

Digital skills and cross-domain entrepreneurship for societal challenges

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GUIDE FOR THE TEACHERS ON STUDENTS' PEER LEARNING ACTIVITIES

Introduction / context for the guide

The Digi-Soc project is an Erasmus+ project that has aimed to delve into digital and entrepreneurial competencies primarily in university education towards societal challenges.

The project has had three main objectives:

- (i) To develop innovative entrepreneurial teaching methods addressing more than one academic field, while addressing current social and economic challenges;
- (ii) Expanding digital skills that have an applied use and that foster the implementation of entrepreneurship;
- (iii) Working in a transnational environment, where participants can learn from each other, while adding value to the activities by addressing the societal challenges and perspectives of a changing world.

This project was born out of the cooperation of 10 European universities building training programmes together. Entrepreneurship is understood here as the set of methods, values and ways of doing things that facilitate the development and implementation of projects. These skills can be useful in all work situations, whether it is an entrepreneurial project or not. Digital competences are understood as the set of skills that enable confident, critical and creative use of digital technology.

The Digi-Soc project has aimed to develop these two types of competencies i.a. through two workshop-type activities involving students from the 10 partner universities. In fact, the first activity took place from 10 to 14 October 2022 in Katowice and focused on digital skills.

The aim of this workshop has been to enable students to acquire transversal skills related to the digital world.

The workshop has targeted to be participatory and involving, and the participating students were to develop their digital skills through a project aimed at producing digital content for teaching purposes. This content was then to be used in the teaching of the partner universities.

The objective of the action was to strengthen the students' capacity to start their international collaboration projects which would be initiated to use the skills and competences. The students' projects were developed in teams and should find a carryover after this dedicated learning activity.



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Setting the scene of peer learning activities

The general philosophy of the students' peer learning activities we posited as learning environment enabling the participating students find themselves in the situation of co-producers of pedagogical contents aiming at enhancing digital skills. Thus, the peer learning was decided by the leader of the process (UniL and UEKAT) to be organised around workshops, lectures and group work aimed at developing educational content.

The first day of the activity was dedicated to specific tasks related to the mutual knowledge and practice of the multicultural experience, while the other days were dedicated to in-depth learning with the application of digital and entrepreneurial skills and to the pursuit of the students' international, interdisciplinary, and intercultural project.

To test the onsite / online capacity of the learning environment (so much necessary in case of major crises situations and in remote areas, some of the students were invited to be present in a physical meeting (20 students) while others were invited to join the learning and interaction online (15 students). So, one of the challenges of the peer learning was to develop bimodal collaboration methods.

This activity of was co-constructed, in addition to the teachers at the organising Universities, in relation with the entrepreneurial and teaching support services of UniL. In this respect, discussions were held beforehand with the rectorate in charge of digital issues, the executive and scientific directors of the Entrepreneurship HUB and the UNIL teaching support centre. The latter participated actively in the organisation and running of the week.

1. Learning outcomes as the key notion of peer learning organisation

Since one of the aims of the project is to focus and develop Entrepreneurial and Digital competencies described by the ENTRECOMP and DIGICOMP report of the European Union, the main message that we put to this guide is to make sure that any peer learning is created and evaluated **based on the learning outcomes and not the capacities available to the organiser(s)**.

As the example, we can look for the action we more deeply elaborated in the mapping tool and curricular material also available to the reader. As most desired competencies in the 10 universities, we found five ENTRECOMP and seven DIGICOMP ones and so they were given priority to focus on (Table 1).

DIGICOMP (LOD)				
1.1 Browsing, searching and filtering data, information and digital content – LOD1	1.2 Evaluating data, information and digital content – LOD2	1.3 Managing data, information and digital content – LOD3	Engaging in citizenship through digital technologies – LOD4	Safety – LOD5



3.1 Developing digital content – LOD6	3.2 Integrating and re-elaborating digital content – LOD7 – LOD8	5.4 Identifying digital competence gaps – LOD9		
ENTRECOMP (LOE)				
1.5 Ethical and sustainable thinking – LOE1	2.1 Self-awareness and self-efficacy – LOE2	3.5 Learning through experience – LOE3	2.2 Motivation and perseverance – LOE4	3.4 Working with other – LOE5

Table 1. Competencies integrate in this workshop

Based on the competency's selection, the following learning outcomes have been developed:

DIGICOMP - LOD:

