

Erasmus + KA2

Digital Womanist

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Faculty of Foreign Languages and Literatures

Project Manager: prof. dr. Raluca Rădulescu

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Project Coordinator: UNIVERSITA' DEGLI STUDI DI SALERNO

Project Partners: University of Bucharest, University of Alicante, University of Peloponnese, Ostrawska Univerzita, Artykel Creative Form CZ, Camera de Comerț și Industrie a României,

Project description

In recent years, the cultural sector has become increasingly important, both for the economic growth of countries, with a turnover of 497 billion euros per year, equal to 3% of the EU's GDP (Research for CULT Committee-Best practices in sustainable management and safeguarding of CH in the EU, 2018), and for employment, especially of young people, with more than 8.7 million jobs, i.e. 3.8% of EU employment (Eurostat 2019). The digital revolution is having a strong impact on the way in which cultural contents are produced and accessed, as well as on the way in which the public interacts with culture, increasing the importance of making the territorial cultural system recognisable and appealing. Therefore, in terms of the HE offer, there is a need to focus on the development of digital skills applicable to the cultural sector and on their potential for the economic and sustainable growth of the EU (2018/2019 Annual work program for the implementation of the Creative Europe Program). This aspect takes on relevance in the light of the OECD Report "Education at a glance 2019", which highlights how only 4% of graduates possess adequate digital skills and about 30% of humanities graduates have difficulties finding employment. The prevalent fields of study above all in Italy, Spain, Romania, Greece and Czech Republic concern humanities, arts and social sciences subjects with much lower employment rates than those achieved by graduates in technical subjects. Although new technologies are one of the strongest drivers of our society, women continue to have limited access to the digital sector in terms of education, career and opportunities, with consequences not only in terms of gender equality but also in terms of productivity and financial loss. The EC study "Women in the digital age" shows that in the EU only 24 out of 1,000 graduates have a specialization related to ICT - of which only 6 find work in the digital sector. In the EU, there are 4 times more men than women who complete ICT-related studies, and the share of men working in the digital sector is 3.1 times greater than that of women. It 6 / 138 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-F8743BCB Deadline (Brussels Time) 21 May 2021 12:00:00 EN is estimated that for the EU economy the annual loss of production linked to women abandoning jobs in the digital sector is approximately €16.2 billion. A study conducted in ES by PLAN INTERNATIONAL and the PWC FOUNDATION highlights that, although young

girls are the most numerous users in new technologies, the perception is that it is young boys who are more involved. The study also reveals that the majority of young girls receive less training for IT careers in their educational setting and that their learning is "self-taught". From the "EUROPEAN GIRLS IN STEM" research conducted by MICROSOFT with the LONDON SCHOOL OF ECONOMICS, it is important to offer girls opportunities for discussion with industry professionals and training experiences to seize the concrete opportunities arising from technological innovation.

These are the reasons that induced the partners to propose themselves as a transnational cooperation network to:

- Co-elaborate the "Digital Womanist" University Curriculum to develop digital hard skills in female humanistic students
- Create OER in the form of interactive training video pills that will be part of the "DIGIT" Educational TV Programme, for the digital upskilling of women
- Have the students conduct an as is - to be analysis at the companies involved by the partnership for the implementation of the most suitable digital solutions for the digital transition of their offer system, which will be prototyped in the Digital Solutions Design Labs and introduced in the company.
- Transfer and standardize the methodological approach of a pool of partnership teachers on transformational Team coaching to conduct the Labs and, thus, accompany the personal and professional evolution of female students.

The new Curriculum will be designed starting from a qualitative and quantitative survey of the HE curricula offer system conducted by the partners with RESEARCH which is:

- DESK of those already existing and/or related to the target skills
- FIELD conducted through 10 Focus Groups with the involvement of:
 - 3/5 HE partner referees to analyse the training offer of the humanities faculties, highlighting strengths/areas for improvement to equip students with the aforementioned skills
 - 3/5 representatives of cultural organizations to detect the need for skills of digital transformation processes and guide the response of university systems
 - 3/5 female students to identify the main obstacles to be removed/contained to reduce the digital gender divide.

