ONE PAGER

How to identify good practices on the Digital Transformation in the projects?

Digital Transformation

1 How is digital technology used purposefully and meaningfully to enable new processes and methods?

Digital Skills

2 How does the project enhance digital skills and competencies for digital transformation?

Digital Education Ecosystem

3 How does project strengthen a high performing digital education ecosystem?

Digital Pedagogy

4 How are digital pedagogy and methods used to support deep learning?

Synergies with other Priorities

5 How does the digital transformation synergize with the programme priorities in the project?

Framework for Identifying Good Practices in Digital Transformation

Digital transformation in the Erasmus+ and European Solidarity Corps projects is multidimensional, encompassing a variety of aspects to consider. The Rubric for Identifying Good Practices on the Digital Priority serves as a tool for getting deeper insights into digital transformation within a project.

This rubric provides a structured framework to identify good practices in existing projects and to plan and develop the implementation of the Digital Transformation in new projects. The framework outlines digital transformation across five key dimensions and illustrates practical implementation.

See: https://urly.fi/3IV0

Rubric for identifying best practices on the Digital Priority in the projects

Dimensions:	**Limited evidence**	**Emerging**	**Developing**	**Advanced**
1. Digitalisation: Digital technology is used purposeful and meaningful in order to enable new processes and methods	Digital technology is used **without explicit focus on enabling new processes and methods**. However, initial thoughts on the use of digital tools for educational purposes or youth work may be presented.	Intentional use of digital tools **enabling new processes and methods** in learning and teaching or youth work.	Integrating new digital methods and processes for **developing new** learning and teaching **approaches / methods** for youth work.	Developing new digital education pedagogies and processes for **innovative learning and teaching approaches / methods** of youth work.
2a. Enhancing basic digital skills and competences for the digital transformation (see e.g. Digital Competence framework for citizens DigComp 2.2 and SELFIE Tools)	A project offers to participants **intentional learning opportunities on basic digital skills** focused on the use of digital tools or environments.	Learning of the basic digital skills in a project is **based on a well-defined competence framework** (e.g. Digcomp or curriculum). In addition, digital skills learned are not focused only on the use of individual digital tool or environment, but more **generalised skills like information and data literacy, communication and collaboration, digital content creation, safety or problem solving.**	In addition to previous, a project is enhancing participants' capabilities to learn new basic digital skills by focusing on **metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving related digital skills.**	Focus of the basic digital skills learned in a project is also on the **computational thinking** that is a basis e.g., for understanding of Artificial Intelligence and how algorithms work. Critical thinking, thinking strategies and metacognitions are emphasized as a fundamental part of digital skills in order to understand and evaluate outcomes produced by AI.
2b. Enhancing advanced digital skills and competences for the digital transformation: • digital graphical, mechanical or architectural design • development of apps, software, scripts, or websites • installation, maintenance and management of IT systems and networks • cybersecurity • data analytics, mining and visualisation or • programming and training of robots and artificial intelligence applications	A project offers to participants **intentional learning opportunities on advanced digital skills** focused on the use of digital tools or environments.	Learning of advanced digital skills in a project is **based on a well-defined competence framework or curriculum.** In addition, digital skills learned are not focused on the use of digital tools or environments, but more **generalized skills like digital architecture design, data analytics or software development**.	In addition to previous, a project is enhancing participants' capabilities to continuously learn new advanced digital skills by focusing on **computational thinking and metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving, system thinking and design skills related advanced digital competences.**	Focus of advance digital skills learned in the project is a **capability to create new digital solutions and knowledge for the new situations / future scenarios**.

3. Developing a high performing <u>digital education ecosystem</u> (systemic change in education and youth work)	Initial steps have been taken in a project towards a digital education ecosystem by **seeing digital transformation as a systemic change of an organisation.** However, a project is not developing systemic enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation is seen in a project as **systemic change of an organisation consisting of various enablers** (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content, digital skills etc.) for high performing digital education ecosystem**.** A project is developing systemic one or two enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation has been **implemented in a project as part of systemic change of an organisation**, while potentially **connecting to EU policies, national and local strategies,** capacity building and resilience of the organisation**.** In addition, a project strengths **inclusiveness of education** and strength the **quality of education** by developing **digital education ecosystem.**	A project **boosts digital transformation as a systemic change of an organization**, while potentially **connecting to EU policies, national and local strategies**, capacity building and resilience of the organisation. In addition, a project strengths inclusiveness of education and develop the quality of education developing **innovative and high-performing digital education ecosystem**.
4. Digital <u>pedagogy and methods</u>	**Digital pedagogy is not explicitly integrated in a project.**	The use of the technology is well founded on **pedagogical thinking**; however, it replicates traditional pedagogical approaches and methods, e.g. using multiple-choice questions etc.	A project is using **advanced pedagogical approaches and methods of deep learning**, like progressive inquire learning or problem-based learning. Learning is based on **collaborative knowledge building** by using digital tools, materials and environment. One example might be Flipped learning approach.	A project is **developing the new methods of the digital pedagogy**, focus e.g. on thinking strategies and metacognitive skills. The aim is to **provide learners with skills to create new solutions to new situations / future scenarios.**
5. Digital transformation <u>supporting other programme priorities</u> (e.g. green & sustainability, participation, inclusion) and themes (like well-being)	**Digital tools, environment or content is used for supporting other priorities** (/themes) (e.g. in learning or other activities) or in implementation of a project e.g. producing digital materials, communication and co-creation among partners.	**Digital transition is bound to other programme priorities** (/themes) in a project (e.g. green + digital transition *(twin transition)*, digital participation, digital inclusion).	A project **develops new digital methods and tools** to support other programme priorities (e.g. in green + digital transition *(twin transition)*, digital participation, digital inclusion) (/themes).	A project **develops both, digital transformation and other priorities** (/themes) as an interviewed process with innovative methods, tools and outcomes.