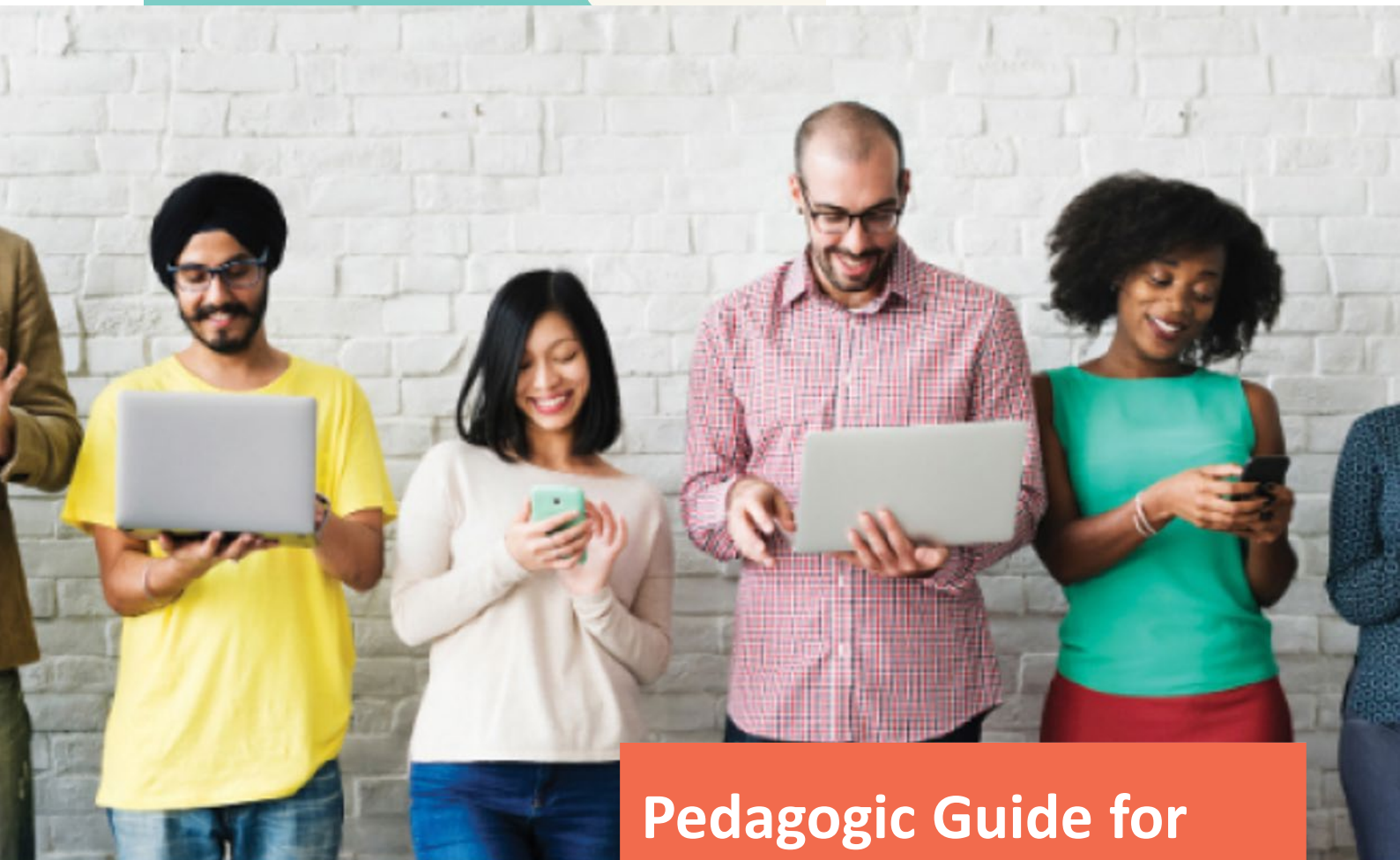


STUDENTS

AS DIGITAL CIVIC ENGAGERS



Pedagogic Guide for Teaching Digital Civic Engagement (IO3)

Open Educational Resources

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1. INTRODUCTION



▶ WHAT IS THE STUDENTS AS DIGITAL CIVIC ENGAGERS PROJECT?

Civic Engagement can be viewed as the backbone of a democratic society. Similarly, students that are civically engaged are also more likely to help to encourage and form an inclusive society. With the Covid-19 Pandemic, civic engagement has shifted focus from in-person to virtual. Digital tools enable students to widen opportunities for civic engagement and find solutions to real-world needs. They are also transformative and empower students in their civic engagement through digital services.

The Students as Digital Civic Engagers project is an Erasmus project developed to increase the digital skills and civic engagement knowledge of HEI managers and academic staff to empower students to become confident civic engagers through the use of digital technologies. <https://www.studentcivicengagers.eu/>

▶ WHAT IS THE PEDAGOGIC GUIDE?

The purpose of the Pedagogic Guide is to facilitate the use of the open educational resources developed as the key deliverables of the Students as Digital Civic Engagers project. Within this Guide, educators will be equipped to use the Open Educational Resources (OERs) best. In addition to the OERs, teachers and students can use the Guide to Digital Civic Engagement (IO1) and the Toolkit for Digital Civic Engagement (IO2) in further higher education or continuing education scenarios.

