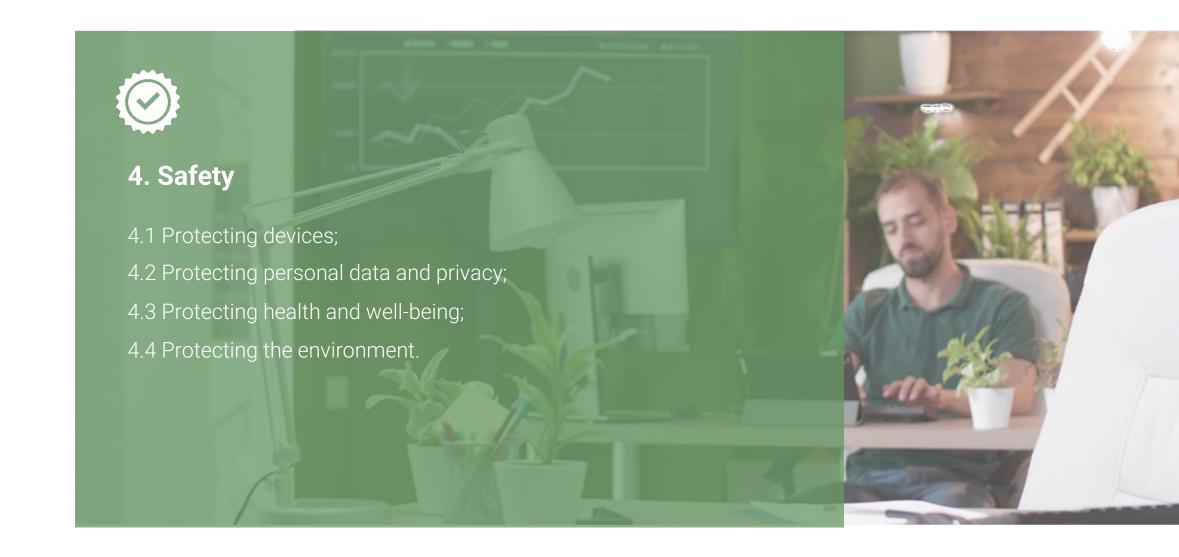**DigCompEdu Framework**
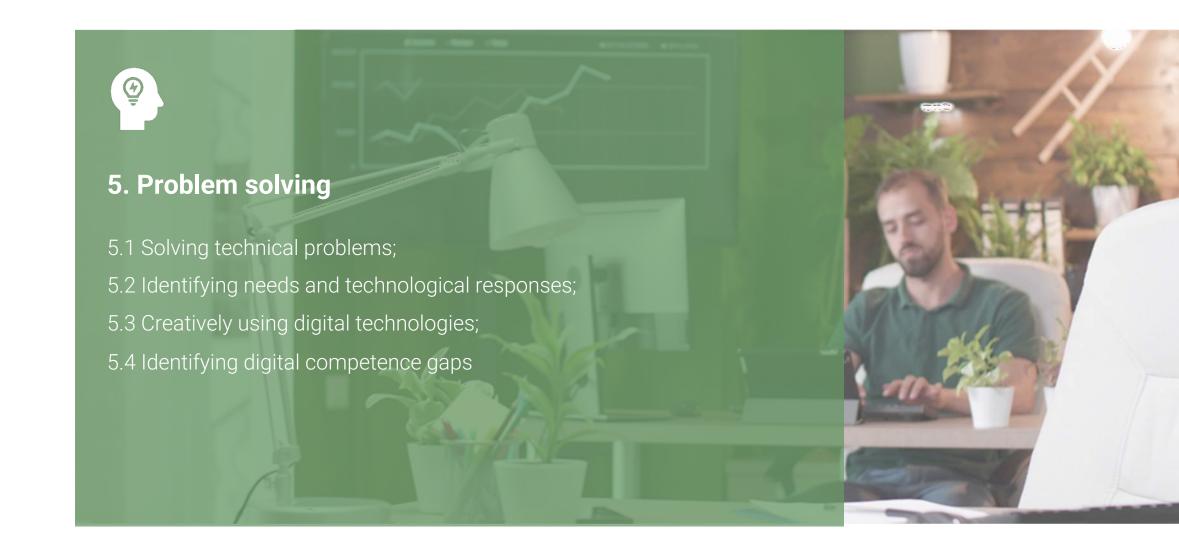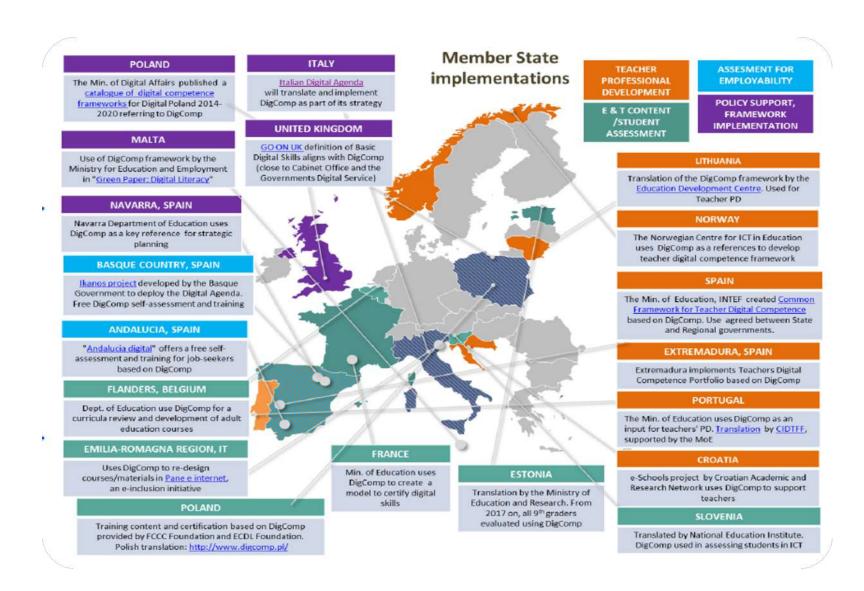
1. Information and data literacy

1.1 Browsing, searching and filtering data, information and digital content;

1.2 Evaluating data, information and digital content;

1.3 Managing data, information and digital content to organize, store and retrieve data, information and content in digital environments.

DigCompEdu Framework

2. Communication and collaboration

2.1 Interacting through digital technologies;

2.2 Sharing through digital technologies;

2.3 Engaging in citizenship through digital technologies;

2.4 Collaborating through digital technologies;

2.5 Netiquette;

2.6 Managing digital identity.

DigCompEdu Framework

3. Digital content creation

3.1 Developing digital content;

3.2 Integrating and re-elaborating digital content;

3.3 Copyright and licenses;

3.4 Programming.

DigCompEdu Framework

4. Safety

4.1 Protecting devices;

4.2 Protecting personal data and privacy;

4.3 Protecting health and well-being;

4.4 Protecting the environment.

DigCompEdu Framework

5. Problem solving

5.1 Solving technical problems;

5.2 Identifying needs and technological responses;

5.3 Creatively using digital technologies;

5.4 Identifying digital competence gaps

DigCompEdu Framework

DigComp in the EU

DigCompEdu Framework

Use Information & Data ⟶ To find primary data and content adapted to teaching with a pedagogical treatment.

Is required a **critical evaluation** of the resources available, organizing them, offering new interpretations and generating new research based on the information available.

DigCompEdu Framework

Communication In Digital Environments

Messages in technological environments have different contexts and meanings. Requires attitudes and communication rules to an audience with its own codes of interaction.

DigCompEdu Framework

Special attention to social networks!

Security Skills

Personal data must be subject to strong, informed and consensual privacy policies.

DigCompEdu Framework

Educators' Digital Competence

Establish channels of communication and collaboration.

Selecting the right digital tools.

Tools must be adaptable to the contexts, levels, learning paces and specific needs.

