

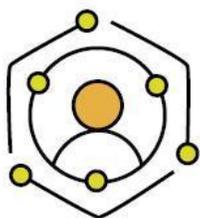
DiTEMP

Digital Transformation and Employability:
acquiring transversal competences in curricular education

Intellectual Output O2

Curricular integration and planning – How-to Guide

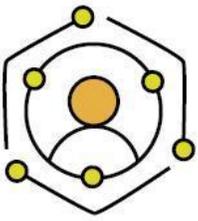
VERSION 2.0



Document History

Version	Name of the author	Status (*)	Date	Summary of contribution/changes
1.0	Gigliola Paviotti/UNIMC	A	09/06/2020	First draft, to be completed
1.1	Sara Raponi/UNIPD	C	12/06/2020	Formatting changes
2.0	Gigliola Paviotti/UNIMC	A	30/08/2020	Final document with annexes delivery
2.0	Marisol Pastor/FUE	C	21/12/2020	Proofreading: minor editing and format changes

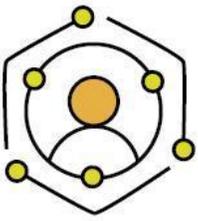
(*) A=Author; C=Contributor; REV= reviewer; EXT = external reviewer



1. Introduction

This document includes the methodology that the consortium adopted to draft implementation roadmaps to carry out the activities of the DiTEMP project. The DiTEMP project aims at providing methods, tools and materials to university teachers to support awareness and readiness to a digital-driven market of future graduates: following identification of learning outcomes for the purpose, and most suitable pedagogical methods to achieve the goal, the university members of the consortium need to plan curricular and extra-curricular activities within their academic calendar.

The How-to Guide is therefore an operational tool to support the process of designing roadmaps. However, since universities across Europe can be very different, and relationships within the working groups across the universities are peculiar, the methodology can be adapted to each specific case. The How-to Guide should be therefore considered as a general reference, and the tools to support the process as examples.



2. Proposed process

The proposed process entails four steps. Each step however is composed of several activities. Some of the proposed activities could be not applicable to your case / your university: please consider that some adjustments should be required, by following in any case the same process.

2.1. Mapping

2.1.1. What

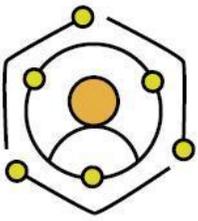
The first step is related to the mapping of actual provisions of the university: this will allow afterwards to understand who is to be involved, and which potential activities can be integrated into the present offer (or which ones should/must be additionally developed).

We suggest to map running services, activities and opportunities for digital transformation integration by taking a levels approach, for example by using a simple table as follows:

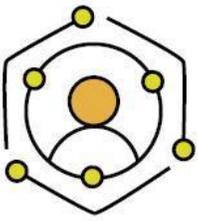
Level	Services/Units	Running activities
University / central		
Faculty (or Department)		
Degree programme		
Extra-curricular programmes		

As an example, the following table refers to the University of Macerata, Department of Education, Cultural Heritage and Tourism:

Level	Services/Units	Running activities
University / central management	Career service	<ul style="list-style-type: none">- open days- support to newly enrolled students- information desk- guidance services
	Placement office	<ul style="list-style-type: none">- workshops on transversal and soft skills- workshops on job search (e.g. curriculum drafting; channels; job interviews)- placement services (management of information)- career fairs
	Entrepreneurship programme	<ul style="list-style-type: none">- yearly programme for 15 students



	Internationalisation office	- Erasmus mobility management (internships and traineeships)
	Doctoral school	- seminars and short courses for doctoral students
	Disability support service	- support to students with special needs (including software provisions for learning disorders)
	ICARE service	- ongoing tutoring services (managed at central level as online platform, students are then appointed to tutors at department level)
	Digital village Lab	- yearly based laboratory on digital citizenship
	UniMCMediaLab	- yearly based laboratory on media (radio, television and the web)
	Student board	- student representatives (coordinate the work of departmental groups)
Department	Working group (professors and admin/research office)	- International seminars week - Weeks of excellence
	Department library	- courses on how to use the library and write references (Bibliorienta)
	Senior Tutors	- international students support - one-to-one support for all students upon request
	Student board of the department	- student representatives (department level)
	Department board	- body in charge of strategic management and planning of the department (participated by all professional profiles)
Degree course	Teachers	Teaching (curricular) Organisation of field-specific extracurricular activities
	Board of the degree course	- strategic management and planning of the degree course



		<i>(participated by all professional profiles)</i>
Extra-curricular programmes	The SustainRurAbility Hub	- workshops and seminars in agri-food and sustainable tourism
	School Museum	- workshops and seminars in school education

Tips:

- ✓ Take a wider perspective to have in one single table all opportunities that can be of interest for the project, and to whom the project can be interesting; this openness will also allow you to see links between listed services/activities;
- ✓ List also activities that may not be directly addressed to students (yet), but could be opened to students in the future thanks to the project;
- ✓ Ask your colleagues for support, sometimes we don't know what is running in your university, particularly if it is a large university.

