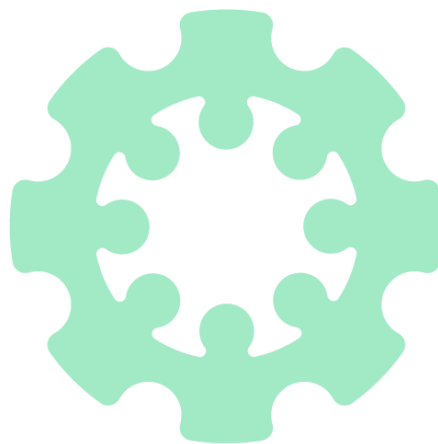


**DIGITAL ACTION AT HIGHER EDUCATION INSTITUTIONS AS A CATALYST FOR  
SOCIAL CHANGE IN THE COVID-19 CRISIS**



**HEIDI**

**Impact report on digital skills**

**Synthesis**



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Erasmus+ Programme  
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## Evaluation of the pilots performed in Intellectual Output 4 Activity 4

This synthesis report responds to the specific objective of evaluating the impact of the pilots organised during the HEIDI project, in particular within the Intellectual Output 4 (IO4) in general and, more specifically, those organised within the aim 4 of this intellectual output (O4A4).

The events organised in the frame of O4A4 were training pilots for HE students, HE staff and community stakeholders. Their aim was to expand participants' digital skills and to achieve an increased awareness regarding active citizenship, civic engagement and social sensitivity.

### Planning and implementation

The pilots were carried out by three HEIDI partners, namely UM, UP and CIP. In particular, there were six pilots in total, two conducted by each of the three partners. Even though all pilots were aiming to facilitate knowledge exchange and digital upskilling, partners were allowed to freely choose pilots' topics and themes. Overall, the O4A4 pilots were conducted by partners from July to November 2022. In total, one hundred thirty five people participated in the pilots.

### Evaluation method

The document "Methodology: digital skills development through digital action", produced at the beginning of O4A4, identified DigComp 2.2 as a key framework to depict and monitor digital skills acquisition. To evaluate the impact of the O4A4 pilots, the methodology adopted the DigComp Self Assessment Tool (DigCompSAT) as a means to monitor and evaluate digital skills gaps as well as development in the O4A4 participants.

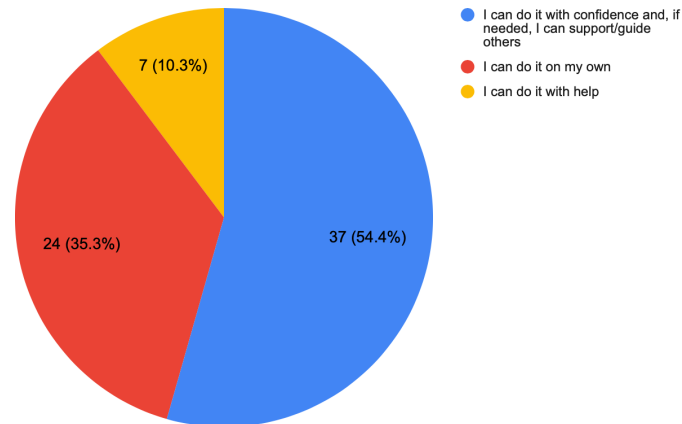
In this context, a post-pilot questionnaire was produced by Web2Learn in which questions selected from the DigCompSAT self-assessment tool were directly related to the competence areas and the specific digital competences of DigComp 2.2. This questionnaire aimed at understanding the impact at the individual level in the participants of the pilots in relation to three digital competence categories, namely Communication and collaboration, Digital content creation and Problem solving.

At the end of the O4A4 pilots, the organisers requested the participants to fill out the self-assessment questionnaire. Overall, from the 145 pilot participants, 68 of them responded to the post-pilot questionnaire.

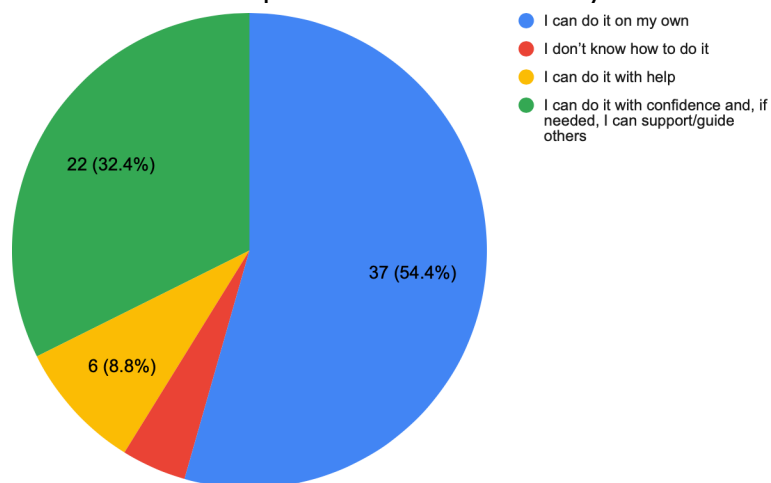
## Results

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.

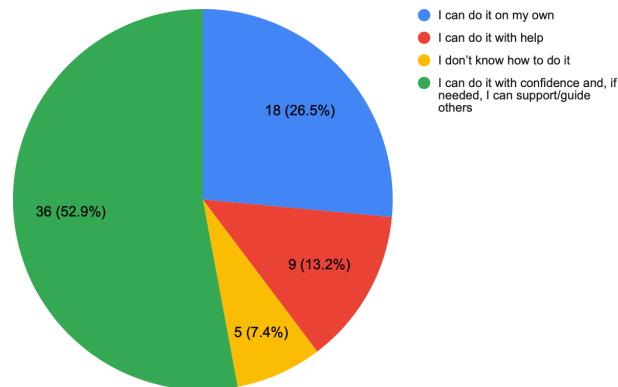
Question: I know how to edit online a document shared with someone else.



Question: I know how to use a wiki platform to collaboratively work on content



Question: I can use data tools that manage and organise complex information to make decisions and solve problems



## Conclusions

Overall, 135 people participated in the HEIDI O4A4 pilots that took place from July to November 2022. Participants were actively engaged in discussions on digital skills and their acquisition through digital actions that were designed to address a social issue, while they themselves were involved in activities that aimed to enhance their digital skills.

Based on the O4A4 evaluations, we observe that the majority of participants can be defined as digitally upskilled in terms of regular use of digital tools and technologies, while they show a vivid interest in understanding how their digital skills can be used to foster social change and innovation.

The O4A4 training pilots and their evaluation bring forward the need to expand research on digital skills acquisition in informal learning contexts, such as the ones provided through bottom-up digital actions. The O4A5 impact report aimed to leverage the potential of the European DigComp 2.2 framework and its assessment tool (DigCompSAT) in order to provide a unified and pan-European approach to digital skills evaluation, thus promoting its use in several audiences and target groups, from higher education professionals to students and community stakeholders.