These activities will be carried out with the use of a METHODOLOGICAL GUIDE which will contain criteria and tools to identify needs, steps to implement the FG and collection, analysis and reporting. The skills mapping will allow the co-writing of the Curriculum (PR1) In line with the Curriculum, the partners, by dividing the research work, will elaborate the contents of the OER to develop digital hard skills. The learning content will be conveyed with the creation of interactive video training pills that increase learner involvement (immersive education) by maximizing the effectiveness of learning even after the end of the project. Thanks to the presence of "Key Words" that appear on the screen, the user can interact, with a click, to consult the additional in-depth materials provided in various formats (PDFs, links to videos or external websites, etc.). The development of further episodes of the "DIGIT" serial Educational TV Programme is also envisaged (realised in the Erasmus + "Digital Humanist" project, thus, enriching the didactic schedule in terms of content) conceived as a learning environment to guide female students on new ways to valorise the cultural heritage, in which the OERs, additional learning materials and interviews with stakeholders will converge (PR2). In addition to the OERs, the partners will create the DIGITAL WOMANIST TOOLKIT FOR DIGITAL SOLUTIONS DESIGN (PR3) which will contain: 1) the definition of objectives, times and ways of conducting as is - to be analyses to guide cultural organizations in the digital transition. 2) the guidelines for the "Digital Solutions Design Lab" and Work Based Learning sessions held by the partnership teachers benefitting from the LTTA conducted by applying the methodological model of transformational Team coaching to guide the female students in the prototyping of digital solutions allowing them to apply the digital skills learned in the field. The

curriculum and teaching materials will be tested by 90 female students (20IT, 20ES, 20EL, 15RO, 15CZ) appropriately selected with a view to fine-tuning.

The results include:

- the establishment of an international multi-actor network between academic centres, research and development centres of methodologies and technologies for teaching/learning, enterprises/business organizations in the public and private cultural sector that integrates academic, technological, methodological and productive expertise to adapt HE programs to the current and prospective needs of the labour market
- implementation, within the HE partner offer systems, of a new university curriculum of "Digital Womanist", as an international, integrated and permanent teaching framework, which, through innovative methodologies based on interactivity, flexibility and adaptability to the needs of the beneficiaries and the productive/employment fabric, will allow the development the target digital hard skills of the students of humanistic background (PR1). * Please note that the Curriculum will be tested only on female students during the project but will then be extended to male students as well, reserving however, a majority share of enrolments for women.
- digital integration of learning activities (PR2) with access to: a)a plurality of interactive video training pills (OER), to be accessed freely online for at least 2 years from project end to increase digital hard skills related to augmented and virtual reality, app development and minigames, to valorise the cultural assets of the area b)the "DIGIT" Educational TV Programme as a serial, interactive, digital learning environment where a trainer filmed in a "Green Room" introduces the topics related to a specific skill of the curriculum
- involvement of a panel of at least 90 female students (20IT, 20ES, 20EL, 15RO, 15CZI) in the experimentation of a blended training course, based on the following dimensions: a)cognitive (learning by thinking) to be delivered in blended mode, mixing classroom seminars and e-learning with the use of digital upskilling OER b)operational (learning by doing) with laboratory sessions (Digital Solutions Design Lab) held by the partnership teachers benefitting from the LTTA to support female students in the conception, design and implementation of digital solutions in AR, VR, gamified and interactive apps c)behavioural (learning by acting), through a work-based learning session, carried out in the partner cultural organizations and/or those involved by the partnership, where the students will be called to personally face and solve real problems of a relational, negotiation, planning, managerial and technological nature, becoming the protagonists of the entire prototype implementation process.
- achievement by a pool of partnership teachers, as a result of the LTTA, of a methodological alignment to hold the laboratories by applying the transformational Team coaching model to guide the students in the implementation of digital solutions and accompany them in the WBL sessions
- the creation of a Toolkit (PR3) containing: a)an as-is-to-be analysis model (PR3) that female students will have to carry out at partner companies and/or in companies sought by the partnership to identify the most suitable digital solutions to accelerate the digital transition of their offer system that will be prototyped in the Digital Solutions Design Lab and concretely created and introduced in the company during the WBL sessions. b)the guidelines for conducting the workshop sessions by applying the methodological model of transformational Team coaching to guide the female students in the creation of digital cultural communication prototypes
- identification of the opportunities foreseen by the regional, national and community calls, to implement and transfer the results in new contexts.