2.1.2. Who

The Mapping step should be carried out by the team directly involved in the project, but other colleagues can be consulted.

2.1.3. When

The first step should be completed before the beginning of the second, even if it can be enriched by further activities during the first meetings within step "Involving" (it could be that colleagues have additional information and experiences!).

2.2. Involving

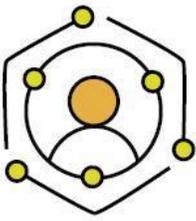
2.2.1. What

The second step is related to the involvement of teachers and support staff in the project, on the basis of the mapping exercise. The only mandatory profiles that should be involved in the project activities are 1) teachers (field-specific for each of the project partners), and 2) career counsellors. However and beside this, you can involve any other employee, group, or unit of the university.

The first activity is to communicate the project and its opportunities: you can use the channels that you deem most effective for the purpose, from bilateral communication to official communication (e.g. boards, committees, etc.). A launching event can be also useful for the purpose.

Alongside with the communication of the project, there should be a kind of 'call for engagement'. Also in this case, you are free to define how to do it.

For example:



- Launching event + following survey;
- Official communication + collection of names of interested people;
- Use of internal mailing lists with invitation to join the project;
- Individual meetings;
- Etc.

2.2.2. Who

The national project team defines channels, messages, and collects names of interested people.

2.2.3. When

This step should be completed in time to allow for the co-design of the semester, therefore ideally before programming the semester in detail. For example, academic calendars and course activities in Italy are usually defined in the second semester of the previous year. Later, however, further extra-curricular activities can be added. Scheduling of step two should be made in order to ensure that there is time enough to co-design the programme (note that co-design can require two or three months at least).

2.3 Co-designing

2.3.1. What

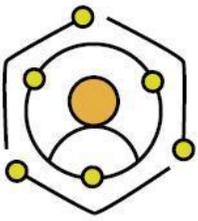
Step 3 is the core process for integrating digital transformation into actual (and prospective) learning provisions. In order to achieve a meaningful output, you should focus on relations between participants to the project, and facilitate exchange, idea creation, and a proactive attitude. The process can include different professional profiles, and also different units: depending on the organisation of your university, for example, career counsellors and/or staff responsible for internships, or other support services from the central offices of the university. You should not take for granted that everyone knows each other within the group just because they all work at the university. Relations should be managed and facilitated.

Regarding activities, you are free to use the best that suit your case. Suggestions include:

- Focus groups, to understand the key issues on digital transformation in your field, and which are the implications for support services for students;
- Workshops, to make members of the group working together;
- Roundtables, if you have already collected proposals;
- Online discussions, online open repositories, online joint documents;
- Etc.

The only mandatory activity within the project is the organisation of **one** focus group, in which both teachers and career counsellors should participate. You are free to organise it at any moment during the co-design process; a good idea, however, can be to organise it at the beginning of the process, particularly if the group has been created by means of different channels of communication. It would be advantageous for following communication to have the group working together at the beginning.

A simplified process can be the following:



- Focus group. Topic: digital transformation and students (future graduates), how to increase their awareness about the impact of digital transformation in the labour market?
- Collection of proposal (remotely);
- Drafting of the first draft of the “digital transformation semester” (O4) and sending to group members;
- Workshop. Working together on the first document to reach the final draft.

As examples, you can find some tools to collect proposals for the “digital transformation semester” in this document’s Annexes .

Alongside with the semester design, you should also introduce other activities of the project, namely the teacher training: although the core national project teams are in charge of this activity, you can also involve other people for suggestions and proposals. This would also promote learning exchange between countries and different subject fields.

Please note: teachers in particular should be informed from the beginning that the final field-specific modules will be delivered as open educational resources.

2.3.2. Who

The national project team manages the process, keeps contacts, organises meetings, provides online spaces, and is in charge of any other activity to support the delivery of the ‘digital transformation semester’ programme (then of the roadmap, as defined in the project application).