- LOD1: Browse, search and filter, with the appropriate tools, the data, information, or digital content, for further analysis.
- LOD2: Evaluate, individually or as a group, the validity of the data acquired, for further analysis
- LOD3: Analyse, individually, using the appropriate tools, the data collected and evaluated, in order to answer the question posed.
- LOD4: Describe in writing the citizenship issues raised by digital technologies
- LOD5: Set up, the basic procedures and tools, on your own equipment, to ensure your own digital security.
- LOD6: Make videos as a group, in order to share the information obtained during the learning sessions.
- LOD7: Make available, as a group, the content produced, for dissemination
- LOD8: Modify, as a group, the content produced, based on the feedback received, in order to improve it.
- LOD9: Describe, orally and in writing, the training needs in digital skills, with the aim of improving them

ENTRECOMP – LOE

- LOE1: Describe, individually, the consequences that certain ideas and actions may have, in order to make them sustainable.
- LOE2: Describe, individually, one' s strengths and weaknesses, with the aim of identifying where to build on and where to improve.
- LOE3: Develop, individually and in groups, a project plan, in order to ensure and facilitate its implementation
- LOE4: To build, as a group, a project allowing the investment and the development of the skills of each member.



- LOE5: Describe, in writing or orally, the points of the project that worked or did not work, with the aim of improving the next projects implemented.

2. Learning tools – second pillar of the peer learning activities

The intensive peer learning activity should be built around different learning tools. The "assignment" (see next section) is the structuring element of the learning. We believe that a number of different workshops, composed of short lectures and group work, can be designed to give the learners knowledge and tools necessary to carry out the assignment. Outside of this general framework, the hands-on action type of exercise like for instance “a city exercise” (see next section) can enhance the process of learning. If designed, it should be created as the activity really allowing students the opportunity to go outside the training place and enhance the reflection on the theme linked to the core idea of the learning. Here, we, for instance, included the topic of mobility and disability as part of the grand challenges of the ageing society. Throughout the peer learning event, students could have access to learning platforms such as COURSERA or Moodle. Some courses need to be pre-selected to attract learners to go further in each of the topics covered further during their follow up learning activities.



3. Organisation of the peer learning

As it makes sense to provide an example that elaborates on what organising the learning process per se means, we will further use the example of intensive week provided for a group of international students under the framework of the DIGI SOC project (LTT action) as described in section 1. This guidance can be seen as the detailed programme for peer learning action that we further on gave a critical evaluation both by the providers of the teaching and training as well as the learners. For the sake of self-learning from the guidance, we elaborate on the critical reflections in the very last part of the guidance.

3.1. General statement

3.1.1. Students' assignment of the week

Learning outcomes aimed: LOD1, LOD2, LOD3, LOD6, LOD7, LOD8, LOE3, LOE4

Assignment sent to students:

Objective: This task will strengthen your skills creating digital content. Today, producing a teaser, a synthesis video, presenting one's firm/product/research/event, or even presenting oneself is very common. Learning how to produce such content properly is therefore the main objective of the assignment. The second objective is to produce content related to digital skills for students.

Task: Your task is to create, in group, in a short time, an informative 2mn video on a topic related to digital skills. In this video **you will share knowledge but most of all your experience, the know how you have acquired**.

Step 1: workshop with an expert

In this workshop, UniL expert will explain how to build efficiently a video (how to create a scenario, what is the grammar of visual expression, etc.).

Step 2: You will elaborate your own scenario based on the topic you have to work on. You can of course develop the topic in the direction you choose. During this phase you will decide the content you want to share. You may need to seek for additional information/knowledge, data, etc.

Step 3: create the video (filming process, film editing, etc.)

On Friday 14/10, the videos will be evaluated, and an award will be given to the best video produced.



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3.2. Day 1 – Workshop to teachers and welcoming

3.2.1. Workshop for teachers

Objective:

This first workshop of the week is dedicated to the teacher team. The objectives are twofold, first, its aimed at better understanding how to teach digitalisation for the society and, second, how to teach in the digital era with digital tools.

Learning outcomes:

As the workshop is designed for teachers, it does not aim learning outcomes developed for students. However, it aims to reinforce digital teaching competences of teachers.

Organisation:

The workshop consists of two lectures given by UniL expert, vice director of the teaching support centre of the university. The workshop is held in co-modal from 9 to 12 a.m. The first part is dedicated to teaching digital tools and the second to teaching with digital tools.

Outcomes:

The workshop allowed teachers to better understand the role they have, the tools they can used and the approaches they can promote to improve their teaching activities according to the digitalisation.

