INNOVATIVE TOOLS FOR ENHANCING E-LEARNING SOLUTIONS IN UNIVERSITIES - DIGITOOLS PROJECT

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The DIGITOOLS project supports and cultivates innovative pedagogies and methods for teaching, learning and assessment, encouraging teaching staff and students to use digital technologies in creative, collaborative and efficient ways to help them to quickly adapt to fast evolving and complex situations.
THE ERASMUS+ KA 226 PARTNERSHIPS FOR DIGITAL EDUCATION READINESS PROJECT

• Readiness projects aim to equip education and training systems to face the challenges presented by the recent sudden shift to online and distance learning

• Innovative Tools for Enhancing E-Learning Solutions in Universities
• Project Number: 2020-1-IE02-KA226-HE-000781
THE PROJECT DIGITOOLS

• Reaction to COVID-19 pandemics and solution for the postpandemic time

• Aims to enhance collaboration networks in the field of digital education, as well as access knowledge and good practices models

• As a result the universities will be able to provide, through teaching staff and libraries, high quality online training courses, with a focus on subject-specific training
• Project coordinator - Technological University of the Shannon (TUS): Midlands Midwest, Ireland
PROJECT BUDGET AND DURATION

- 24 months
- Grant awarded: € 259,630
PROJECT ACTIVITIES

• Transnational project meetings
• Intellectual outputs
• Multiplier events
• Joint Staff Training Events
MULTIPLIER EVENTS SUMMARY

- International Conference on Educational digital Content Creation (MBTT)
- Workshop (UNIZG)
## Joint Staff Training Events

<table>
<thead>
<tr>
<th>ID</th>
<th>Activity Title</th>
<th>Leading Organisation</th>
<th>Activity Type</th>
<th>Field</th>
<th>Starting Period</th>
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<tbody>
<tr>
<td>C1</td>
<td>Short term joint staff training: Introduction to Learning Management Systems</td>
<td>SVEUCILISTE U ZAGREBU (E10209270, HR)</td>
<td>Short-term joint staff training events</td>
<td>Higher education</td>
<td>10-2021</td>
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<tr>
<td>C2</td>
<td>Short term staff training: Digital Content Creation</td>
<td>INSTITUTO POLITECNICO DO PORTO (E10182210, PT)</td>
<td>Short-term joint staff training events</td>
<td>Higher education</td>
<td>03-2022</td>
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## Intellectual Outputs

(Original project application pg. 111)

<table>
<thead>
<tr>
<th>ID</th>
<th>Leading Organisation</th>
<th>Output Title</th>
<th>Starting Period</th>
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<tbody>
<tr>
<td>O1</td>
<td>INSTITUTO POLITECNICO DO PORTO (E10182210, PT)</td>
<td>Analytic Program Model</td>
<td>03-2021</td>
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<tr>
<td>O2</td>
<td>LIMERICK INSTITUTE OF TECHNOLOGY (E10180725, IE)</td>
<td>Toolkit for the train – the trainer theoretical programme</td>
<td>03-2021</td>
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<td>O3</td>
<td>UNIVERSITATEA TRANSILVANIA DIN BRASOV (E10209167, RO)</td>
<td>Blended Curriculum (with teaching material)</td>
<td>03-2021</td>
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<tr>
<td>O4</td>
<td>MBTHINKTANK SRL (E10028239, RO)</td>
<td>Online platform</td>
<td>05-2021</td>
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<tr>
<td>O5</td>
<td>SVEUCILISTE U ZAGREBU (E10209270, HR)</td>
<td>Guide for implementing eLearning in Universities</td>
<td>03-2021</td>
</tr>
</tbody>
</table>
DIGITOOLS BLENDED CURRICULUM

- Module 1: Pedagogical Approach in Digital Education (TUS)
- Module 2: Introduction to Learning Management Systems – LMS (UPV)
- Module 3: The process of E-learning Implementation (IPP)
- Module 4: Introduction to Digital Content Creation: Authoring and Copyright (UNIZG)
- Module 5: Smart Tools for Digital Content Creation (UTBV)
- Module 6: Copyright in the Digital Single Market (MBTT)
MODULE 5: INTRODUCTION TO DIGITAL CONTENT CREATION: AUTHORING AND COPYRIGHT

Introduction

Module aims
To introduce a training curriculum in the field of digital education and digital content creation, focusing on the issues of authoring, copyright, and open access.