2.3.3. When

The process should ideally start enough in advance in order to have a draft at the beginning of the academic year (as the “digital transformation semester” is intended to take place in the second semester in the project application). Having a preliminary draft at the beginning of the first semester will allow to have a final roadmap well in advance, and arrange also administrative procedures that may be needed to carry out activities in the following semester.

2.4. Delivering

2.4.1. What

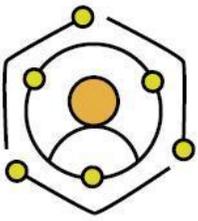
The final step is the delivery of the roadmap, on the basis of the programme defined in step 3. The roadmap should be delivered in a common format, here provided as Annex 3.

2.4.2. Who

The coordinator of the national project team should deliver the roadmap.

2.4.3. When

Deadline for delivering the Output 2 is December 2020.

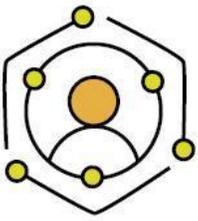


Annexes

Annex 1 – Co-design process templates and tools

Annex 2 – Exchange/peer learning activities template

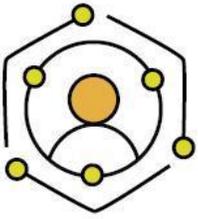
Annex 3 – Implementation Roadmap template



Annex 1 – Co-design process tools and templates

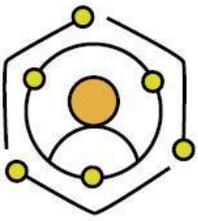
1.1. Activity proposal template

Proposer full name	
Activity title	
Short description of the proposed activity	
Name of the course (if applicable)	
Name of the degree (if applicable)	
Expected/proposed implementation period (month(s))	
Does the activity assign credits (ECTS)? Please indicate only credits additional to course's credits.	



1.2. Activity list template

See excel file in Drive ([HERE](#))



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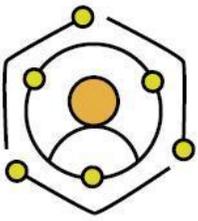
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Annex 2 - Exchange/peer learning activities template

See excel file in Drive ([HERE](#))



Annex 3 – Implementation Roadmap template

1. Background

1.1 The University

Short description of the university (including information on national tertiary education system)

1.2 Concerned degree(s)

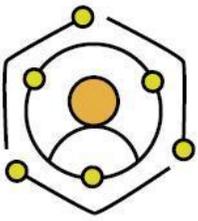
Short description of the degree(s) in which the digital semester takes place (EQFs, duration, etc.)

1.3 Academic calendar

Description of the regular academic calendar

1.4 Special provisions for Academic Year 2020-2021

Not compulsory: special provisions due to pandemic



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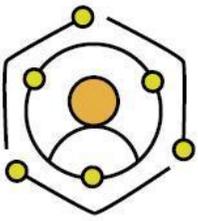
2. Process to the roadmap

[for this section, please refer to the How-to guide document]

2.1. Mapping

2.2. Involving

2.3 Co-designing



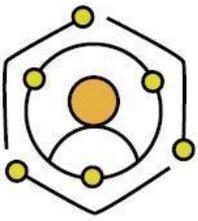
3. The Roadmap

3.1 Overall strategy

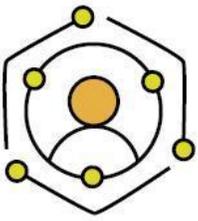
Describe the overall strategy, if any. E.g., links with other activities, also not related to courses; links with other subjects; related to the general mission of the university (for example third mission, internationalisation, national plans, etc.)