3.2.2 Welcoming- the organisers representative

Objective:

The first event of the week aimed to bring together students from the different project universities. This "ice breaker" type of matchmaking aims to provide a good intercultural experience for the students. It is not specifically aimed at work on particular learning outcomes.

Organisation:

The experiment was conducted in co-modal mode. However, for reasons of convenience, the onsite students and the online students were separated and worked together respectively.

The instruction was to form groups of three people. In each group, the first person was given a strict 4-minute time limit to comment on the question "Have you ever had problems with technology and how did you solve them? Once the 4 minutes were up, the other two people were given 2 minutes to react openly to what was said. There was then a round to start from scratch until all three people had had their 4 minutes of speaking time.

At the end of the activity, each group had to report back on the discussions in the form of "take away messages".



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Outcomes:

The activity provided space for students to better know each other. However, the activity in co-modal was complicated to organised and the activity was provided separately for online and onsite students, limiting their ability to communicate each other.

3.3. Day 2 – Workshops**3.3.1. Workshop on Datamining- Medialab Katowice – data expert****Objective:**

Conference on the process of uncovering patterns and other valuable information from large data sets. The aim is to learn about data warehousing technology and the growth of big data. Developing data mining techniques that help transform raw data found in social media and data stores into useful knowledge about contemporary social issues.

Learning outcomes: LOD1, LOD2, LOD4, LOD7, LOD9, LOE1

Organisation:

The conference is based on the presentation of different projects in which the speaker participated followed by a question-and-answer segment.

The projects discussed first explained the tools and methods used to investigate the cultural ecosystem of Katowice based on the analysis of data obtained through social media and online services. This segment explained the design process of transforming raw data into visualizations to understand the mechanism governing the city environment.

Next, the methods and tools for an experimental research initiative that investigated the frequentation of five Bratislava parks during covid were presented, which was analysed through Instagram data to discover their detailed content and subjects. For this case, the automation process in the extraction of posts for subsequent data mining was presented in detail. Using the Python 3 tool, the following methods were taught: extraction of posts from the Instagram API, pre-processing and cleaning of data, and finally data analysis and visualization.

Finally, Students were invited to ask questions and think about possible uses of these tools for urban planning efficiency applications.

Online students participated co-modally by asking questions and interacting with the students in class by proposing possible innovative solutions to solve urban-related issues in their own cities.

Outcomes:

The workshop provides students with tools and methods for managing data obtained from social networks for conducting qualitative research. The lecture provides students with a first general overview of the data processing tools



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3.3.2. Workshop on Data pursuit – GIG, data expert

Objective:

Data activism as scholarly pursuit could support data literacy as a driver of societal transformation. This workshop encourages critical approaches to knowledge production and the phenomenon of datafication in society. Through this, opportunities for environmental conflicts and potential threats and the ability to visualize environmental data can be mapped.

Learning outcomes: LOD1, LOD2, LOD4, LOD7, LOD9, LOE1

Organisation:

Co-modal activity:

The conference is based on the presentation of one project instrument and the results in which the speaker had participated followed by a roundtable discussion segment.

The project discussed, explained the tools and methods used for the development and implementation of a new e-service in the form of an open-access information system regarding post-mining areas in the Silesian Voivodeship. This segment explained the process of the creation of an online database that features post-industrial sites and covers elements such as the presence of residential buildings, agricultural activity, and environmental conditions.

The online Database “OPI-TPP 2.0” provides access to:

- Cataloged information on post-industrial sites, with a focus on mining areas, in the form of a database, GIS information layer, and individual reports.
- Cataloged documents in digital format (the digital repository) → scans of documents, photographs, drawings, and 3D models.
- Tools to assess the attractiveness of post-mining areas (investment, ecosystem, cost):
- Attributes in the database.
- Independent tool for individual analysis.
- Tool for comparative evaluation of post-mining areas.

At the end of the conference, students were invited to ask questions and think about possible uses of this tool for potential projects.

Online students participated by asking questions and interacting with the students in class by proposing possible innovative solutions to deal with environmental issues in their own cities.

Outcomes:

The workshop provides students with tools and methods for creating databases for conducting research in the field of durability. The conference encourages students with a reflection on the usefulness of databases in the environmental field.



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3.3.3. Workshop on Cybersecurity – UniL, IT expert

Objective:

This workshop aims to provide students with basic information about cyber security. It aims to make them aware of the main sources of hacking, and to show them simple tools to protect themselves effectively and without the need for advanced computer knowledge.