In this Pedagogic Guide, teachers and students will find an explanation of the relationship between the Guide for Digital Civic Engagement (IO1) and the Toolkit that includes digital tools (IO2) and guidance on how to use them together. Scenarios can include classroom, online or hybrid uses by teachers and students according to their pedagogic and practical experience. Besides, teachers and students will be able to benefit from the OERs learning objectives with cross-referencing to competency frameworks such as DigComp & EntreComp.

The Pedagogic Guide also explains different types of materials used in the digital civic engagement project—student-led, mandatory, extra-curricular, etc.

Experts have developed the OERs; they are passionate about Civic Engagement and its transformational use in the community and society. It is designed to empower students and teachers to better understand the role that civic engagement plays in our modern world and how digital technologies can be crucial to the success of a digital civic engagement project.



▶ OVERALL LEARNING OBJECTIVES OF THE OERS

▶ There are in total six different modules with the Digital Civic Engagement OERs:

MODULE 1: Digital Civic Engagement – The potential at the intersection of technology and new media

MODULE 2: Where are the opportunities for students?

MODULE 3: How to set up a Digital Civic Engagement Project

MODULE 4: Managing a Digital Civic Engagement Project

MODULE 5: How to finance and fund your project including tech focused models

MODULE 6: Marketing your civic engagement project, cause, and collaboration

Each module has been created to introduce a student to different concepts surrounding digital civic engagement, with each module giving students the knowledge of how to identify a need for a Digital Civic Engagement project, and the necessary tools and information for students to become involved in civic engagement, or for them to create their own Digital Civic Engagement project.

Specifically, participants will acquire the following knowledge and skills:

The understanding of what civic engagement is and what defines a Digital Civic Engagement project.

What the different types of Digital Civic Engagement project are.

Different ways that students can participate in a civic engagement project.

A greater understanding of the DigComp and Entrecomp frameworks.

The skills and competencies that can be developed from participating in a Digital Civic Engagement project.

How to create a Digital Civic Engagement project from start to finish.

Guidance on how to manage a Digital Civic Engagement project.

Knowledge on ways that students can finance and fund a project.

Understanding of how students can market their own Digital Civic Engagement project.





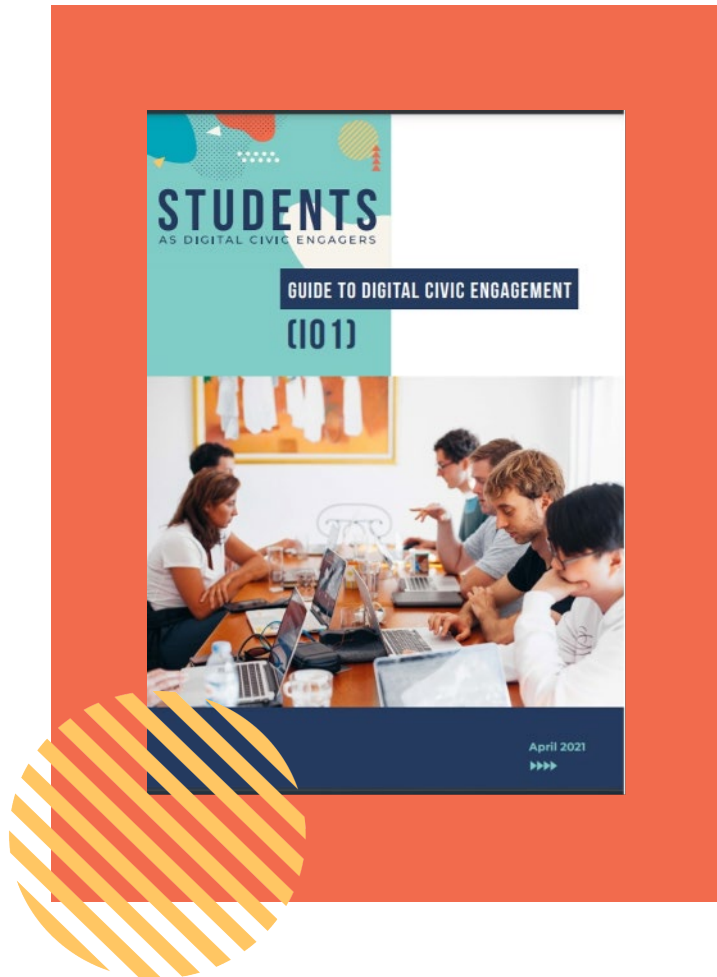
2. THE USE OF THE GUIDE TO DIGITAL CIVIC ENGAGEMENT



Digital Civic Engagement enables educators and universities to be more open to methods that adapt changes in attitudes towards teaching and learning. The Guide to Digital Civic Engagement (DCE) draws on extensive research on students' digital civic engagement. It focuses on the conceptualisation of digital civic engagement in theoretical and empirical research and explores how digital civic engagement can be integrated on different levels of higher education (policy, teaching, and learning). It is a research-based resource for higher education institutions' (HEIs') educators and managers who plan to implement DCE education into their organisation. The Guide comprises a profound knowledge base on DCE and the learning opportunities it offers. It gives practical guidance for HEI educators on how to integrate DCE into their teaching.

► **There are two main target groups:**

- 01**  Higher education managers- Managers who plan to implement digital civic engagement education into their organisation.
- 02**  Higher education educators- Gives practical guidance for educators on how to integrate digital civic engagement into their teaching.