DigCompEdu Framework

Reflection Exercise 1

1. On a scale from 1-5, how would your rate your five DigComp competencies?
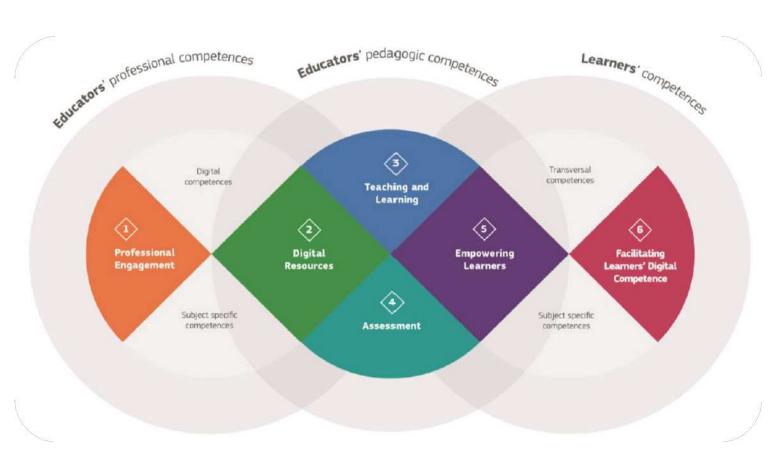
2. How about the competencies of your lecturers/trainers?

DigCompEdu Framework

Specializing Digcomp For Digital Education
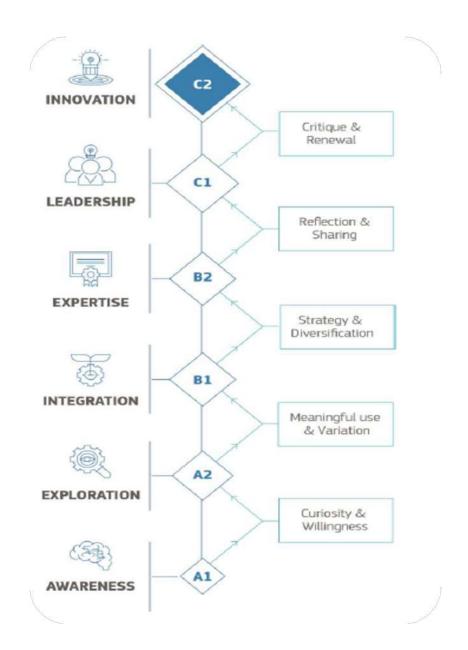
Successful digital education is a blend of suitable competencies from trainers & trainees!

DigCompEdu Framework

Specializing Digcomp For Digital Education

How are the DigCompEdu competencies measured?

DigCompEdu Framework

Pillars Of Digcompedu Implementation

Quality

Green & digital transitions

Inclusion of gender & equality

Qualified Trainers

DigCompEdu Framework

Reflection Exercise 2

Think what is your first emotion that comes when you hear the term **online education**

- Think about the pros and cons of online education so far

- Think about the best and worst moments so far (in online education)
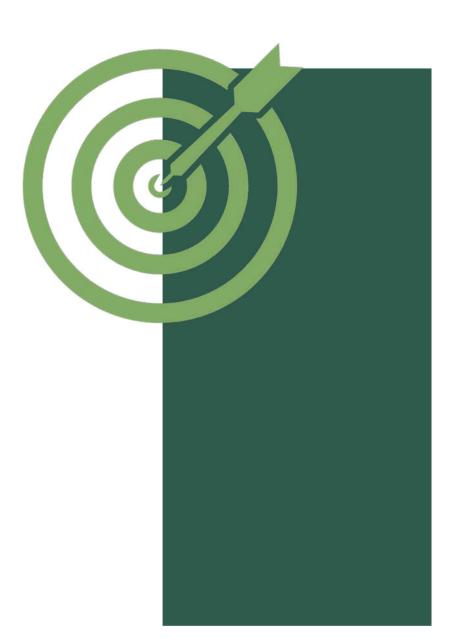
How are the DigCompEdu competencies measured?

EU Digital Education Agenda

EU Digital Education Agenda

Priority 1

To foster a high-performing digital education ecosystem, we need:

o Infrastructure, connectivity and digital equipment;

o Effective digital capacity planning and development, including effective and up-to-date organizational capabilities;

o Digitally competent and -confident educators and education & training staff;

o High-quality content, user-friendly tools and secure platforms respecting privacy and ethical standards.

EU Digital Education Agenda

Priority 2

**To enhance digital skills and competencies
for the digital age, we need:**

- o Infrastructure;

- o Support the provision of basic digital skills and competencies from
  an early age:

- o Digital literacy, including management of information overload and
  recognizing disinformation;

- o Computing education;

- o Good knowledge and understanding of data-intensive technologies;

- o Boost advanced digital skills: enhancing the number of digital specialists
  and of girls and women in digital studies and careers.

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EU Digital Education Agenda

Implementing The Digital Education Agenda

ACTIONS TO TAKE

- Launch a **Strategic dialogue with Member States** to facilitate successful digital education

- Make recommendations for **online/distance learning** in primary & secondary education

- Develop a **European Digital Education Content Framework** and check feasibility of a **European exchange platform** to share certified online resources and link existing platforms

- Launch a **Connectivity4Schools** initiative and encourage **Member States** uptake of EU support for broadband, internet access and digital tools like **SELFIE for Teachers**

- Develop **ethical guidelines on artificial intelligence (AI) and data usage** in teaching and learning and support-related research & innovation activities through Horizon Europe.

- Develop **common guidelines to foster digital literacy** and **fight disinformation**

- Include AI and digital skills in the **European Digital Competence Framework**; support the development of **AI learning resources** for education & training providers

- Develop a **European Digital Skills Certificate** recognised by governments, employers and other stakeholders across Europe

- Make recommendations **on improving digital skills provision** and introduce an **EU target for student digital competence**

- Promote advanced digital skills development; scale up **Digital Opportunity traineeships** and encourage female participation in STEM

EU Digital Education Agenda

EU Digital
Education Agenda
Why to Care?

WHY MUST WE TAKE ACTION?

Access to broadband internet varies significantly across the EU, ranging **from 74%** of households in the lowest-income quartile **to 97%** in the highest-income quartile[1]

The COVID-19 crisis led to an **unprecedented shift** to online learning and digital technologies

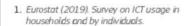**More than one in five** young people fail to reach a basic level of digital skills across the EU

Only **39% of teachers** in the EU feel well prepared for using digital technologies in their daily work[2]

62% of respondents felt that they had improved their digital skills during the crisis. **More than 50%** of respondents plan to take action to further enhance their digital skills

Almost 60% of respondents to the **open public consultation on the Digital Education Action Plan**[3] had not used distance and online learning before the crisis

95% of respondents consider that the coronavirus crisis marks a turning point for how digital technology is used in education and training

1. Eurostat (2019). Survey on ICT usage in households and by individuals.
2. OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS. Paris: OECD Publishing.
3. The consultation attracted more than 2700 respondents from 60 countries.

EU Digital Education Agenda

How To Make Digital Education better in the EU?

Strengthening cooperation and exchange in digital education at EU level

The EU can play a more active role in:
- identifying, sharing and scaling up good practice
- supporting Member States and the education and training sector with tools, frameworks, guidance, technical expertise and research
- fostering cooperation between all stakeholders

by creating a new **European Digital Education Hub** to:
- link national and regional digital education initiatives and actors
- support cross-sector collaboration and new models for exchange of digital learning content, addressing issues such as common standards, interoperability, accessibility and quality-assurance

The Hub will serve as a think-tank, supporting the development of policy and practice, and monitor the development of digital education in Europe, including the implementation of the new Digital Education Action Plan. The Hub will also support user-driven innovation and engaging through the *Digital Education Hackathon**.

* https://digieduhack.com

EU Digital Education Agenda

EU Digital Education Agenda

What Is Quality Digital Education ?

Digital education should play a pivotal role in increasing equality and inclusiveness and be a core skill for all educators and training staff. Digital literacy is essential for life in a digitalised world.