Learning outcomes: LOD5, LOD9

Organisation:

This workshop was organised in the form of a lecture given by a security professional from the University of Lausanne. The following topics were discussed:

- Password protection, flaws and ways to limit the risks
- Phishing, implementation techniques and means of protection
- The possibility of setting up a backup system, its usefulness and its limits
- The interest of keeping your equipment up to date, the dangers and risks of not doing so

The session ended with a question-and-answer session with the students.

Outcomes:

The workshop gives student the opportunity to reflect on their behaviour regarding online and digital activity and security purposes. The content was accessible enough for beginner public to let them engage in tools and advice to guarantee their online safety



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3.3.4 Workshop Searching for Data and Data Evaluation 1 – UEKat lecturer

Objective:

This workshop aims to strengthen the skills in accessing publicly available data on European regions and encourage the students to search for insights allowing their interpretation. Experiencing the process of data discovery, management, evaluation and visualization.

Learning outcomes: LOD1, LOD2, LOD3, LOD7, LOD8, LOE3, LOE5

Organisation:

Co-modal activity:

A presentation on the Eurostat Data Browser database and how to access regional statistical databases in order to analyze gross domestic product regional indicators.

Following this, the on-site student's forms groups of 3 to 5 persons and the online students form a group of four participants.

Their task is to download, visualize and interpret the Gross Domestic Product (GDP) data of the selected European regions. For this they are guided through twelve specific steps:

Step 1: Go to the Eurostat Data Browser, i.e. the official data portal of the European statistics (https://ec.europa.eu/eurostat/databrowser/explore/all/all_themes). → “General and regional statistics” in the menu and further click on “Regional economic accounts” and “Gross domestic product indicators” in the left panel.

Step 2: Right now, in the right panel, you will be able to find a link to the main table marked “Gross domestic product (GDP) at current market prices by NUTS 2 regions [NAMA_10R_2GDP] [18/04/2022 23:00]”. Go there.

Step 3: You have been taken to the table view with a long list of European regions and data on GDP in consecutive years. Find the “Download” menu button in the upper part of the screen. Use the list to choose “Full dataset [NAMA_10R_2GDP]” and “Spreadsheet (.xlsx)”. Your download starts. Save the file to your computer. While opened it will look like this:

Step 4: For the task, you will use data denominated in the [Purchasing Power Standard](#) in sheets: 5 “Million purchasing power standards (PPS, EU27 from 2020)” and 6 “Purchasing power standard (PPS, EU27 from 2020), per inhabitant”. First, go to sheet 5.

Step 5: Right now you need to filter and copy/paste raw data (values) on at least the following [NUTS2](#) regions:

- Yugoiztochen (Bulgaria),
- Nordrhein-Westfalen (Germany),
- Nord-Pas-de-Calais (France),
- Slaskie (Poland),
- your home NUTS2 region(s) - ask the teacher for assistance if needed;



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Step 6: Use your knowledge of maths to re-calculate the raw data so that the value for 2000 equalled “100” for every region (we call it a **base year**) and the consecutive values would be calculated proportionally to refer to the base year.

For example, if original values are 2000: 300; 2010: 450; 2020: 600 - the re-calculated values will be 2000: 100; 2010: 150; 2020: 200.

Step 7: Use the insert chart menu in Excel to derive two line charts like these:

Step 8: Repeat steps 5-7 for sheet 6 “Purchasing power standard (PPS, EU27 from 2020), per inhabitant” from your original database. **Congratulations! Right now, you have four-line charts for analysis.**

Step 9: In this step use the accessible sources of information to find out more about the regions under scrutiny. Try to understand what might have impacted the way these territories developed throughout the last two decades. It is worth thinking, for example, about:

- historical and geopolitical context,
- past and present industrial structure,
- Europeanization and globalisation plus their impact,
- social issues,
- and any other relevant background information.

Step 10: Now get back to the four charts. We all know that GDP is quite an aggregate measure. On the other hand, its calculation is hardly biased, which makes it a very general but useful indicator. Having this in mind, analyse the charts.

- What are the obvious observations (smaller, bigger, faster, slower etc.)?
- What might be the reasons why the trajectories are just like that?
- Are there any reasons why some observations might be misleading/biased (even though all NUTS2 regions are expected to be statistically equal)?

Step 11: Note down some key findings, not to forget them while exchanging opinions with peers in the room.