Learning outcomes
By following the activities proposed in learning units, the learner will be able to: 1. Identify and use appropriate license during content production. 2. Demonstrate ownership of open education resources keeping in mind the copyright issues. 3. Retrieve relevant open education resources from publicly available repositories. 4. Explain the open access movement, open educational resources. 5. Define the role of librarians and librarians in digital education.

Resources and working means
Pedagogical methods:
- Inquiry-based learning
- Flipped classroom
- Computer resources:
  - Internet connected device (preferably tablet, laptop or desktop computer),
  - Internet bandwidth of at least 2 Mbit/s

Bibliography:
- About the License: Creative Commons (n.d.). Retrieved March 1, 2022, from https://creativecommons.org/licenses/.

LU 1. Digital content authoring

Content
1.1. Introduction
1.2. Learning unit objectives
1.3. Introduction to Digital Content Authoring
1.4. Examples/case studies of Content Authoring Tools use (CAT)
1.5. Content authoring tools (CAT) - previous user experience

1.1. Introduction
Introduction to the basic concepts of digital content creation and authoring. Students will be provided with examples/case studies of Content Authoring Tools use and will gain a deeper understanding of the possibilities presented by this type of tools.

1.2. Learning unit objectives
Students will be able to describe basic digital content authoring concepts and recognize a scenario/content in which different digital content authoring tools can be used.

1.3. Introduction to Digital Content Authoring
Lecture and short videos
1.4. Examples/case studies of Content Authoring Tools use (CAT)
Investigation on CAT
1.5. Content authoring tools (CAT) - previous user experience
• Matrix for a guide on best-practice in digital education
GUIDE FOR IMPLEMENTING E-LEARNING IN UNIVERSITIES

• The guide for Best practice and Policy

- Current state of digital education (with a focus on Learning management Systems and digital content creation) (LIT)
- Implementation of training programmes for university staff (teaching staff and librarians) (UTBV)
- Implementation of LMSs and tools for digital content creation; (MBTT)
- Establishment, endowment and operation of Resource Centres for digital education, within university libraries; (UOC)
- Adapting the content of educational programs to the needs of the labour market, in terms of delivered skills and competencies (IPP)
FHSS AND THE E-LEARNING
The Faculty of Humanities and Social Sciences offers more than 100 study programs.

From 2005/2006 Faculty offers new programs (total 75 programs) in accordance with the Bologna process (42 BA and 33 MA programs).

Faculty has more than 700 employees, with more than 500 academic staff as well as more than 600 part-time lecturers.

E-learning implementation started in 2002 and 2004 institutional integration of e-learning system.
LOCKDOWN

• BigBlueButton integrated March 2020
• JitsiMeet (Tau) May 2020
• Numbers today
  • over 54,000 recordings on BBB
  • More than 16,000 BBB activities on Omega e-learning system
  • Daily around 30 BB sesions
STUDENTS PERCEPTION OF E-LEARNING
TEACHERS PERSPECTIVE
BENEFITS OF E-LEARNING ENVIRONMENT – TEACHERS PERSPECTIVE
OBSTACLES IN E-LEARNING

- the lack of training to deliver education in an online environment;
- converting activities and content for use in e-learning;
- authentically assessing students’ progress
- the conversion of activities to e-learning and assessing students’ progress.
FUTURE WORK

• Education of teachers and librarians in digital competences
• Motivating stakeholders to be active participants of the continuous education
• Project website https://www.digi-tools.eu/