► **HOW TO PEDAGOGICALLY USE THE EDUCATOR'S GUIDE TO DIGITAL CIVIC ENGAGEMENT**

The Educators Guide to DCE presents innovative pedagogic strategies for teaching of Digital Civic Engagement. Some of the areas that the concept of student digital civic engagement include:-

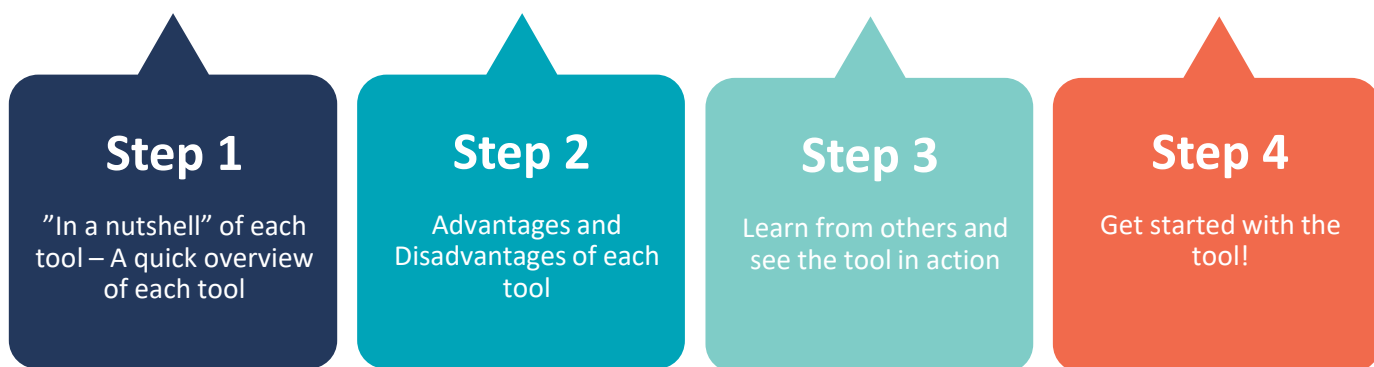


3. THE USE OF THE STUDENT DIGITAL CIVIC ENGAGEMENT TOOLKIT



The Student Digital Civic Engagement Toolkit aims to increase the ability and motivation of university lectures and educators to incorporate digital civic engagement activities into their curricula/teaching strategies, with a particular focus on increasing their confidence in using digital tools. The Toolkit is comprised of a total of **24 tools, with six different categories of tool**: Presentation tools, crowdsourcing tools, collaboration tools, civic good tools, social technologies, and digital creation tools. The purpose of the toolkit is to highlight what tools are available, and how someone can use them as they need. For example, each tool is split into four separate steps:

Follow our simple 4 step approach:



Within each step, users of the toolkit will find a description of the tool and how it can be used, a section on the advantages and disadvantages of each tool, a video explaining about the tool, and finally links/ resources on how to use the tool.

<p>01</p> <p>PRESENTATION TOOLS</p> <ul style="list-style-type: none"> • Nearpod.....8 • Powtoon.....10 • Prezi.....12 • Thinglink.....14 	<p>04</p> <p>CIVIC GOOD TOOLS</p> <ul style="list-style-type: none"> • Empower.....35 • FoodCloud.....37 • I-Vol.....39 • Vincles BCN.....41
<p>02</p> <p>CROWDSOURCING TOOLS</p> <ul style="list-style-type: none"> • GoFundMe.....17 • Consul.....19 • Decidim.....21 • OpenIdeo.....23 	<p>05</p> <p>SOCIAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • LinkedIn.....44 • Stunited.....46 • Edublogs.....48 • Goodwall.....50
<p>03</p> <p>COLLABORATION TOOLS</p> <ul style="list-style-type: none"> • Perusall.....26 • CMaps.....28 • Google Drive.....30 • Padlet.....32 	<p>06</p> <p>DIGITAL CREATION TOOLS</p> <ul style="list-style-type: none"> • Canva.....53 • HSP.....55 • iSpring Free.....57 • OBS.....59

An image of the tools available in the SDCE Toolkit.

4. THE DIGITAL CIVIC

ENGAGEMENT OPEN

EDUCATIONAL

RESOURCES (OERS)



4.A. USING THE OERs

The Digital Civic Engagement OER Syllabus has been created in recognition of two key European Competencies Frameworks, namely with DIGCOMP 2.1 (Digital competencies for citizens) and ENTRECOMP (entrepreneurial competencies).

DIGCOMP 2.1 Digital competencies for citizens, identifies the key components of digital competence in 5 areas which span:



- 01 Information and data literacy
- 02 Communication and collaboration
- 03 Digital content creation
- 04 Safety
- 05 Problem solving

EntreComp: the European Entrepreneurship Competence Framework is a reference framework to explain what is meant by an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.

Both frameworks are well established at European level and describe proficiency levels for each competence, that have been defined through learning outcomes (using action verbs, following Bloom’s taxonomy) and inspired by the structure and vocabulary of the European Qualification Framework (EQF). Moreover, each level description contains knowledge, skills, and attitudes, described in one single descriptor for each level of each competence.



4.B. OER MODULES

► There are a total of six modules in the Digital Civic Engagement OERs:

MODULE 1: Digital Civic Engagement – The potential at the intersection of technology and new media

MODULE 2: Where are the opportunities for students?

MODULE 3: How to set up a Digital Civic Engagement Project

MODULE 4: Managing a Digital Civic Engagement Project

MODULE 5: How to finance and fund your project including tech focused models

MODULE 6: Marketing your civic engagement project, cause, and collaboration

The modules are developed as Open Educational Resources and are based on ready to use learning activities, including original teaching content, information, exercises, and best practices.