Step 12: Make your charts ready for presentation. Submit the pdf via the form:

<https://forms.gle/LUa1G28kuHsttFEL8>. Name the file:

FirstNameOfTheMainPresenter_SurnameOfTheMainPresenter.pdf (e.g. Marcin_Baron.pdf).

Outcomes:

The activity allowed the students to work in groups the students were organised into different mixed groups from different universities with the aim of leading them through an exercise where they had to find, manage and evaluate information from the Eurostat Data Browser Finally present their results and analyse the differences between other groups as well as reflections on the process of information management and the results obtained.



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3.4. Day 3 – Workshops and Video production (script)

3.4.1. Workshop on searching and data evaluation 2 – UEKat lecturer

Objective:

This segment aims to strengthen skills in accessing data on real estate markets publicly available on real estate listing platforms (websites) and encourage the students to search for insights allowing their interpretation in the context of finding factors determining real estate variables.

Learning outcomes: LOD1, LOD2, LOD3, LOD7, LOD8, LOE3, LOE5

Organisation:

Co-modal activity:

A brief introduction to the real estate market and tools to help predict events in this economic field. Online and on-site learners are then guided co-modally through a six-step exercise which is as follows:

Task: Your task is to find, select and interpret data on factors determining prices on housing market in New York City.

Step 1: Introduction to real estate markets

Discuss the following real estate issues:

- What is real estate from legal and economic perspectives?
- Why real estate is a unique commodity (What features of real estate make them different from other goods)?
- Why real estate is a perfect example of imperfect market? Summarize the discussion in the context of searching and data evaluation.

Step 2: Fill in the table. What kind of information about individual house/flat do you consider relevant for their valuation or trading? Discuss the differences that exist between different countries (Spain, Portugal, Italy, Finland, Slovakia, Poland)?

Step 3: Go to the Realtor.com website (<https://www.realtor.com>). Then choose first for sale offer (upper left side of the screen) and check what kind of information you can get. Compare the set of information from the Realtor.com with those provided in the table in the previous

Step 4: In the offer from previous step, go to the section „Neighborhood” then choose „West Village Neighborhood”. Find out about neighborhood real estate market based on data such as: Median Listing Home Price, Median Listing Home Price/Sq Ft, Median Sold Home Price. On the map use the bar in order to check the noise level, flood risk or schools quality.



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Step 5: In the search window write „Harlem, Manhattan, NY”. Compare data from Harlem with data on West Village. What are the differences? What do you think are the reason for these differences?

Step 6: Real estate buyers usually make decisions based on 4-7 criteria. Some of these factors may have more, others less weight. Real estate appraisers try to reflect the market situation by identifying and using these factors as price attributes in a specific market. Manhattan is a unique housing market, comparing with them show and explain unique price attributes on housing markets in Katowice, Kosice, Bratislava, Stockholm, Tampere, Bologna, Lisbon. Are data on these attributes available?

Outcomes:

In this workshop, the students had to explore different data sources from internet web-sites allowing them to analyse the variables that influence real estate market prices in different cities around the world. This allowed them to have a reflexion on the reliability of the information to predict changes.

3.4.2. Workshop on video production- UniL, media expert

Objective:

This segment seeks to improve learner engagement through the effective use of media. It explains the process of creating a video, from concept to completion. The aim is to work in groups and make a three-minute teaser/synthesis video in three main stages (3 days) about subjects learned during the workshop week. Students are thought how to create a pre-production plan (script writing, storyboarding and sourcing material). Learn the basics of filming (lighting, audio, recording and basic post-production skills) and acknowledge relevant legislation including accessibility and copyright in media production.

Learning outcomes: LOD4, LOD6, LOD7, LOD8, LOE2, LOE3, LOE5

Organisation:

Co-modal activity:

This segment aims to explain the process of creating a video. It consists of three phases: Pre-production, Production and Post-production. Phase one (Pre-Production: Day 1) is where all the planning and coordination takes place, phase two (Production: Day 2) is when capture all the elements that will be in the final video and phase three (Post-Production: Day 3) is where all the elements are edited and combined to create the final video.