Basic, advanced digital skills and digital literacy is essential for life in a digitalised world.
High-quality education content to boost the relevance, quality and inclusiveness of European education and training at all levels.
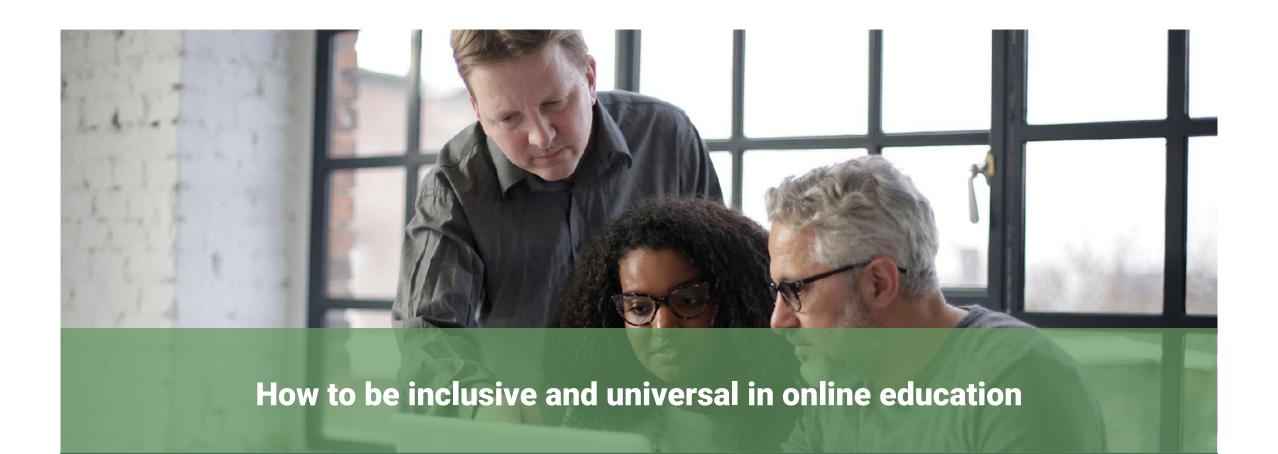.

EU Digital Education Agenda

Reflection Exercise 3

In your opinion, did you receive high quality online education so far?

What would you change?

How to be inclusive and universal in online education

The most important thing in curriculum is shaping the ability to be entrepreneurial.

Dorota Wojtuś

WELCOME

KEY TOPICS

01 The use of interactive didactic methods to build an inclusive and universal online education

02 Motivational systems based on student activity to build inclusive online education

03 Use of various educational materials (movies, games, fun)

04 Adapting IT tools to the skills of students and trainers

05 Adapting the content, organization of education and the methods of working with the student to their individual needs and capabilities

Case study: Using a strategy game to learn entrepreneurship

06

WELCOME

AT THE END OF THE COURSE, YOU SHOULD BE ABLE TO:

Use of interactive methods

Activate your students

Use of various educational materials

Adapt IT tools

Adapt contente for students' needs

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Interactive didactic methods

WebQuest

Elements of WebQuest task:

o introduction

o task

o process

o evaluation

o summary

Tools:

o Website

o Digital cloud

o PDF document

o Prezentation

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Interactive didactic methods

Questing

Questing is a game played across a community or geographic place.

We can use this method for marketing exercises.

Tools:
o   QR code

o   Website

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Interactive didactic methods

Brainstorming

Tools:
o   Padlet

o   Stickers

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Interactive didactic methods

Project method

Tools:
o Padlet
o Teams
o Zoom

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
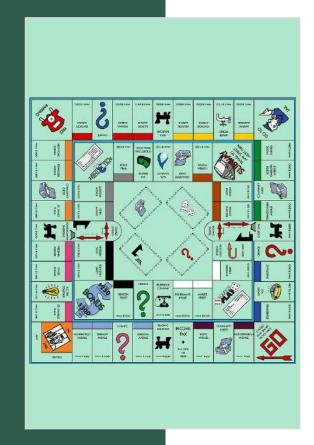How to be inclusive and universal in online education

Interactive didactic methods

Strategic games:

Alto ventures Program
Hubro
Best Business Simulation Games of 2022
REVAS

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Motivational system based on student activity

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Motivational system based on student activity

What we need to motivate the student?

o results of the labor market analysis

o the possibility of establishing a startup

o analysis of the financial results of companies from the industry of interest to students

o presentation of the positive aspects of learning

o shaping the ability to work in a group

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Use of various educational materials

Films:

Using Six Thinking Hats for IT Teams to Solve Business Problems

The art of negotiation: Six must-have strategies

Jordan Peterson - Assertiveness Training

TED

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Use of various educational materials

Theory and exercises:

Khan Academy

Springer

Articles

Exercises

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Adapting IT tools to the skills of student and trainers

QR codes (QR Code or Quick Response Code) are barcodes that allow you to save a large amount of data. The amount of data that can be written in one code is variable. For alphanumeric characters, it is 4296 characters.
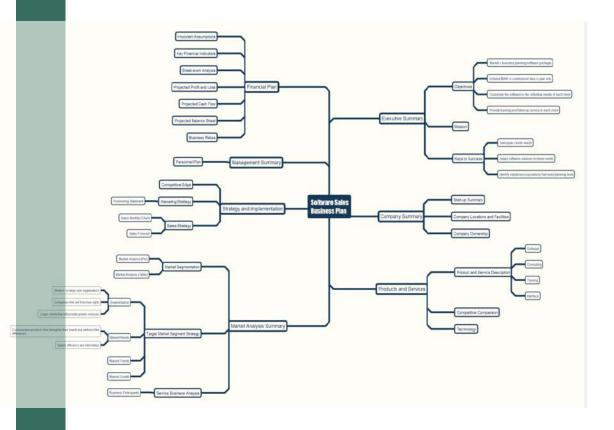
It is an alphanumeric, two-dimensional, matrix, square bar code invented by the Japanese company Denso-Wave in 1994.

It can encode Kanji / Kana characters and is therefore popular in Japan. In addition, it allows you to encode characters belonging to the Arabic, Greek, Hebrew or Cyrillic alphabets as well as other symbols specified by the user.

QR code generator

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Adapting IT tools to the skills of student and trainers

Mind map genetaror WiseMapping

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Adapting IT tools to the skills of student and trainers

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Adapting IT tools to the skills of student and trainers

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Adapting the content, organization of education and the methods of working with the student to their individual needs and capabilities

o   shaping key competences, in particular the ability to work in a group

o   shaping the ability to support each other by the group

o   individualization of the education process

o   hybrid education

o   using IT to communicate with students

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Case study

Entrepreneurship Education aims to help students acquire skills and knowledge that are crucial for the development of an entrepreneurial mindset. The article describes a blended model based on the use of a serious game within the framework of the EU-funded project "I can...I cannot...I go!" Rev. 2 (PNPV project). The learning model and the serious game was designed in order to build a learning space that fosters learner's entrepreneurial mindset through experiential learning.

Procedia

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
How to be inclusive and universal in online education

Case study

A strategy game simulating the operation of the company.

The game was played for students / participants of the project Knowledge, Competences and Employment adaptation of education programs at the Faculty of Economics and Sociology of the University of Lodz to meet the needs of the labor market co-financed by the European Social Fund.

At the end of the game, a ranking of the results of 24 companies was made, taking into account:
- o sales revenues,
- o market share (value, quantity),
- o number of completed orders,
- o sales profitability,
- o work productivity.

Personalisation

WELCOME

KEY TOPICS

01 Learning environment vs. personalization opportunities

02 Student typology vs. personalization opportunities

03 Tips and tricks in designing inclusive materials

04 Participation in the selection of program content

05 Individually tailored learning programs

06 Providing multilingual and localized content

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
Personalization

Need for personalisation in education

o   Builds healthy competition
o   Makes students more responsible
o   Diversified learning experience
o   Personal assessment
o   Increases productivity
o   Practical learning

Based on https://in.pearson.com/blogs/2021/12/why-students-
need-personalized-learning.html.html

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

Albert Einstein (?)

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
Personalization

What do we need to personalise?