READY-TO-USE LEARNING ACTIVITIES

Teaching/Learning modules will include a variety of original teaching content, information, insights and best practices.

Together with the Educators Guide, these modules will provide academic staff with a complete toolkit for introducing civic theory and a means to engage students in real life examples that are relevant to their topic of study.

- 1 Module 1 - Digital Civic Engagement - the potential at the intersection of technology and new media
- 2 Module 2 Where are the opportunities for students?
- 3 Module 3 - How to set up a digital civic engagement project
- 4 Module 4 - Managing A Digital Civic Engagement Project
- 5 Module 5 - Exploring funding, lean start-up and the power of CSR
- 6 Module 6 - Marketing your Civic Engagement project, cause and collaboration

An Image highlighting the different Modules to be found in the OERs

4.C. OERS LEARNING OBJECTIVES

Each of the six modules module is comprised of between 4 to 5 topics. The learning objectives of each module are as follows:

Module 1	Digital Civic Engagement – The potential at the intersection of technology and new media.
Overview	Throughout this module the content will examine student digital civic engagement. It is defined what it is and its potential for societies. The competencies that can be developed when students practice civic engagement are also identified. Within this module, some of the case studies are included to give students real life examples of civic engagement projects that were researched as part of the Guide to Digital Civic Engagement (IO1).
Topic 1:	<p>What is Student Digital Civic Engagement?</p> <p>Within this topic, the concept of student digital civic engagement is explored in detail. In this topic students and learners are introduced to the concept of digital civic engagement, and the differences between related concepts. For example, the concepts of civic engagement, digital civic engagement, and student digital civic engagement are explored.</p>
Topic 2:	<p>How Is Digital Civic Engagement Impacting Universities (and beyond)?</p> <p>Within this topic, the relationship between civic engagement and digital technologies is explored. Learners are initially introduced to the Guide to DCE (from IO1 of this project). At the end of this module students should become aware about the relevance of digital technologies to civic engagement. There are two concepts introduced in this section highlighting the importance of digitalization in projects- purpose digitalization and emergency digitalization. Students by the end of this topic should be able to explain the difference between the two concepts and how they can influence a digital civic engagement project.</p>
Topic 3:	<p>What competences do student civic engagers develop?</p> <p>The concepts introduced in this topic are related to digital competencies and entrepreneurial competencies. The respective competencies can be found in DigComp2.1 and EntreComp frameworks, developed by the European Commission. This topic explores the competencies that students will develop when they participate in digital civic engagement activities. During this topic students will be introduced to the competencies of “1.3 browsing, searching and filtering data, information and digital content” (DigComp) and the competencies of “3.3 Coping with uncertainty, ambiguity & risk” (EntreComp).</p>
Topic 4:	<p>What does Student Digital Civic Engagement Look Like in Practice?</p> <p>Within this topic, learners are introduced to some of the case studies that were conducted as part of the research contained in the Guide for digital civic engagement (IO1) By the end of this topic learners should be able to provide different examples from the case studies of the students’ project on digital civic engagement as well as giving students an idea of what a digital civic engagement project might look like in the future.</p>

<p>Module 1 Exercises and activities:</p>	<p>At the end of each module, there are several activities and extra content that students can do to help increase information and learning retention. The videos provided are designed to help give further context to learners as a self-led activity that students can do at home, in between classes or outside when students take the initiative themselves. Similarly, the first set of exercises is provided as a self-led activity. The second set of exercises is designed to be provided as part of a group activity within lectures.</p> <p>In module 1, the self-led activity is comprised of students watching the provided videos, and then answering questions about some of the concepts and content discussed throughout this module. These questions are designed to provoke students into thinking about previous experiences of Digital Civic Engagement that they may have experienced in the past. The group-work activity puts students into teams to identify ideas for their own potential civic engagement project, reflecting on past experiences that might provide potential beneficial ideas for future civic engagement projects.</p>
<p>Module 2</p>	<p>Where are the opportunities for students?</p>
<p>Overview</p>	<p>The module examines the challenges for students who participate in digital civic engagement activities. Students learn about how to identify different examples and opportunities for creating civic engagement projects as well as the resultant competencies and skills that they will gain in the future.</p>
<p>Topic 1:</p>	<p>Problems that need solving – spotlight on global issues. Within this topic learners are introduced on how to find problems that need solving, on both at global and local community scale. The learning outcomes of this topic is that students will be given a wide variety of ideas for identifying different problems in local communities and issues at a global scale</p>
<p>Topic 2:</p>	<p>Improving your community through civic engagement Within this topic learners are introduced to some best practice examples taken from the case studies. Learners should be able to identify what made these projects work, and why they would be beneficial to a community.</p>
<p>Topic 3:</p>	<p>Taking a service-learning approach to an DCE project. This module explores the concept of service learning and the impact that it has on student civic engagers. After covering this content learners should be able to explain the concept of service learning, as well as provide examples of it in action. Moreover, the benefits of service learning will also be covered, and what will be the potential of service learning as a pedagogical approach.</p>
<p>Topic 4:</p>	<p>DCE is building your competency levels. Here are the opportunities. Introduce DigComp and EntreComp frameworks. This topic explores the competencies that students will develop when they participate in digital civic engagement activities. Students will be introduced to the competencies of “2.3 Engaging in citizenship through digital technologies.” (DigComp) and the competencies of “1.5 Ethical and sustainable thinking” (EntreComp).</p>
<p>Module 2 Exercises and activities:</p>	<p>At the end of each module, there are several activities and extra content that students can do to help increase information and learning retention. The videos within this section explore the UN’s sustainable development goals, new models for civic engagement, an inspiring TED talk on restoring youth Civic Engagement and a video highlighting the importance of Universities’ Third mission. The activity for Module 2 surrounds identifying and addressing issues that a Civic Engagement project would be able to address. Similarly, the second set of exercises is designed to be provided as part of a group activity within lectures. For group activity, students will be thinking about their own experiences of a DCE project, and what issues they might face and how they would address them currently.</p>

