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Erasmus+

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PILOT TRAINING “ENGAGING HIGHER EDUCATION STUDENTS WITH COLLABORATIVE E-ACTIVITIES”

PRELIMINARY RESULTS

The ECOLHE partners designed and developed an online environment for online teachers in HE, to update emerging digital competences for online and blended learning, with the aim of increasing their ability in the use of digital technologies through online collaboration environments in HE.

This training initiative, has been piloted in all European university partners of the ECOLHE project, with the main objective of:

- ✓ Updating emerging digital competencies for online and blended teaching in HE, for increasing teachers’ ability in the use of digital technologies through online collaboration environments in HE;
- ✓ Enabling teachers to adopt a gameful design approach in their courses and to incorporate game-based learning tools as part of their classroom activities, in order to enhance the level of motivation and engagement of HE students.



The piloting phase of the training involved a total of 126 teachers, researchers, PhD students, tutors and academic staff who deal in various ways with the enhancement of digital technologies in HE. During the training a total of 16 e-facilitators, from all the ECOLHE partners worked collaboratively to monitor the activities and guide the participants providing support, feedback and additional training materials when needed. Preliminary results of the piloting, collected among both participants and e-facilitators, enable the ECOLHE partners to highlight the following main strengths and weaknesses of the training.

Main strengths of the training

- ✓ Quality of learning resources and activities
- ✓ Collaboration among team members and comparison with other teams
- ✓ Practical assignments, focused on the teachers day by day teaching practice

Main weaknesses of the training

- ✓ Need for a more structured and guided learning path
- ✓ Lack of the option to carry out the course alone, without joining a group
- ✓ Lack of synchronous meetings with the e-facilitators at the beginning of each new learning activity

PROJECT EVENTS

THE ECOLHE 2ND MULTIPLIER EVENT

Validation of a training model in digital competence for university teachers

6th of July 2022, from 16:30 to 17:30

Barcelona, Carrer Perú 46-48



Universitat
Oberta
de Catalunya

On the next 6th of July, **Open University of Catalunya** is going to host the second ECOLHE Multiplier Event.

The event will be focused on showing to experts in online teaching the training model adopted in the pilot course “Engaging higher education students with collaborative e-activities” designed and tested in the framework of the ECOLHE project.

The course is addressed to university teachers, tutors, doctoral and post-doctoral students and researchers who are interested in improving their teaching practices in online settings, and it encourages the production, experimentation and sharing of new approaches and training methods in the field of digital culture.

During the Multiplier Event the experts will have the chance to see the training model, assess it and analyse some of the activities and participants’ products to define potentialities and points of improvement.

Suggestions for improvements and feedback collected during the Multiplier Event will be the starting point for the re-design and finalization of the training course.

If you want to know more about the event, or if you are in Barcelona and you want to join the event you can contact pctic@uoc.edu for further details.

ERACON2020

The ERACON 2022, organized by the ECOLHE partner [EAEC](#) (The European Association of ERASMUS Coordinators) took place in **Thessaloniki, from 27th June to 1st July, 2022.**

Here you can find a brief summary of the two presentations about the ECOLHE project that will be included in the [conference proceedings](#), soon to be released.



E-LEARNING IN THE EUROPEAN HIGHER EDUCATION AREA: CHALLENGES AND BEST PRACTICES

Presented by Flaminia Musella, Link Campus University

Higher Education (HE) has profoundly changed during these last years in Europe. Many changes have been raised from the needs of students that require of learning differently, both in the sense of the tools and methods and in the relationships among students and professors. Moreover, the COVID-19 pandemic, due to the mandatory (at the beginning) or the strategic (nowadays) choices of remoting teaching, has determined deep changes in the teaching learning process, in the student experience and, therefore, in the perception of the students about their learning outcomes. Digital challenges may support the changeset being fruitful sets of tools for innovating the teaching culture.

The paper comments the result of a primary step of a larger study. This research was carried out in the framework of the Empower Competences for Online Learning in HE (ECOLHE) project, co-funded by the ERASMUS+ Programme of the European Union. ECOLHE is a three-year project involving seven partners from six different European countries (Italy, Spain, Cyprus, Finland, Greece, Ireland).

Here, we discuss the results of an online survey involving 1148 students coming from online and traditional Universities of the partner countries. The tool for collecting data has been a validated questionnaire. The methodological approach for elaborating the questionnaire and the main findings of the research is here discussed with the aim to address the research question “what does affect the perception of learning outcomes in higher education?”.

Moreover, since among other goals, the ECOLHE project aims at understanding how the challenge of promoting digital learning in HE could affect the perception of students about the efficacy and efficiency of their learning outcomes, as a collateral result the comparison of the involved Universities in terms of digital maturity is discussed.

DIGITAL DEVELOPMENT CULTURE IN EUROPE: A TEXT MINING COMPARATIVE APPROACH TO EUROPEAN PROJECT REPORTS

Presented by Francesca Greco, Roma Tre University

In the European projects, there is often a phase in which the results are compared with qualitative, quantitative, or mixed methods. Among the various elements that organize the comparison, an important component is the cultural dimension, since it organizes social actors' practices, which is often carried out with qualitative methods.

However, in line with the literature, this dimension is detectable through text mining methods since it determines the choice and association of the words used to organize communication.

This work proposes a text mining procedure useful for comparing the documents' symbolic-cultural categories. In particular, Emotional Text Mining was used to study the cultural differences of digital development in higher education among countries through the analysis of the country partners' report of the Erasmus+ Project ECOLHE (Empower Competences for On life Learning in Higher Education), to identify the symbolic-cultural categories and the representations of digital development.

Results highlight five cultural-symbolic categories and six representations of digital development in higher education characterizing which were significantly associated with the country report, the Digital Economy and Society Index (DESI) and the level of analysis (national, institutional, professional).

Results have important implications for the identification of digital culture development indicators starting from texts, an aspect that could be considered relevant for policy makers in the context of Erasmus+ projects.

For more information, follow us on [ECOLHE Facebook](#) and visit [ECOLHE project website](#).
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