To meet the different needs of students, teachers need to personalise:

o   The learning objectives

o   Content

o   Teaching methods

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
Personalization
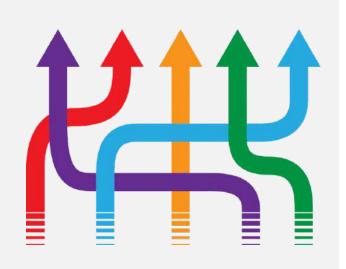
Components of personalised „classroom"

o   Students profiles

o   Personal learning paths

o   Goals for each student

o   Flaxible learning environment

o   Providing students with different choices of how,

    what, where and when to learn

o   Use of technology

o   …

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
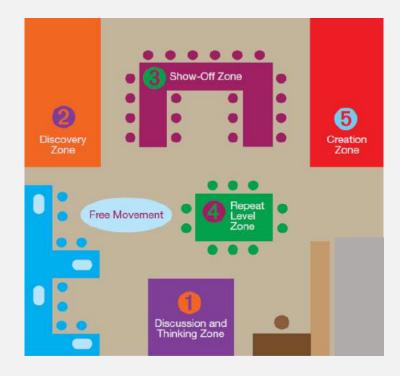Personalization

Personalised learning environment

Physical environment – zones

o   Learning environments should be able to flex to

fit how each learner learns best

o   Kevin McLaughlin idea is to divide classroom

into five zones

Source: Bray&McClaskey, „A step-by-step guide to personalised education"

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Personalization

Personalised learning environment

Technology environment

o The educational technology used should be a result of the learning content, challenges and needs of the students. Educational technology has the greatest impact when it is fully integrated into individual learning components.
o When students are given free use of technology and numerous opportunities to creatively demonstrate their learning and summarise their minds, they achieve far more than the level of achievement achieved when everyone follows the same path at the same pace.

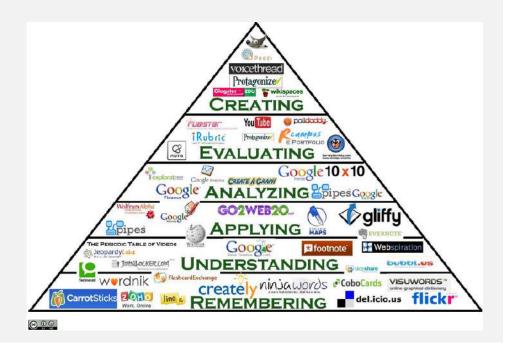Source: Greaves et al. (2010) Project RED

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Personalization

Personalised learning environment

Technology environment

- A wide range of tools dedicated to various elements of education
- Tech-Enabled - technology enables students to acquire information and demonstrate mastery

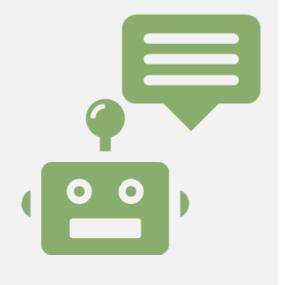Source: Perry K. (2016) „Henry County Schools 2020 Vision for Personalized Learning"

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Personalised learning environment

Technology environment – AI significance
AI Assistant

o Steps are being put in place that use sophisticated algorithms that analyse employees' experiences and activities to suggest development paths through training

o Case similar to 'recommended for you' section of Netflix

o An AI assistant knows the learner's data, including what their skills are, the learning path that they are following, and delivers curated suggestions as to what the learner should engage with next

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Students characteristics consequences
Some options for personalisation

Hybrid classes – main types

o Blended synchronous
  o some of your students are attending in person, and some are attending online — all at the same time
  o it allows students to join in remotely — saving the hassles of travel
o Blended asynchronous (Student-split)
  o it allows learners to attend class after it has already taken place in person.
o evolutionary for inter-regional learning across different time zones

Source: „The 7 types of Hybrid Classes"

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Students characteristics consequences
Some options for personalisation

Hybrid classes – main types

o   Blended asynchronous (Curriculum-split)
   o   part of the course is live,
   o   the rest of the course is recorded,
   o   useful for part time learning, especially for working professionals

o   Synchronous Distributed
   o   groups of students attend from different classrooms, while the teacher is only present in one
   o   useful when the teacher-student ratio is high, social distancing needs, or guest lectures.

Source: „The 7 types of Hybrid Classes"

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Students characteristics consequences
Some options for personalisation

Hybrid classes – main types

o Blended synchronous+asynchronous (Blended Bichronous)
  o some students attend live & in-person, some attend live & remotely, others watch the recording
  o it gives best of flexibility, self-paced learning and a heterogenous learners come together to achieve learning outcomes

o Remote teacher, in-person learners
  o all learners are together, in-person, but the instructor joins online via video-conferencing
  o Usefull if your love to learn from famous professors around the world

Source: „The 7 types of Hybrid Classes"

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Personalization

Students characteristics consequences
Some options for personalisation

Hybrid classes – main types

o Flipped classroom
   o course content is first shared remotely, and in-person meetings are focussed on active learning
   o it allows students to self-learn at their preferred pace, and enable teachers to focus more on comprehension and retention

Source: „The 7 types of Hybrid Classes"

Students characteristics consequences
Some options for personalisation

o   Different needs – personalized learning paths
  - e-Learning opportunities

Creating personal learning paths in eLearning
- o   Considering the overall learning goals
- o   Empowerment is key
- o   Stress the importance of online self-assessments
- o   Create periodic milestones
- o   Cater to multiple different learning styles
- o   Offer immediate constructive feedback
- o   Learning pathways offer invaluable data

Source: Pappas Ch. (2015) „7 Tips To Create Personal Learning Paths In eLearning"

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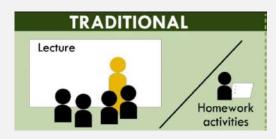
Some tips in designing inclusive courses

o   Personalised learning is a complex issue and it is
    difficult to take shortcuts

o   However, a few elements and techniques can be
    highlighted that make a difference in the educational
    process.

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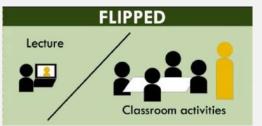Personalization

Flip instruction so students can learn at their own pace

o   Flipped instruction is the idea behind this method involves inverting the normal learning process: instead of having lectures at school and activities at home, students watch recorded lectures at home and engage in activities together during class time.

o   This allows students to watch video lectures at their own pace.

o   Enables the use of student activity and creativity during face-to-face activities

Source: Raudys (2021) Personalized Learning Strategies To Implement In Class & Examples

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Give students multiple opportunities to show their knowledge

Example – the use of online self-assessment of the knowledge via e.g. google forms

o Does not replace but complements other forms of knowledge assessment
o Constant assessment of students as they move through course material gives teachers a unique insight into the knowledge level of each student
o Allows the learning process to be adapted
    o Knowing that a student is struggling with a topic today gives teachers the ability to react tomorrow

Source: Raudys (2021) Personalized Learning Strategies To Implement In Class & Examples

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Allow students to have an important part in their learning experience

Taking a part in goal setting within the classroom

o Personalizing content delivery and interaction helps students improve by giving them control over their own learning environment

o Use artefacts that symbolise the achievement of particular goals

o Encourages the development of self-awareness and planning competence

Based on: Raudys (2021) Personalized Learning Strategies To Implement In Class & Examples

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Form lessons from the students' own experiences

o   students of any background bring a wealth of experiences to the table

o   whenever their experience is relevant to the topic at hand, it is worthwhile to make it a part of class discussion

o   increase of motivation and topic understanding

o   sharing and discussing personal life experiences helps to strengthen students' social skills