In detail these are the three phases to be taken:

Phase One: Pre-Production



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The first step in the process of creating a video is all about preparation and setting the groundwork. During this phase, it's essential to do the planning, research, problem-solving, and organization necessary **to set your video project up to be successful.**

1. **Fact Finding:** Discuss with video production team together to define the purpose, strategy, and goals for your video project and how it will be used after it is finalized. This is the part of the process where you'll want to communicate things like subjects, target audience, and the tone for the piece.
2. **Pre-Production meeting: Outline the script and storyline.** Make sure to set the timeline, identify the characters and any location details.
3. **Site visit (Optional):** Depending on the complexity of the shoot, it can be helpful to do a site scout of your location, especially if nobody knows the site.
4. **Shoot preparation:** The team should have its scripts defined and interviews questions discussed, characters are checked, schedule is finalized and locations are confirmed. All these details will help ensure that the production phase goes smoothly.

Phase Two: Production

The meetings are over, the preparation is complete. Now, it's time to have some fun! The production phase is where you capture all the interviews and footage for your video. This is the part where the story begins to come to life.

The production phase is where all the raw materials for your video will be captured. If you have specific visions, ideas, or visuals that you want to be included in the final product, be sure that you have clearly communicated that with your producer before the end of the production phase.

The production phase includes:

- Setting up the sound/lighting/video equipment
- Conducting interviews
- Recording voiceovers
- Capturing b-roll (extra footage that is used to support your story)

Phase Three: Post-Production/edition

After the production phase is finished, the edition phase comes to life. During the post-production phase, your video production team will begin the process to organize, plan, and edit the actual video.

Your team will carefully review all the footage and work on the selection of recorded material. Then, you will assemble the story and the edition does their magic to bring all the pieces together.

The post-production phase includes:



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- Logging the interviews/scenes
- Producing the final story
- Music/sound selection
- Voice re-recording
- Video editing
- Final Delivery

The video production team will handle all the nuts and bolts of making the project come to life. This process takes cooperation and creativity, so don't expect that it will happen in some hours.

- **Revisions:** Once the initial version of the video is edited, it's time to review the work. Assuming there are some changes that need to be made.
- **Final Delivery:** Once the video is finalized, it's time to export the video to its final format. All platforms (Moodle, Coursera, YouTube, Facebook, etc) have slightly different specifications for optimal video playback. This should be discussed thoroughly in the pre-production process.

Outcomes:

This workshop provided students with tools and methods for the creation of digital content. Even if this method is easier to organized and worked well, an improvement could be done by mixing online and onsite student. Each group was worked on a topic of the week (Data pursuit, Datamining, Data management and evaluation and cybersecurity). They had to organise themselves autonomously for two days to produce a 3' video. The groups had to learn how to work with technical hardware for the creation of quality content.



3.5. Day 4 – City exercise and Video production (recording)

3.5.1. City exercise – UEKat lecturers, UniL lecturers

Objective:

Experiment the «smart city potentials and limits. Digitalization is today very present in our daily lives. This workshop aims at developing the ability to identify and use digital tools in the city context (public space, transports, etc.). It also aims at developing the capacity to analyse these tools and to express critics and solutions when unsatisfactory

Learning outcomes: LOD1, LOD2, LOD4, LOD9, LOE4

Organisation:

Task for students:

Online students have to help a disabled person that can hardly walk, to go from the place they are sitting to the closest train station and help him/her to get on the train: that person needs to go to the doctor in the next big city. The person has a big and quite heavy bag (without wheels) that student will have to carry. Student doesn't have a car, and a limited budget.

- 1) Step 1: by group (video group) student will first try to organise themselves, during a zoom session of max. one hour the trip to the station. Students will seek for information and digital tools that can help them (see if some exist, what information is available, etc.). Student will analyse them (availability / reliability / precision / usefulness / ... valuation).
- 2) Step 2 : each student will do the trip to the station to do field observation. Each will make a picture that represents, according to her/him the difficulties/potentialities/help digital tools can bring to ease city mobility for persons in a disability situation.
- 3) Step 3 : collect the pictures (one per group member) in a ppt presentation (one per page + a short comment + location of the picture) and indicate among them which is the one you think is the most representative for your group (just put it on the first slide)
- 4) Step 4 : write 5 max. take away messages (one/two line max. per message)
- 5) Step 5 : send and discuss the presentation with other students and teachers.

Onsite students have to organise a trip from University Campus (@CNTI) to point A or point B and then to point C in Katowice. This trip has to be accessible to persons in a disability situation (using a wheelchair, using a crutch, having problems with clear seeing, etc.). Student must also take into consideration the fact that some people may do the trip at night and need to feel safe... To organize this trip a short study visit in the city is required.

- 1) Step 1: by group (video group) student first organise the visit (max. one hour). They will seek for information and digital tools that can help them (see if some exist, what



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information is available, etc.), and analyse them (availability / reliability / precision / usefulness / valuation).