Module 3	How to set up a Digital Civic Engagement Project
Overview	This module will examine how students can participate in their own Digital Civic Engagement activities. Students will learn about different DCE examples and what helps them to make sure that the project is successful. This module explains how students can get started on their Digital Civic Engagement project journey.
Topic 1:	What Do Great Digital Civic Engagement Projects Include? This topic gathers similarities between Digital Civic Engagement projects to help highlight what can ensure the success of a Digital Civic Engagement project. The learning outcome of this topic will include an understanding of what makes a good civic engagement project, as well as how to get started with creating and getting involved with their own digital civic engagement project.
Topic 2:	Getting involved in your first digital civic engagement Project/ Initiative This topic covers how to get started with one 's own digital civic engagement project. The learning outcomes of this topic are to understand how they will be able to create their own digital civic engagement project and how to make the first steps to become an established project. The case studies will provide real life examples of how civic engagement projects have become established.
Topic 3:	Using technology to enhance your civic engagement work This topic provides information on tools and reasons why students should use digital technology for their SDCE project. The learning outcomes of this topic has students learn about various digital tools and how they might utilise them in the development/ progression of a digital civic engagement project.
Topic 4:	Designing/ delivering digital civic engagement solutions This topic identifies how to provide solutions to issues that a digital civic engagement project might utilize. The learning outcomes of this topic will be to identify how digital technologies may influence the design and delivery of an DCE project, and how to implement it.
Module 3 Exercises and activities:	Content within Module 3 highlights how social media can be used to help civic engagement, some of the benefits to our society that being civically engaged can help. The first set of exercises, designed as a solo activity comprises of watching the recommended video content, and then complete the activities presented. The self-learning activity surrounds identifying how one might create a team, and some of the problems that you might face when establishing a Digital Civic Engagement project. Similarly, the second activity is a group-based activity where students are placed into a group where they are asked to create an imaginary civic engagement project from scratch. Tasks for the teammates include assigning roles for one another in the project, whilst identifying each team member's strengths skills that they can bring to the project.

Module 4	Managing a Digital Civic Engagement Project
Overview	Within this module the concept of project management is introduced. Students who have covered this module should be able to create a team and match teammates with the skills required to help ensure the project is a success. Learners will also examine some issues that can impact managing a DCE project, as well as how to evaluate the project properly.
Topic 1:	Designing and working within a digital civic engagement team This topic examines how to design and work within a student’s digital civic engagement team. Building upon the information contained in the third module, the learning outcomes of this topic should be that students are given an idea of how to initiate a group to develop an idea, and that students can analyze what skills teammates have and how to put them into a successful project.
Topic 2:	Transforming obstacles into strengths This topic covers information on ways to take negative occurrences of project management, and how to turn it into a positive. Learners within this module should be able to understand the concept of a growth mindset, and the benefits of creating a growth mindset.
Topic 3:	Avoiding project fatigue This topic covers the concept of project fatigue, as well as other sources of fatigue that can impact the success of a project (such as zoom fatigue). Learners should be able to recognize symptoms of project fatigue, as well as include solutions within the design of their project to help combat these potential issues.
Topic 4:	Evaluating your impact This section highlights the importance of evaluation and why it is done within project management. Learners should be able to understand how to evaluate a project once they have completed this topic, as well as recognise the benefits to doing so.
Module 4 Exercises and activities:	At the end of Module 4, there are several activities and extra content that students can do to help increase information and learning retention. The videos provided are designed to help give further context to learners as a solo activity that students can do at home or in between classes. The content of the videos in this Module examines a growth mindset, and how it can benefit people. The video content also explores negative effects of project management such as project fatigue. Similarly, the first set of exercises is provided as a solo activity. The solo activity contains a reflection whereby students are encouraged to reflect on the growth mindset aspect of the Module. The second set of exercises is designed to be provided as part of a group activity within lectures, and the concept of teamwork and group development for project management is explored.

Module 5	How to finance and fund your project including tech focused models
Overview	Within this module budgeting and financing are introduced, providing students with ideas and resources on how they might finance their own digital civic engagement project. The concept of corporate social responsibility is also introduced, and how it might impact a digital civic engagement project in a positive way.
Topic 1:	Estimating project costs and financial needs This topic identifies how to start thinking about the costs of an DCE project, what factors will be involved and how to budget for them. The learning objectives of this topic is to create an understanding of budgeting, what factors need to be accounted for as well as different tools and ways that a DCE project could become established financially.
Topic 2:	Spotlight on lean start up/innovation This topic covers information on ways to finance an DCE project. The learning outcomes are to gain an understanding of lean start-up/ how tech companies help to fund their organisations.
Topic 3:	Crowdfunding your civic engagement projects /causes This topic covers the concept of crowdfunding, and how students can use different forms of funding to help establish their DCE projects. The learning outcomes will be that students will recognise and understand some of the tools/ platforms that are available that students will potentially be able to use to help fund their projects.
Topic 4:	Leveraging the power of corporate social responsibility This section highlights the importance of corporate social responsibility, and how it can be an important factor in activism and solving potential civic problems that could help to be solved. The learning outcomes of this section is to provide an understanding of corporate social responsibility and how it can be used in favour with the development of a DCE project.
Module 5 Exercises and activities:	At the end of each module, there are several activities and extra content that students can do to help increase information and learning retention. Video content in this Similarly, the first set of exercises is provided as a solo activity. The second set of exercises is designed to be provided as part of a group activity within lectures.