Based on: O'Rourke Top 9 strategies to support personalized learning

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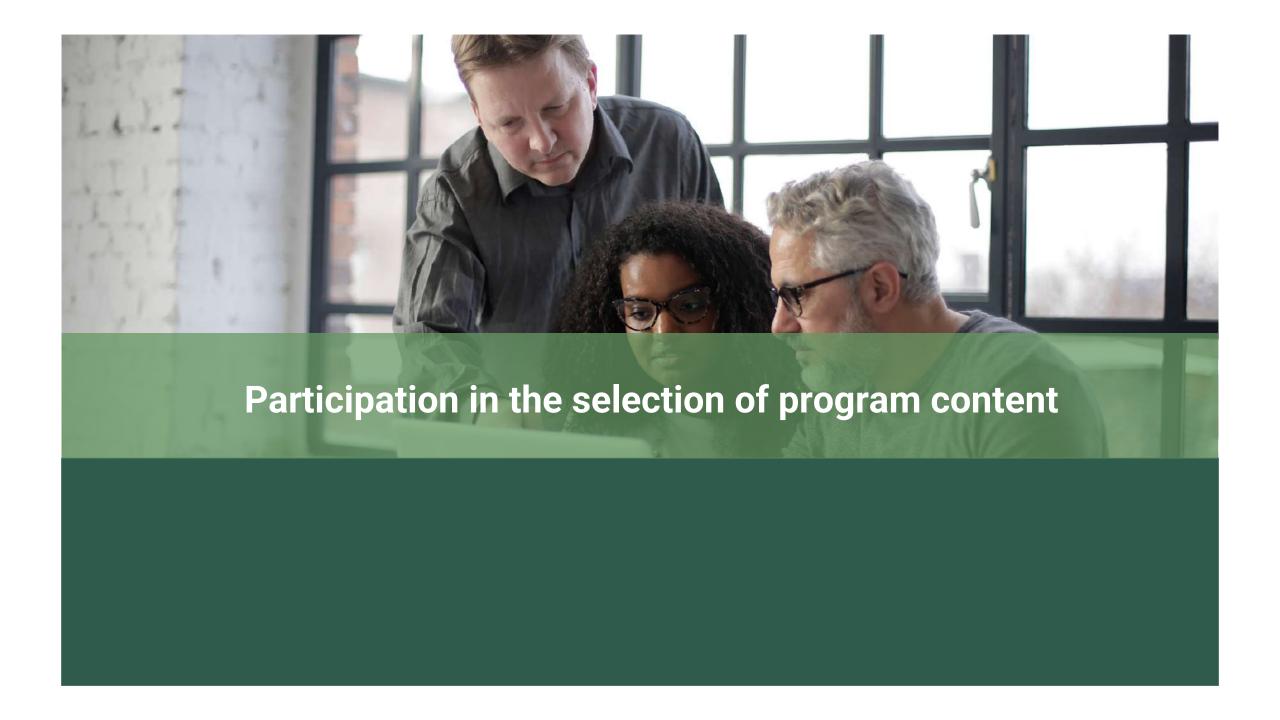
Let students teach

The effective way to learn something is to teach it. When a student teaches the class, learning happens three times:

- When the student first learned the material
- When the student teaches the material
- When the other students in the class learn from the student

Additionally it also gives students an opportunity to explore their leadership and oratory skills.

Based on: O'Rourke Top 9 strategies to support personalized learning

Participation in the selection of program content

FOSTERING AN INCLUSIVE AND PERSONALIZED DIGITAL ENTREPRENEURSHIP EDUCATION
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Participation in the selection of program content*

Introduction

Students are ever more involved in the design of educational practices (e.g. Bovill et al. 2016), which is reflected in the growing body of educational literature about approaches to student participation: design-based research (DBR), participatory design (PD), co-creation, co-design, student voice, student–staff partnership, students as change agents, student engagement, and student empowerment (Seale 2009; Anderson and Shattuck 2012; Bovill et al. 2016).

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Introduction

Several conceptual models on student participation in the educational design process are used.
Druin (2002) described different students' roles in the design process, and Bovill and Bulley (2011) developed a "Ladder of student participation in curriculum design", showing eight rungs on a continuum of student participation.

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Introduction

The most frequently used terms that related to student participation in educational design are: DBR, PD, student voice, and co-creation.
The term student voice is often used differently in a more passive and active way, in the context of what it may be considered respectively PD and co-creation.

A text based on S. E. Martens, S. N. E. Meeuwissen, D. H. J. M. Dolmans, C. Bovill & K. D. Könings (2019) Student participation in the design of learning and teaching: Disentangling the terminology and approaches, Medical Teacher, 41:10, 1203-1205, DOI: 10.1080/0142159X.2019.1615610

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Design-based research (DBR)

o   DBR is a collaboration of researchers and educational practitioners whereby they develop answers to educational problems and advance theoretical understanding.
o   The aim of DBR is to improve both the design of the learning environment and to develop and refine educational theories (Anderson and Shattuck 2012; Dolmans and Tigelaar 2012).

A text based on S. E. Martens, S. N. E. Meeuwissen, D. H. J. M. Dolmans, C. Bovill & K. D. Könings (2019) Student participation in the design of learning and teaching: Disentangling the terminology and approaches, Medical Teacher, 41:10, 1203-1205, DOI: 10.1080/0142159X.2019.1615610

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Design-based research (DBR)

○ Apart from researchers and educational practitioners, other stakeholders can be involved in an iterative design process such as students and educational designers.

○ Students' role is often limited to provide input; they are not put forward as central actors within the design process (McKenney and Reeves 2012).

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Participatory design (PD)

o PD is a collaboration of all stakeholders, including students, whereby they design and develop innovations that are tailored to the learners and context (Cober et al. 2015; K€onings and McKenney 2017; K€onings et al. 2017).

o The goal of PD is to improve quality of educational innovations by ensuring use, usability and utility of educational design for both teachers and students (Di Salvo et al. 2017).

Participation in the selection of program content*

Participatory design (PD)

○ Starting from the idea that all stakeholders' knowledge and expertise is highly valued, teachers, educational designers, and students collaborate (Seale 2009).

○ Benefits of PD exists for teachers and students in their own local practice: the implementation of new tailor-made educational designs (Cober et al. 2015).

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Co-creation

o Co-creation is a close collaboration of students and teachers.

o The aim is to intensify active engagement of students in the educational (design) process and to improve teaching and learning by welcoming students' perspectives (Bovill et al. 2016).

o This goes beyond only listening to student voices.

A text based on S. E. Martens, S. N. E. Meeuwissen, D. H. J. M. Dolmans, C. Bovill & K. D. Könings (2019) Student participation in the design of learning and teaching: Disentangling the terminology and approaches, Medical Teacher, 41:10, 1203-1205, DOI: 10.1080/0142159X.2019.1615610

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Co-creation

o The focus within co-creation is on empowering students to actively collaborate with teachers (Bovill et al. 2011).

o Within co-creation, students' roles range from being involved with limited influence on decision-making to working in a partnership with teachers (Delpish et al. 2010).

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Co-creation

○ Partnership is characterized by a focus on equality between students and staff (Cook-Sather et al. 2014).

○ Benefits for staff, students, and institutions include enhanced satisfaction and engagement, motivation and learning, meta-cognitive skills, improved quality of student–teacher interactions, and development of graduate competencies such as leadership skills (Cook-Sather et al. 2014).
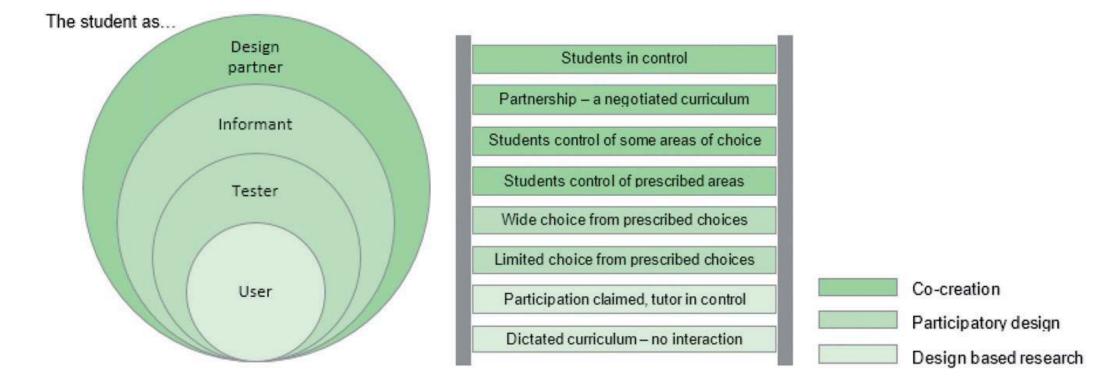
Participation in the selection of program content*
Application to models

o   Linking the different approaches to the existing models on student participation makes clear they include all three approaches (see figure below)

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Application to models

o The model of Druin (2002) describes four roles: students as users, testers, informants and design partners.
o In DBR students are generally users and to some extent testers, being included in the analysis and evaluation phase and less in the design phase,
o In PD, students are more usually testers and informants who participate in the design and development of taylor-made innovations.