3.2 Implementation Plan

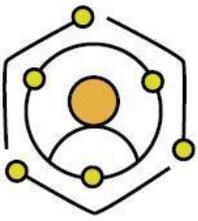
See following table



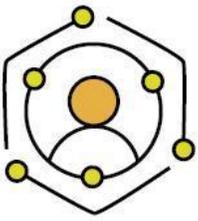
		<p>career fairs, library events, etc.)</p> <p><input type="checkbox"/> Stand-alone/special event</p> <p><input type="checkbox"/> Other – please specify:</p>	<p><input type="checkbox"/> Work-based learning</p> <p><input type="checkbox"/> Other – please specify:</p>		
2. Webinar GT		<p><input type="checkbox"/> Embedded in the curricular course</p> <p><input type="checkbox"/> Special module (course)</p> <p><input type="checkbox"/> Special module (beyond course)</p> <p><input type="checkbox"/> Embedded in a regular activity other than courses (e.g., career fairs, library events, etc.)</p> <p><input type="checkbox"/> Stand-alone/special event</p> <p><input type="checkbox"/> Other – please specify:</p>	<p><input type="checkbox"/> Workshop</p> <p><input type="checkbox"/> Seminar</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Project-based pathway</p> <p><input type="checkbox"/> Problem-based module</p> <p><input type="checkbox"/> Case study module</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Work-based learning</p> <p><input type="checkbox"/> Other – please specify:</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Blended</p>	<p><input type="checkbox"/> Bachelor</p> <p><input type="checkbox"/> Master</p> <p><input type="checkbox"/> Post-grad</p> <p><input type="checkbox"/> PhD</p> <p><input type="checkbox"/> Other (specify):</p>
3. Seminar ZT		<p><input type="checkbox"/> Embedded in the curricular course</p> <p><input type="checkbox"/> Special module (course)</p> <p><input type="checkbox"/> Special module (beyond course)</p> <p><input type="checkbox"/> Embedded in a regular activity other than courses (e.g., career fairs, library events, etc.)</p> <p><input type="checkbox"/> Stand-alone/special event</p> <p><input type="checkbox"/> Other – please specify:</p>	<p><input type="checkbox"/> Workshop</p> <p><input type="checkbox"/> Seminar</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Project-based pathway</p> <p><input type="checkbox"/> Problem-based module</p> <p><input type="checkbox"/> Case study module</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Work-based learning</p> <p><input type="checkbox"/> Other – please specify:</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Blended</p>	<p><input type="checkbox"/> Bachelor</p> <p><input type="checkbox"/> Master</p> <p><input type="checkbox"/> Post-grad</p> <p><input type="checkbox"/> PhD</p> <p><input type="checkbox"/> Other (specify):</p>
4. Course YZ		<p><input type="checkbox"/> Embedded in the curricular course</p> <p><input type="checkbox"/> Special module (course)</p> <p><input type="checkbox"/> Special module (beyond course)</p>	<p><input type="checkbox"/> Workshop</p> <p><input type="checkbox"/> Seminar</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Project-based pathway</p> <p><input type="checkbox"/> Problem-based module</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Blended</p>	<p><input type="checkbox"/> Bachelor</p> <p><input type="checkbox"/> Master</p> <p><input type="checkbox"/> Post-grad</p> <p><input type="checkbox"/> PhD</p> <p><input type="checkbox"/> Other (specify):</p>



		<input type="checkbox"/> Embedded in a regular activity other than courses (e.g., career fairs, library events, etc.) <input type="checkbox"/> Stand-alone/special event <input type="checkbox"/> Other – please specify:	<input type="checkbox"/> Case study module <input type="checkbox"/> Fair <input type="checkbox"/> Work-based learning <input type="checkbox"/> Other – please specify:		
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		<input type="checkbox"/> Embedded in the curricular course <input type="checkbox"/> Special module (course)	<input type="checkbox"/> Workshop <input type="checkbox"/> Seminar <input type="checkbox"/> Conference	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Blended	<input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Post-grad <input type="checkbox"/> PhD



		<input type="checkbox"/> Special module (beyond course) <input type="checkbox"/> Embedded in a regular activity other than courses (e.g., career fairs, library events, etc.) <input type="checkbox"/> Stand-alone/special event <input type="checkbox"/> Other – please specify:	<input type="checkbox"/> Project-based pathway <input type="checkbox"/> Problem-based module <input type="checkbox"/> Case study module <input type="checkbox"/> Fair <input type="checkbox"/> Work-based learning <input type="checkbox"/> Other – please specify:		<input type="checkbox"/> Other (specify):
		<input type="checkbox"/> Embedded in the curricular course <input type="checkbox"/> Special module (course) <input type="checkbox"/> Special module (beyond course) <input type="checkbox"/> Embedded in a regular activity other than courses (e.g., career fairs, library events, etc.) <input type="checkbox"/> Stand-alone/special event <input type="checkbox"/> Other – please specify:	<input type="checkbox"/> Workshop <input type="checkbox"/> Seminar <input type="checkbox"/> Conference <input type="checkbox"/> Project-based pathway <input type="checkbox"/> Problem-based module <input type="checkbox"/> Case study module <input type="checkbox"/> Fair <input type="checkbox"/> Work-based learning <input type="checkbox"/> Other – please specify:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Blended	<input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Post-grad <input type="checkbox"/> PhD <input type="checkbox"/> Other (specify):
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() as planned – ongoing modifications will be possible*