Module 6	Marketing your civic engagement project, cause, and collaboration
Module 6: Overview	Marketing your Civic Engagement project, cause and collaboration The information contained in this module surrounds concepts on how to market a DCE project. The information contained in this module will help students to understand the importance of trust for both team members and supporters of a project, the importance of storytelling in businesses, and how to develop a mission and vision statement. Different apps and tools are also introduced in this section as part of how to spread the message of your project.
Topic 1:	Why Building Credibility, Trust and Relationships Are Key This topic examines how to design and work within an SDCD team. Building upon the information contained in the third module, learning outcomes of this topic should be that students are given an idea of how to create a group of people to create a DCE project, and that students can analyse what skills teammates have and how to put them into a successful group.



Topic 2:	<p>Cultivating and Growing a Student Civic Engagement Community</p> <p>This topic covers information on ways to help increase a civic engagement community within your university. The learning objectives of this topic are for students to gain an understanding of the importance of storytelling in marketing, and how this can generate word of mouth publicity and support.</p>
Topic 3:	<p>Spotlight on Mission Marketing</p> <p>This topic covers the concept of mission marketing, and how it can help improve the chances of success of a student’s DCE project. By the end of this topic learners should understand the mission marketing, how to develop a mission and vision statement as well as the benefits.</p>
Topic 4:	<p>Technology Tools to Help You Share and Spread Your Civic Engagement Work</p> <p>This section highlights different digital tools and platforms that students can use to help spread the word of their project. Students should gain the understanding of the selection of tools and how they can benefit the project in different ways, from hosting a website to using social media as a free marketing tool.</p>
Module 6 Exercises and activities:	<p>Within Module 6, the first set of exercises is a reflection. Learners are asked to think about how to write a vision and mission statement for their project and what it means to them. Other learning questions include how students might build trust and use their mission statements to help make the project successful.</p> <p>The group activity in this module surrounds similar concepts of how students can market their Digital Civic Engagement projects. Students are asked to form groups, where they can discuss and answer the questions provided. The groups will be asked what ways they might use digital technologies to help promote their project and what social media platforms would be best. Finally, learners are also asked to use a digital tool to create a social media post or potential website.</p>






▶ 4.D. LEARNING OUTCOMES AND COMPETENCIES

▶ Learning Outcomes:

The overall aim of the Students as Digital Civic Engagers is to provide participants with the knowledge, understanding and skills of how to become more involved in civic engagement projects, and how students can create their own Digital Civic Engagement project.

Having successfully completed the OERs, learners will be able to:

- 01**  Identify what constitutes a Civic Engagement project, how to become more involved in Civic Engagement, and how students themselves can lead a Civic Engagement project.
- 02**  Recognize civic issues that affect them in their own community, and be able to identify and instigate solutions to help communities.

- 03  Be familiar with the different competencies from the EntreComp and DigComp frameworks that partaking in a Digital Civic Engagement project will provide.
- 04  Identify and recognise how digital technologies can be used in a Civic Engagement project and understand the potential benefits that digital technologies can bring to a Digital Engagement project.
- 05  Create a Digital Civic Engagement project from start to finish, with specific understanding of creating and assembling a team, managing a DCE project, funding a DCE project and marketing a DCE project.
- 06  Have understanding of how to evaluate the quality and impact of a Digital Civic Engagement project.
- 07  Develop a greater comprehension on how to create a team, assign teammates the best roles according to their experiences and skills.

► **Key Learning Competencies**

There are several key competencies from the EntreComp and DigComp frameworks that users of the OERs will improve upon/ become more competent. Please refer to the two tables below to identify which frameworks and competencies will be developed:

► **EntreComp Framework**

The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and the Member States for many years. It is one of the eight Key Competences for Lifelong Learning. EntreComp: The Entrepreneurship Competence Framework describes entrepreneurship as a lifelong competence, identifies the elements that make someone entrepreneurial, and establishes a standard reference for initiatives dealing with entrepreneurial learning.