A text based on S. E. Martens, S. N. E. Meeuwissen, D. H. J. M. Dolmans, C. Bovill & K. D. Könings (2019) Student participation in the design of learning and teaching: Disentangling the terminology and approaches, Medical Teacher, 41:10, 1203-1205, DOI: 10.1080/0142159X.2019.1615610

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Application to models

- o In co-creation, involvement of students can go up to being equal stakeholders in the design process.
- o Applying the approaches to the "ladder of student participation" of Bovill and Bulley (2011), DBR can be placed on the ladder of participation at the two bottom rungs, where students evaluate rather than having control of their curriculum.

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Application to models

o   PD is situated at the following two rungs, providing students with some choice.

o   Finally, co-creation refers to the upper end of the ladder, as student participation is on its highest level with students having more influence on decision-making.

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Conclusions

o The similarity between DBR, PD and co-creation is in valuing the input of students as stakeholders in the educational design process.

o In trying to differentiate terms, key differences lie in the level of student participation in the design process and the focus on educational theory.

A text based on S. E. Martens, S. N. E. Meeuwissen, D. H. J. M. Dolmans, C. Bovill & K. D. Könings (2019) Student participation in the design of learning and teaching: Disentangling the terminology and approaches, Medical Teacher, 41:10, 1203-1205, DOI: 10.1080/0142159X.2019.1615610

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Conclusions
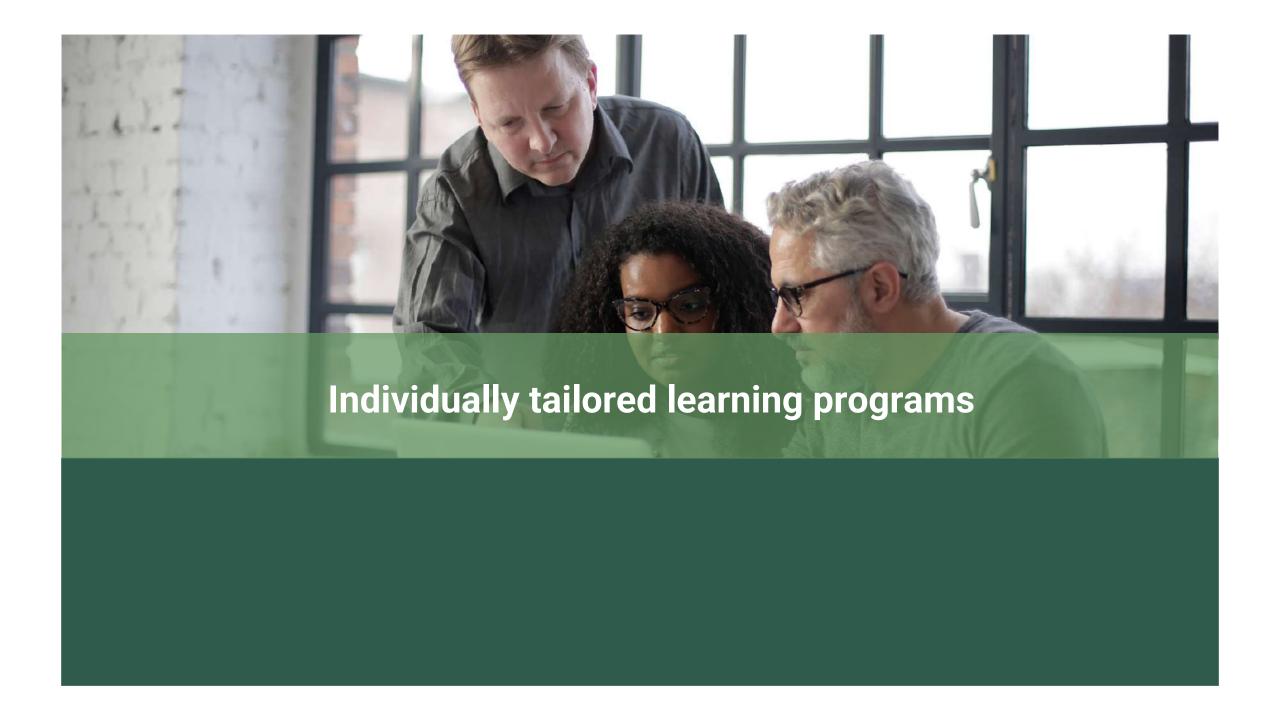
o   Students being the central actors increase from DBR
    to cocreation, while the focus on educational theory
    decreases.

o   It is therefore important that the level of student
    participation is aligned with the purpose of the
    approach.

Individually tailored learning programs
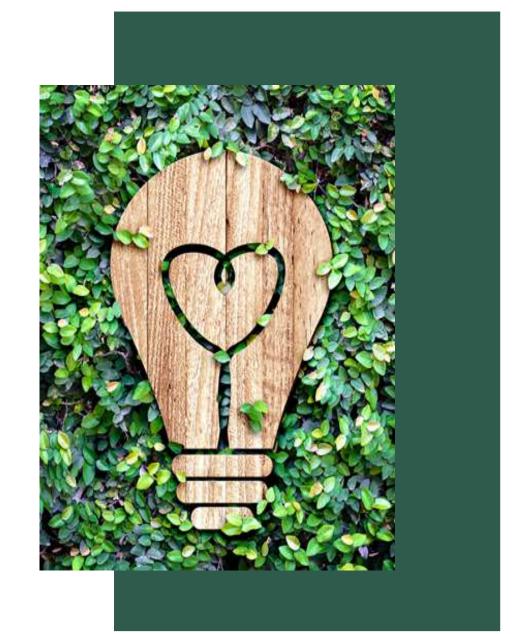
Individually tailored learning programs*

Introduction

A 'one-size-fits-all' approach cannot be used for young people at risk of leaving education early, or for those who have already done so.
They need individualized educational responses.
This refers to the content of the learning and the way it is delivered, as well as any additional learning support.
This can help to ensure that learners are following a pathway that suits their interests and learning styles, as well as helping to tackle any barriers they face.
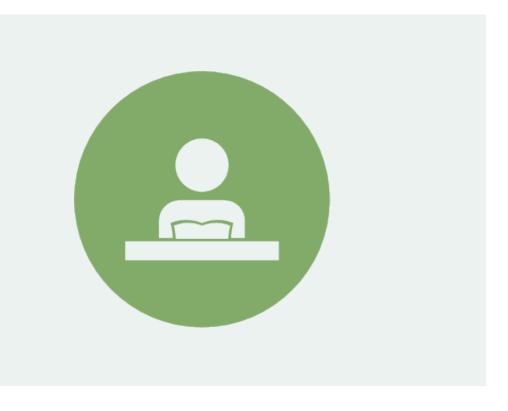
* https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/tailored-learning-pathways

Individually tailored learning programs*

What is Personalized Learning?

o   Personalized learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests.

o   Simply put, at the core of personalized learning is learner agency.

o   Personalized learning aims to create equitable access to excellent instruction and resources across all classrooms and schools.

o   The Personalized Learning approach supports innovative schools with opportunities to redefine the traditional school model in a way that meets the needs of each student, school, and community.

Adapted text based on http://personalizedlearning.cps.edu/

Individually tailored learning programs

Benefits of the Personalized Learning

o   Improve access for all students to new models of teaching and learning
o   Improve academic and social-emotional outcomes for students
o   Empower teachers to tailor instruction and achieve greater professional satisfaction
o   Foster 21st century skill-building and learning experiences
o   Engage families through authentic connections to their communities and out-of-school learning opportunities

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Individually tailored learning programs*

How can a tailored approach be achieved?