- 2) Step 2: the group will then do the visit to do field observation. The group will make a picture of a situation that represents the difficulties/potentialities/help digital tools can bring to ease city mobility for persons in a disability situation.
- 3) Step 3: the group will prepare a ppt presentation. On the first slide they will present the picture, with a short comment and the location of the picture
- 4) Step 4: on a second slide the group will write 5 max. takeaway messages (one/two line max per message)
- 5) Step 5: send and discuss the presentation with other students and teachers

Outcomes:

Students produce material they presented to explain what they saw during the exercise. It allows them to concretely experienced and understand the issues of accessibility in the city and to reflect on the opportunity to use digital technologies to improve it.

The workshop was organized in a “separate co-modality”, meaning that online students worked together and onsite student also. Even if this method is easier to organized and worked well, a improvement could be done by mixing online and onsite student.

Take away messages provided by students are the following:

1. Being in a wheelchair take a lot more time for a simple way.
2. Big cities are much more equipped for disabled people than villages.
3. It’s easier to carry heavy weights in the city-center streets.
4. Cities have a lot of passersby that could be potential helpers unlike small towns.
5. You can visit the bus/train website to know if the service is equipped with disabled necessities.

Examples of outcome from onsite student can be requested by contacting the project leader by email.



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3.6. Day 5 – Video production (editing) and Plenary presentations

The morning of the fifth day was devoted to finalizing the production of the students' videos.

The afternoon was used to present the students' work. Access to the videos produced can be requested by contacting the project leader by email.

The plenary session should give the opportunity to students to reflect of the week and to provide feedback.

4. Event outcomes – progress among students; critical reflections

4.1. Video production

Short videos were greatly produced by students. For access, please contact the project leader by email.

4.2. Questionnaire to student

At the beginning and end of the week, students were asked to answer a short question about how they felt about each of the skills they had worked on during the week. The questionnaire included Likert scales from 1 (no knowledge) to 5 (mastered knowledge).