► **The EntreComp framework is made up of 3 competence areas:**



▶ LET'S REVIEW IN MORE DETAIL

▶ 01 Ideas and Opportunities

Competences	Hints	Descriptors
<u>1.1 Spotting opportunities</u>	Use your creativity and abilities to identify opportunities for creating value in a challenging circumstance	<p>Identify and seize opportunities to create value within the market environment.</p> <p>Identify external needs and challenges that need to be met in a new or different way.</p> <p>Establish new connections with stakeholders (investors, employees, customers, suppliers, communities, governments, or trade associations) to create opportunities to mitigate crisis and create value.</p>
<u>1.2 Creativity</u>	Develop creative and purposeful approaches.	<p>Explore and experiment with innovative approaches.</p> <p>Develop new ideas and opportunities to create value, including better solutions to existing and new challenges.</p> <p>Combine knowledge and resources to achieve valuable effects</p>
<u>1.3. Vision</u>	Work towards your vision of the future.	<p>Imagine the future beyond the crisis.</p> <p>Develop a vision to turn ideas into action.</p> <p>Visualise future scenarios to help guide crisis mitigation effort and action.</p>
<u>1.4 Valuing ideas</u>	Make the most of ideas and opportunities	<p>Judge what value is in economic, social, technological and future trends environment.</p> <p>Recognise the potential an idea has for creating value and identify suitable ways of maximising its potential and impact.</p>

Competences	Hints	Descriptors
<u>1.5 Ethical and sustainable thinking</u>	Assess the consequences and impact of ideas, opportunities and actions.	<p>Assess the consequences of opportunities that bring value and the effect of entrepreneurial activity on the target community, the market, society and the environment.</p> <p>Reflect on how sustainable long-term economic goals are and the course of action chosen.</p> <p>Act responsibly.</p>

► 02 Resources

Competences	Hints	Descriptors
<u>2.1 Self-awareness and self- efficacy</u>	Believe in your- self and keep developing.	<p>Identify and seize opportunities to create value within the market environment.</p> <p>Identify external needs and challenges that need to be met in a new or different way.</p> <p>Establish new connections with stakeholders (investors, employees, customers, suppliers, communities, governments, or trade associations) to create opportunities to mitigate crisis and create value.</p>
<u>2.2 Motivation and perseverance</u>	Stay focused and don't give up.	<p>Be determined to turn solution ideas into action and satisfy your need to achieve.</p> <p>Be prepared to be focused and keep trying to achieve progress.</p> <p>Be resilient under pressure, adversity, and failure.</p>

Competences	Hints	Descriptors
<u>2.3 Mobilising resources</u>	Gather and manage the resources you need.	<p>Get and manage the resources needed to tackle the crisis.</p> <p>Make the most of limited resources – lean approaches.</p> <p>Get and manage the competences needed at any stage including technical, legal, tax and digital competences.</p>
<u>2.4 Financial and economic literacy</u>	Develop financial and economic know-how.	<p>Deep review of Finances and Control in terms of earnings, liquidity, information management and monitoring.</p> <p>Plan, put in place and evaluate financial decisions over time and at each stage of a crisis.</p>
<u>2.5. Mobilising others</u>	Inspire, enthuse and get others on board.	<p>Inspire and enthuse relevant stakeholders.</p> <p>Get the support needed to achieve valuable outcomes.</p> <p>Demonstrate effective communication, persuasion, negotiation, and leadership.</p>

► **03 Into Action**

Competences	Hints	Descriptors
<u>3.1 Taking the initiative</u>	Go for it	<p>Initiate processes that tackle the crisis.</p> <p>Take up challenges.</p> <p>Act and work independently to achieve goals.</p> <p>Show resilience and stick to intentions and carry out planned tasks.</p>

Competences	Hints	Descriptors
<u>3.2 Planning and management</u>	Prioritise, organise and follow-up	Set long, medium and short-term crisis management goals. Define priorities and action plans Adapt to unforeseen changes.
<u>3.3 Coping with uncertainty, ambiguity and risk</u>	Make decisions dealing with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages to reduce risks of failing. Handle fast-moving situations promptly and flexibly.
<u>3.4 Working with others</u>	Team up, collaborate and network	Work and cooperate with others to mitigate and tackle crisis. Network with others. Solve conflicts and face up to competition positively when necessary.
<u>3.5. Learning through experience</u>	Learn by doing	Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure.



Competences	Descriptors	Relevant Modules
Managing data, information, and digital content	<p>To articulate information needs, to locate and retrieve digital data, information and content.</p> <p>To judge the relevance of the source and its content.</p> <p>To store, manage, and organise digital data, information and content.</p>	<p>Module 1- Learners are introduced to the concept of Student Civic Engagement and how digital technologies can play an important role, as well as how to search and identify potential future civic engagement projects.</p> <p>Module 6- Learners will find ways of using digital technologies to collaborate with others and find likeminded people.</p>
Communication and collaboration	<p>To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.</p> <p>To manage one’s digital identity and reputation.</p>	<p>Module 2- Learners will gather an understand and improve their competence of how one can engage in citizenship through digital technologies.</p> <p>Module 6- Learners will find information on how to market their projects, in turn creating a story/ persona for their Digital Civic Engagement project.</p>
Digital Content Creation	<p>To create and edit digital content.</p> <p>To improve and integrate information and content into an existing body of knowledge.</p>	<p>Competences in improving and integrating information and content into an existing body of knowledge is a common thread through all IOs.</p>
Safety	<p>To protect devices, content, personal data and privacy in digital environments.</p> <p>To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.</p> <p>To be aware of the environmental impact of digital technologies and their use.</p>	<p>Learners will be introduced to these competencies throughout all six modules.</p> <p>Module 6- Learners will cover information regarding safe use of digital technologies, as well as how best to use them to help promote their own DCE project.</p>

Competences	Descriptors	Relevant Modules
Problem Solving	<p>To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments.</p> <p>To use digital tools to innovate processes and products.</p> <p>To keep up-to-date with the digital evolution.</p>	<p>Module 1- Learners are introduced to the concept of Digital Civic Engagement, and how to recognise and come up with solutions to community issues.</p> <p>Module 2- Learners are given multiple tools and resources to help recognize and address community issues.</p> <p>Module 4- In this module learners will discover how to create a team to solve a civic issue within their own community.</p>

► 4.e OERs pedagogical use

The Digital Civic Engagement OERs have been created to be used freely by teachers and educators. Some examples of their use include:

- ▶ Using OER in a stand-alone version in class
- ▶ Add own contents and examples to existing OER
- ▶ Using them with students to work and explore content
- ▶ Let the students work with the OER in an autonomous way to bring results to the “classroom”

Higher Education Institution users of OER should consider at least the use of the materials in an open model (student led, or teachers led), mandatory model (part of an existing curriculum), or in an extra-curricular model (continuous education or lifelong learning).