An individualized approach can be achieved through:
o   Establishing individual learning or career plans
o   Ensuring needs-based learning support is provided
o   Establishing individual health or well-being plans
o   Implementing a case management approach to support students' non-educational needs
o   Mentoring / Coaching

An individualized approach also relies on flexible learning pathways, in order to tailor learning provision. The following tips are given as advice to policy-makers and practitioners involved in the design and delivery of such measures.

- Adapted text based on
- https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/tailored-learning-pathways

Individually tailored learning programs

Tip 1: Develop an individual learning or career plan

o Establishing an individual learning plan which outlines personalized learning objectives, means that learners can be given a tailored learning experience.

o The learning objectives should be clear, realistic and measurable, so that the learner understands what is required to achieve them and can measure his/her achievements against them.

o A learning plan should meet the needs of the individual in terms of both content and learning styles. It could cover for example: subjects to study as part of a learning programme; academic support to be provided; long-term goals for the student; post-secondary plans and how the young person can prepare for these.

Individually tailored learning programs

Tip 1: Develop an individual learning or career plan

Similarly, a career plan is a way of identifying learning and development that needs to be undertaken in the transition towards or through working life. It may set out a career objective as well as short-term career goals, and identify potential barriers to progression.

An individual learning plan or career plan is formulated together with the teacher/trainer or other support staff (e.g. counsellor, mentor).

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Individually tailored learning programs

Tip 2: Assess the individual's existing skills and knowledge base

o An individual learning or career plan should be formulated based on an initial assessment of the young person's profile and existing skills and should build on these. This assessment might look at, for example, the level of basic skills of the learner, prior learning and work experience, as well as motivation. It should also identify an individual's needs, for example in terms of learning support.

o A self-assessment by the learner might form part of this process.

o Taking this kind of holistic approach to the development of the plan and basing it on an in-depth individual assessment, rather than providing 'directional' guidance (offering a number of options and asking the young person to choose one) is more likely to have success with this target group.

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Individually tailored learning programs

Tip 3: Tailor the plan to the learner

o A learning / career plan should take account of the learner's individual circumstances as well as his/her existing talents, competences and skills, strengths and weaknesses.

o It is important for example to take account of any basic skills that are lacking and ensure that these are tackled in the early stages of the learning pathway.

o It should set out realistic learning objectives and clear goals and should also cover how the individual's support needs will be addressed. For instance, for young people with a high record of absence, the individual plan could address how the lost learning time will be made up.

Individually tailored learning programs

Tip 4: Utilize the process to empower the learner

o It is important that any individual plan is developed in conjunction with the student. There should be some freedom for the learner to decide what and how they will learn, for example opportunities to choose work-based options.

o The initial assessment can be an empowering process for the learner. Helping them to identify existing skills and competences, and possibly how these pertain to the curriculum, can help to boost their self-awareness, confidence and self-esteem. This is particularly important for young people who have never achieved a formal qualification, or who have been led to see themselves as a 'failure' in a formal educational context
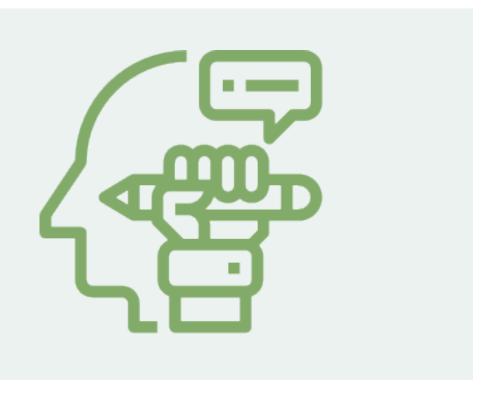
Individually tailored learning programs

Tip 5: Conduct regular reviews of progress against the plan

o Once the plan has been agreed, ongoing support should then be provided by a teacher/trainer, mentor, careers adviser, counsellor or other support person.

o This ongoing support means that the learning objectives can be regularly reviewed to assess progress.

o There should be periodic opportunities to provide one-to-one feedback on progress in relation to the plan, and if necessary to revise the plan in line with this progress.

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Tip 6: Ensure the learner is committed to the plan

o   For any individual plan to succeed, it is important that the learner is committed to achieving the targets and goals set out.

o   This commitment can be achieved in a number of ways, including through a positive relationship with the staff member responsible for reviewing the plan, as well as regular opportunities to hear feedback on their progress.

Individually tailored learning programs

Tip 6: Ensure the learner is committed to the plan

Contracts can also be used as a way of setting out an individualized learning pathway and support plan which formalizes the commitment from the learner.

A contract might include, for example, objectives for the learner, together with details of the help and support he/she is entitled to receive. It may also refer to financial support the learner will receive whilst participating in the contract. Signing the contract can be a commitment from the learner to meeting his/her obligations, e.g. regular attendance, timely completion of assignments, etc.)

Having the contract in place sets out a two-way agreement, outlining the expectations of the learner and the organisation supporting him/her and can help to secure the learner's buy-in to fulfilling these expectations.
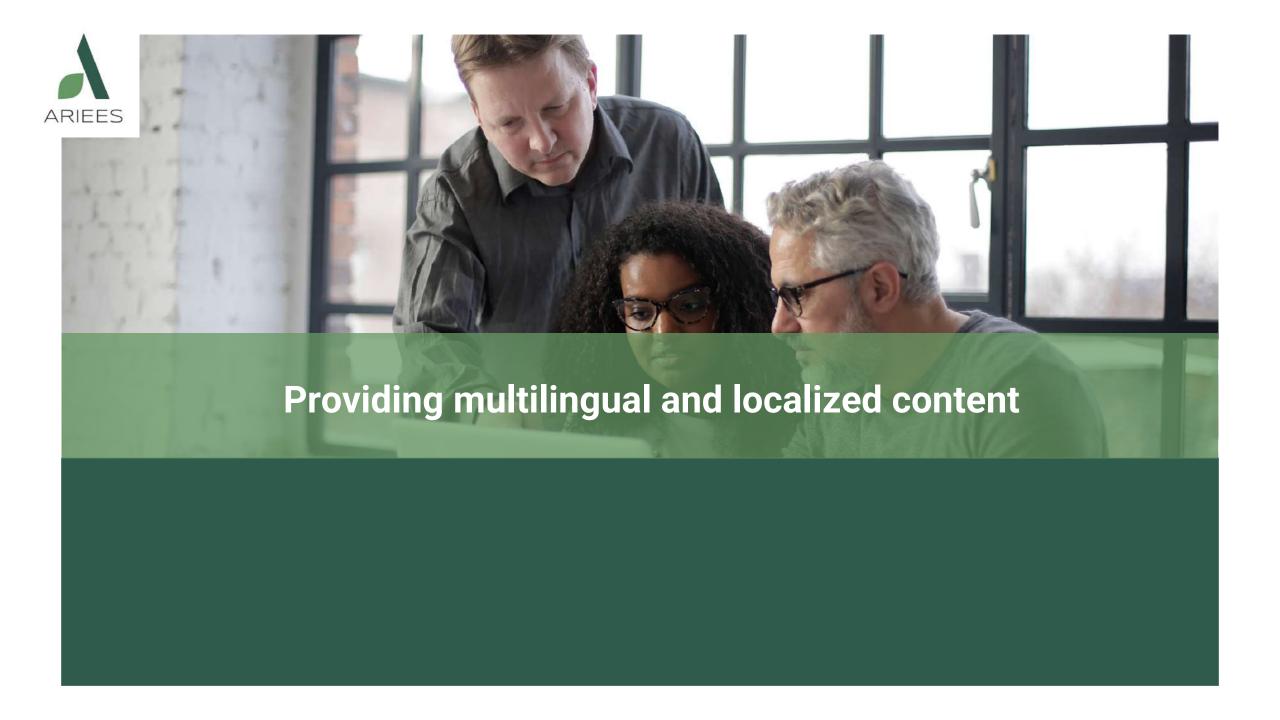
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Tip 7: Address other learning support needs

○ It is important to ensure that any learning support needs are addressed in order to enable a learner to achieve the objectives set out in his/her learning plan.

○ These support needs could relate to any learning difficulties such as dyslexia, or to language needs in the case of migrant children for example.

