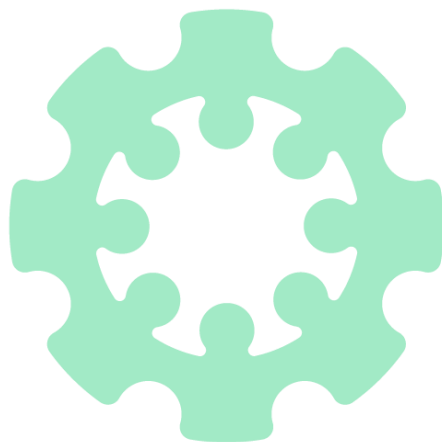


DIGITAL ACTION AT HIGHER EDUCATION INSTITUTIONS AS A CATALYST FOR  
SOCIAL CHANGE IN THE COVID-19 CRISIS



**HEIDI**

**Digital action now - University students  
and staff to the service of community  
needs during the pandemic**

**Synthesis**



## Evaluation of the activities performed in Intellectual Output 2

This synthesis report responds to the specific objective of evaluating the impact of the activities organised during the HEIDI project, in particular within the Intellectual Output 2 (IO2) in general and, more specifically, those organised within the aim 3 of this intellectual output (O2A3).

The events organised in the frame of O2A3 were hands-on DA that engaged participating HEIs and communities in real-life DAs, tailored to address citizen needs. Their aim was to provide HEI staff and students with hands-on experience in the implementation of DA that addresses community needs and serve as a template for future DA activities designed and implemented by the participants themselves.

### Planning and implementation

All events in IO2 took place as planned, with only minor modifications in their schedules, with the exception of one event in O2A3, the OpenCovid19 initiative, which needed to be cancelled due to unforeseen circumstances. In its place, a Makerschool was organised by HEI students from Paris for HEI students in Thiès, Senegal. Although the organisation of this event caused a delay in the completion of IO2, its impact on the local community was big and its implementation allowed HEI students to put into practice what they had learnt through their involvement in the upskilling events organised by the HEIDI consortium.

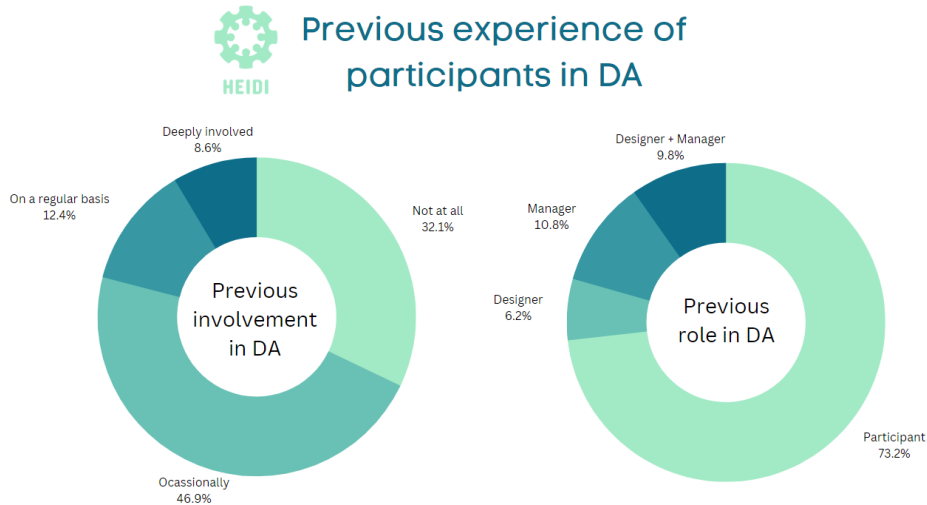
### Evaluation method

The document “Methodological guidelines for the design, implementation and assessment of Digital Action”<sup>1</sup>, produced at the beginning of IO2, proposed a methodology for assessing the impact of DA that involved the use of pre- and post- event questionnaires. These questionnaires aimed at understanding the impact and change at the individual level in the participants of the DA and identifying actions to strengthen their dynamics (motivation and roles) and performance (skills and level of engagement).

At the beginning and the end of each O2A3 event, the organisers requested the participants to fill out the corresponding questionnaire. However, on average, only 15.2% of the participants in each event replied to the pre-event survey, and 12.5% of them completed the post-event survey.

## Results

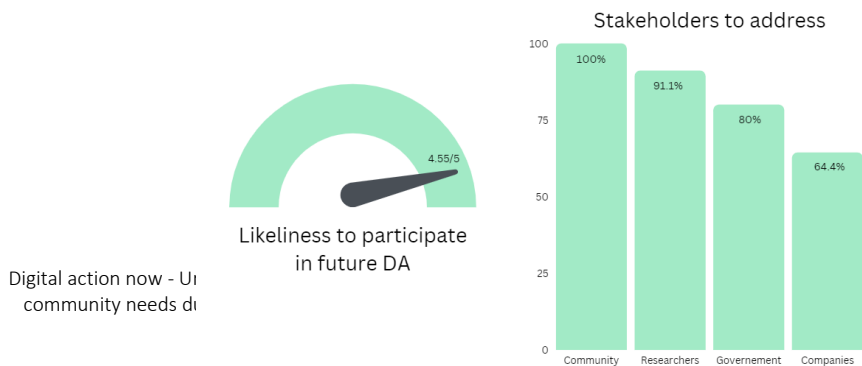
The charts below show a summary of the responses to some of the questions in the questionnaires, illustrating the general trends identified. A detailed analysis of the responses can be found in the full report.



## Interest and motivation for future Digital Action



## Participation in Digital Action in the future





## Conclusions

Most of the participants in the O2A3 activities had either never participated in any Digital Action before or had done so only one or two times, and always as participants. The aim of these activities was to provide participants with hands-on experience on how to co-organise and/or lead Digital Action. We evaluate our activities as successful in engaging the participants and sparking their interest in DA.

The O2A3 events seem to have provided participants with tools to voice their concerns and doubts when engaging in DA, a framework for designing and evaluating it, and motivation to engage in it. Therefore, the outcome of them is very positive.

Based on our experience in IO2, it seems that the biggest challenge for the co-creation of DA in HEIs is the lack of opportunities for staff and students to communicate their interests and collaborate in its design. We identified a significant interest from both sides in contributing but also a lack of awareness of the potential collaborations that could be established within each institution. We therefore consider that a first step towards transforming HEIs into hubs for DA would be to facilitate these interactions.

With respect to the engagement of people external to HEIs in the DA designed by them, many of the HEI staff and students were unaware of the complexities of public engagement, and it seems that further training of staff and students in public engagement, in general, could be beneficial for all outreach activities of HEIs.