It is important to realize that the resources could be integrated in existing curricula, which means that the project needs to consider how to persuade teachers to redesign their courses including curricula, student and teacher workload, activities, and assessments. The project should then lower the barriers for adoption.



For integrating Digital Civic Engagement (DCE) in Higher Education Institutions there are different adoption contexts to consider:



● Digital civic engagement project becomes a full module within new or existing programs

● Digital civic engagement project is adopted within an existing module of a study program

● Digital civic engagement project is adopted within an existing module of an educational credential assessment

● Digital civic engagement project is adopted in part



There are different delivery options to consider:

Digital civic engagement as a fully face to face course

Digital civic engagement as an online component of a blended course

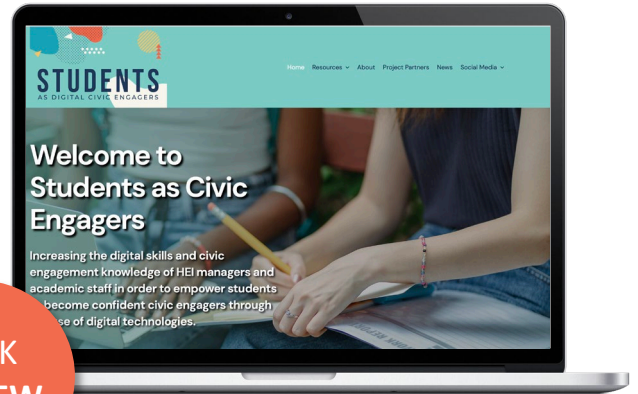
Digital civic engagement as a distance learning course



05. USEFUL LINKS



01 Official Students as Digital Civic Engagers Website

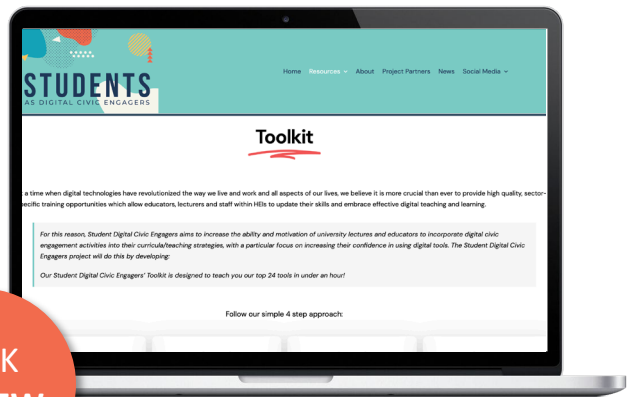


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The Guide to Digital Civic Engagement 02



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03 Students as Digital Civic Engagers Toolkit



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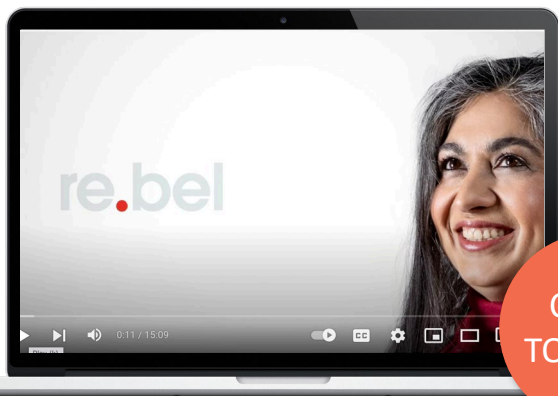
Students as Digital Civic Engagers OERs and Pedagogic Guide 04

05

What is Civic Engagement? Click on the video to find out more about civic engagement and what it is



CLICK TO VIEW



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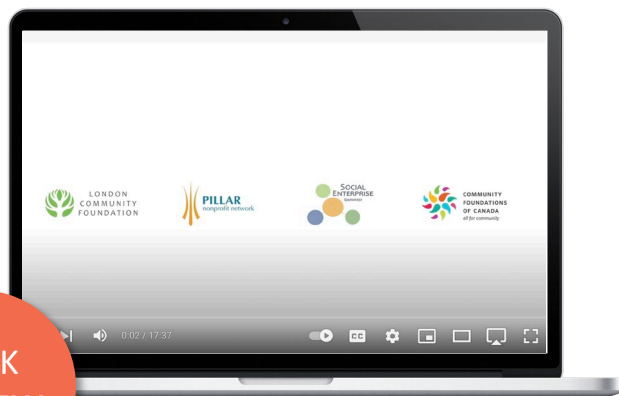
Problem solving and civic engagement
Nandini Ranganathan | TEDxPortland



06

07

UN Sustainable Development Goals (SDGs):
What They Are & Why They're Important



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Check out the video, a Ted Talk on some new models for civic engagement



08





STUDENTS

AS DIGITAL CIVIC ENGAGERS