○ Learners who are often absent need support to develop a plan to make up the lost learning time. It is also important to foresee alternatives to suspension or expulsion, including onsite supports with multidisciplinary teams.

Providing multilingual and localized content

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Personalization

Providing multilingual and localized content*

Introduction

o According to Visual Modo, more than 50% of consumers for goods from websites offering it in their language. Moreover, 72.1% of consumers spend all their time on websites in their language, 56.2% reported their ability to get information in their language is more important than the price of goods and services, according to the same source.

o Many times, content is written in English in the user's internet experience. But English makes up only 25.9% of internet users.

o Content is king, but is it king internationally?

An adapted text based on https://www.uxbooth.com/articles/considerations-for-a-multilingual-content-strategy/

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Personalization

Providing multilingual and localized content

What is multilingual content marketing?

o Multilingual content marketing goes beyond search engine marketing and goes directly to the user–their culture, their habits, their trending news.

o Multilingual means many languages, while content marketing is a marketing strategy used to attract and engage users through the promotion of content such as blog posts, articles, videos, podcasts, and more.

o Thus, multilingual content marketing is marketing content to consumers who speak different languages.

o Multilingual content marketing relies on the ability to be able to be relevant to your target audience–to know their language, culture, and trending topics, and to adjust your content accordingly.
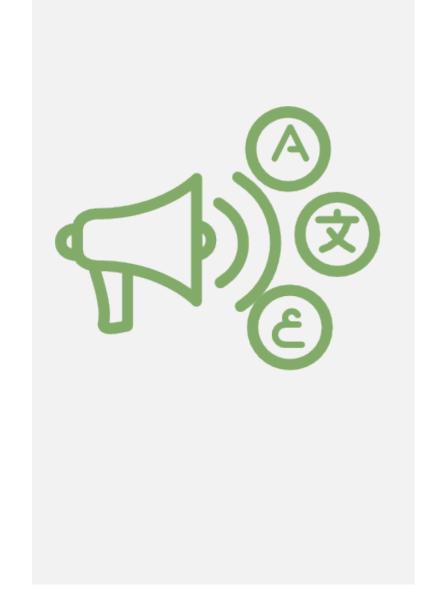
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Providing multilingual and localized content

What is multilingual content marketing?

o Multilingual content marketing is a strategy of creating and sharing valuable content to attract and convert users globally.

o This goes beyond translating the content and indicates the process of content localization.

o Translating and localizing must go hand-in-hand for a creative multilingual content marketing strategy.

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Providing multilingual and localized content

What Is The Concept of Content Localization?

o Localization takes into account the linguistic aspects (including dialects and regional languages), and the cultural aspects (such as trending news and topics, and traditions and norms), to form a type of localized experience for a subset of a specific locale.

o Content localization means applying the process of localizing to content. It doesn't really have a more specific definition than in-putting the regional culture and aspects of language into the translated text.

o Content localization means the process of localizing content, to serve companies that want to court consumers in their own country and globally in cross-border trade.

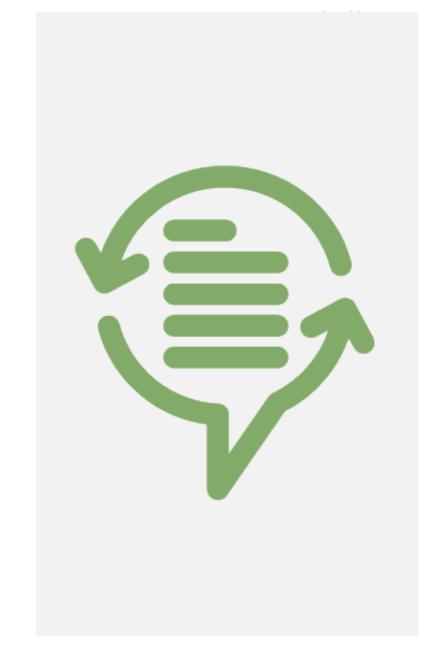o In other terms, it's a way to adapt specific content to consumer's needs.

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Providing multilingual and localized content

Why Is Content Localization Important?

○ It's not easy to directly translate your content and promotions without localizing it. By using direct translation, or even automatic translation, you're only working with words–you're not working to personalize your user's entire experience. That's where companies that offer translation services come in.

○ Localizing content is important primarily because it is a driving factor in multilingual content marketing. Localizing can personalize the experience of the consumers with your content, by making sure that your content is suitable for a significant number in that location.
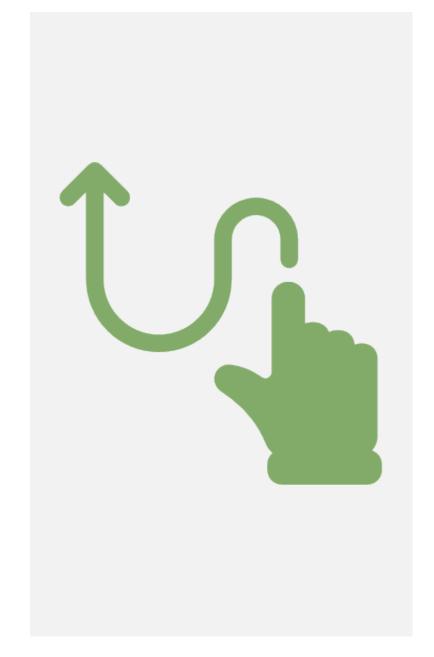
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How Does It Relate To User Experience?

1. It builds trust with your audience – If you're speaking their language, the consumer is more likely to trust your company than your competitors.

2. It leads to more conversions – Consumers are more likely to convert if you're giving them the user experience that they need–through localized UI and visuals, through their own languages, and through their own localized experience.

3. It shows a personalized experience – Having your website is not only good for multilingual user experience (UX), it's also relevant for each individual user. If you're connecting with each target user through a localized experience and a personalized one, you are more likely to be connected with your whole, global, audience.
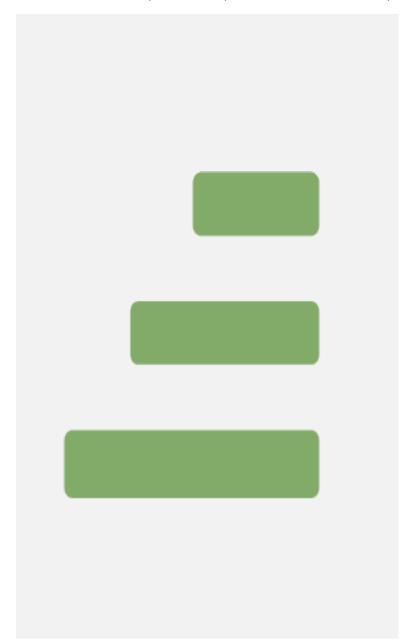
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Steps for a Multilingual Content Strategy

1. Understand your own core message – Understanding your own core message is the first step in any content strategy. In order to transpose it to others, you should have your own core message completely understood by you and relevant members of your company. Crafting your own core message for each region or each consumer takes much market research and overall planning.

2. Keep it simple – Keeping your core content simple will not be only good for your translated and localized content, but also good for your relatability with your consumers. It must be clear, relevant, and easily understandable, in different languages, if you want to transform it in different languages.

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Steps for a Multilingual Content Strategy

3. Create content for localization – Creating content for localization means taking account of your target audience and the feasibility of your own core message to apply to that target audience. Then, you create a copy that matches what you want to say to that audience with your core message within.

4. Localize and translate the message – Localization sometimes takes professional help–the help of professional localization experts. These experts will localize your message with Content Management Systems, AI tools, and more. Leaving it up to the localization team is a good tip to use.

5. Integrate International SEO – For all content on the world wide web, SEO matters. Once your content is made, localized, and translated, then you should not forget international SEO. International SEO is a conduit of Google worldwide.

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Takeaways

o Content marketing in online experiences must be provided in different languages, in order to make sure that the content is tailored to those audiences.

o Content localization is a necessary part of the process, making sure that the translated content is localized for the culture, the habits and the attributes of your local audience.

o International or multilingual content marketing starts local but grows global.

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Thank you!