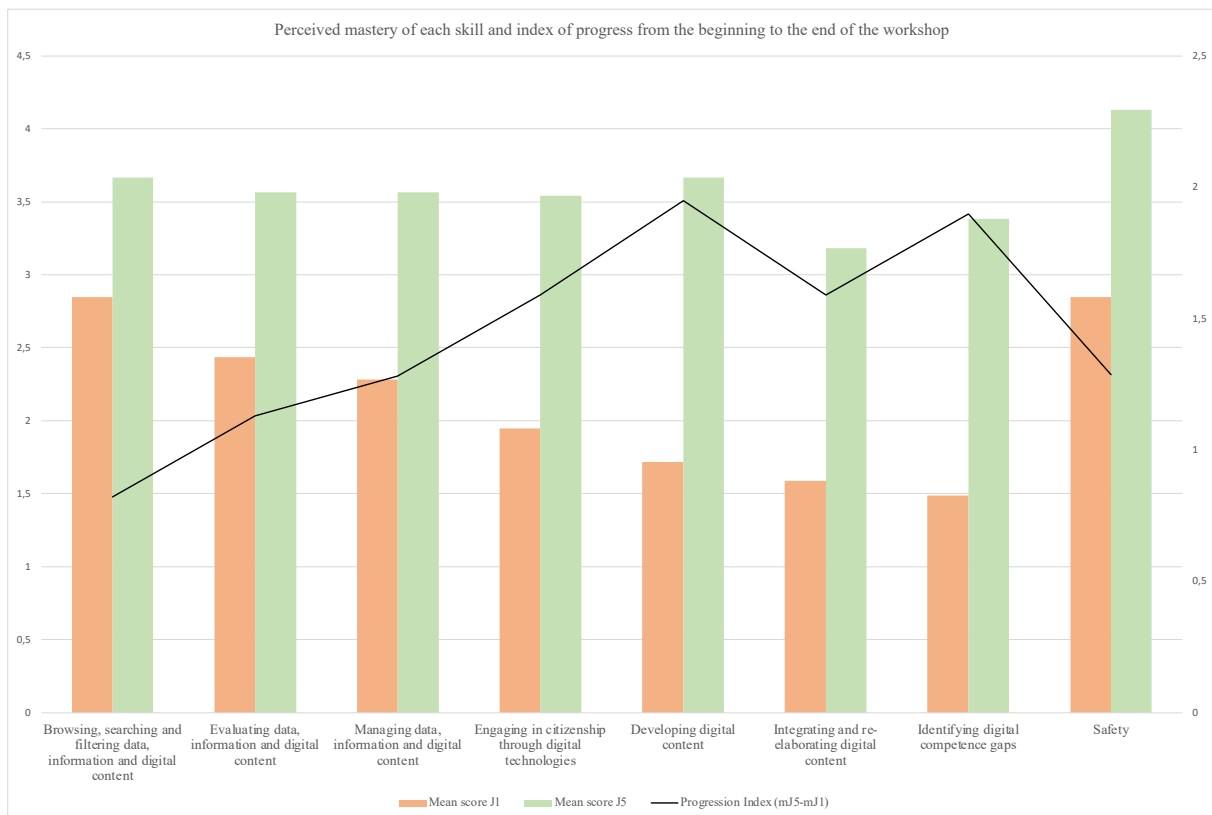


Figure 1. Results of the surveys



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The results provided in Figure 1 shows that competences related to the development and re-elaboration of digital content was the less master by student, plus the one concerning the identification of their own competence gaps.

The progression Index (mean score day5 – mean score day1) show that the most progression is done in the competence “learned by done”.

4.3. Points to improve – Feedback

Teachers Team Debriefing :

- Didn't anticipate technical issues (Showcase videos, cameras, Wi-fi): check list can be useful for the future
- Divide roles among staff to secure technical issues
- For the future, the team should picture scenarios for ongoing problems
- Workshop preparation – creating the content in advance will help to do the scenarios
- Good to define the role of one teacher responsible for online and another onsite
- Online students were overwhelmed and missed social aspects – Care more about basic biologic needs (free time to eat, toilet, rest, etc)
- Hybrid activities were not well coordinated – “maybe we should separate online and onsite activities for next time”
- Too many changings of classrooms- For the future would be better to have just one room for the week.
- 50 people onsite – maybe is a lot.

Online Students Comments:

- On the first days of the workshop, lectures were very concentrated and were difficult to follow
- The content of seminars on the same day were different and students had difficulty to follow
- The video production workshop was really difficult to coordinate within online students (“difficulty to be creative without access to hardware equipment”)
- Time in break-out rooms was something really useful but sometimes the time was too short to organize every task

Onsite Students Comments:

- Workshops with group work was very appreciated. Students would prefer to work more in groups.
- The Internet was not working well so some of the seminars were not easily followed (Eurostat and real state data evaluation)
- Many hours of seminars. some students didn't have enough time to have lunch at mid-day and were exhausted at the end of the day
- Students highlighted activities like city exercise and video production



Appendix – final programme of the peer learning activity

		Final program - How to live and learn in a digital world - For students				
		Monday 10/10	Tuesday 11/10	Wednesday 12/10	Thursday 13/10	Friday 14/10
08:00						
09:00			Workshop Data mining <i>Karol Piekarski</i> @3/15 and zoom 9h00-10h45	Workshop Searching & data evaluation <i>Marcin Baron, Adam Polko, Artur Ochojski</i> N203 and Aula NN and zoom 8h00-11h00	City Exercise <i>Artur Ochojski</i> @5/15 and zoom (on demand)	Group video production Production N221 / N01/34 and zoom (on demand) <i>Autonomous</i> Recommended 8h00-12h00
10:00						
11:00			Workshop Data pursuit <i>Karolina Jaderko-Skubis</i> @3/15 and zoom 11h00-12h00	Workshop Video production Aula NN and zoom <i>Jeff Van de Poel</i> 11h30-13h00		
12:00			<i>Lunch time</i>	<i>Lunch time</i>	<i>Lunch time</i>	
13:00			Workshop Using social media <i>Eric Valdenair</i> @3/15 and zoom 13h15-15h00	<i>Lunch time</i>		Plenary meeting Presentation and feedbacks Aula NN and zoom 13h00-15h00
14:00			Workshop Cybersecurity @3/15 and zoom Yassine Ghennai	Group video production Script N01/35 and zoom (on demand) <i>Autonomous</i> Recommended 14h00-17h00	Group video production Recording @4/16 and @4/18 and zoom (on demand) <i>Autonomous</i> Recommended 13h00-17h00	Feedbacks Aula NN anz zoom 15h00-16h00
15:00						
16:00		Opening session <i>Game between learners</i> <i>Opening presentation of the week</i> <i>Refreshments</i> @2/19 / @lobby				
17:00						
<i>Evening - free social and networking activities</i>						

