DiTEMP

Digital Transformation and Employability

Acquiring transversal competences in curricular education

Framework of Intervention

The DiTEMP Project provides methods, tools and materials to university teachers to support awareness and readiness to a digital-driven market of future graduates.

[Abstract]

Research activities on the field has two goals:

a) To understand the readiness and the related skills included in university students and teachers, as well as companies which are on the addressed fields of the project (i.e. Business, Education, Psychology, Tourism and Cultural Heritage)

b) To understand the way and under which conditions any previous practices worked for teaching and the digital transformation.

DiTEMP carried out a research (field and desk) between February and May 2020 to recognize and adopt pedagogical approaches and to support the acquisition of the important skills needed for the digital transformation.

Our goal was to set a framework of intervention, using appropriate pedagogical methods, so to pinpoint learners should be able to compare, assess and identify the appropriate technology for using it in the business environment in one hand. On the other hand, is the ability to identify the skills needed to manage digital technologies.

The main result in this context is that there are more than digital skills are linked to the digital transformation of the labour market. There is a need on creating a better understanding mechanism on the links between study, the tasks and the implication of technology on the tasks that carried out in the professional environments.

What is the research question?

Digital competence is the combination of knowledge, skills and attitudes which is used in the framework of performing tasks and solving problems, as well as communicating and managing information via the extended use of technology. DiTEMP uses the term of digital competence to ask the key question:

Are digital skills enough to indicate how people find or retain jobs in the new digital environment or there are more factors needed?

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Methodology

Method	Sample	Analysis
MIXED Field research (questionnaires) Desk research (practices collection)	**FIELD RESEARCH** Countries: Spain, Italy, Greece, Romania Students: 444 Teachers: 103 Companies: 35 Total: 582 **DESK RESEARCH** 26 practices from 22 countries 79% of the projects were EU funded. 40% tertiary education 23% postgraduate students 14% VET, teacher training, general public training	**MIXED** Quantitative Qualitative

Findings

Field Research – Quantitative analysis			
Stakeholders' analysis	Students' perspective	Teachers' Perspective	Companies' perspective
Creative thinking is the most important skill. Social media is what students know the most. Companies rank as important advanced social media selling and data analysis. Soft skills mixed with technology is the most important for employment for all. The least important skill for everyone is "setting up, modifying and personalizing digital devices and software".	95% of students try to be updated in digital skills so to find or progress in employment. 15% think that being always updated is not necessary. 40% are not updating their skills due to lack of access on training	The majority believes that digital transformation will change teaching methods. 73% went on online teaching. 2% haven't performed any change. Other teaching methods are not wide-spread.	50% believe universities don't help in digital transformation. 83% think universities should develop online classes. 86% believe a digital skills module should be mandatory regardless the field of study. 63% believe students and graduates are aware on digital transformation. 34% think of Gen Z as more capable in digital skills, ready for use in work.

Field Research – Qualitative analysis	
Teachers' Perspective	Companies' perspective
Students must be familiar with digital skills. Teachers should have a minimum level of digital competence. Pandemic enhanced the problem of digital competence. Paper bureaucracy should be abandoned for digital transformation. Direct digital transformation of sources and teaching material and methods will change drastically the didactic relationship not only for good reasons.	**COMPANIES AND UNIVERSITIES** More collaboration is key to digital competence. Integration of companies in the study process. More free software needed and government funding to update teachers' digital competence. **COMPANIES AND STUDENTS** Internships and training is the way companies could help students' digital competence. Recent graduates lack of elementary use of digital work tools. Graduates' lack of practical knowledge of working environments. Institutions should give realistic vision of work world.

Desk research		
Topics	Learning outcomes	Pedagogical methods
• Transversal issues • Tourism and cultural heritage • Communication and business management • ICT and digital skills	• Fundamentals in all disciplines • Soft Skills • Business management skills • Digital skills	• Online learning • Offline learning • Individual learning • Groupwork **Educational tools** • Self-learning • Project-based learning • Work-based learning • Experiential learning • Problem-based learning • Active and gamification learning • Blended learning

The DiTEMP approach on interventions

The DiTEMP based on this research proposing certain learning outcomes for educational project activities based on the educational tools found on the research and taking into consideration the experiential approach. The key, as DiTEMP understands it, is that experience should be followed by reflection and as a result the learners will gain more awareness and understanding the working environments.

Inferentially, a teaching approach that will inspire and motivate learners to put themselves in the labour market mindset is crucial for better incorporating digital skills and competence and the need of conform themselves in a changing environment.

www.ditemp.eu DiTemp project

IO1 full output is ready and available in the website

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