

The logo for the IDOL project, featuring the letters 'i', 'D', 'O', and 'L' in a stylized, white, sans-serif font. The 'i' has a blue square above it, the 'D' has two pink squares to its left, the 'O' has a blue circle in the center, and the 'L' has a pink square to its right. The background is a dark blue field with a pattern of white and pink dots and lines, suggesting a digital or data theme.

IDOL



Digital Service-Learning Toolkit

www.digitalservicelearning.eu

26.04.2023

An output of the
IDOL-project



Funded by
the European Union

Imprint

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Project

IDOL – Intergenerational Digital Service-Learning
Grant Agreement Number
2021-1-DE01-KA220-HED-000031186

IDOL consortium

Johannes Gutenberg-University Mainz (Germany), University of Vienna (Austria), European E-Learning Institute (Denmark), Folkuniversity Lund (Sweden), Momentum (Ireland), University of Valencia (Spain)

Publication date

April 26th 2023

Disclaimer

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Citing this guide

Martínez-Usarralde, M.-J., Tarazona, C., Almela, M., (2023). Digital Service-Learning Toolkit.
Download via: <https://digitalservicelearning.eu/>


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INTRODUCTION TO THE TOOLKIT





The Digital Service-Learning Toolkit is one of the results of Erasmus+ project IDOL (Intergenerational Digital Service-Learning). IDOL is a project that grew out of concern for the civic engagement responsibilities of Higher Education (HE) meeting community needs. Civic engagement and shared European values are more important than ever because they have the potential to tackle the multiple negative impacts of the pandemic (e.g isolation). By engaging more people in service-learning and civic activities the IDOL-project aims to contribute conscientiously to a more inclusive society.

The overall objective of IDOL is to design and develop a new teaching approach which empowers Higher Education Institutions (HEI) staff and lecturers to implement intergenerational digital service-learning through innovative modes of collaboration, improved digital skills and better understanding of the role of service-learning as an essential part of the HE educational mission.

IDOL makes an important contribution to the way in which the HE sector approaches Digital Transformation and the need for innovative learning and teaching practices by adding two more innovative elements to service-learning: the intergenerational focus and the digital aspect.

These innovative aspects are supported by the three outputs of the IDOL-project:

1

PRACTICAL GUIDE TO INTERGENERATIONAL DIGITAL SERVICE-LEARNING: THE GUIDE EXPLAINS WHAT INTERGENERATIONAL DIGITAL SERVICE-LEARNING IS AND THE LEARNING OPPORTUNITIES IT OFFERS; ILLUSTRATES THE VALUE OF USING IT TO DEVELOP KEY COMPETENCES AND ENGAGEMENT, ESPECIALLY WITH STUDENTS; AND MOTIVATES HEI EDUCATORS AND STAKEHOLDERS WITH PRACTICAL GUIDANCE ON HOW TO INTRODUCE IT INTO THEIR ORGANISATIONS.

2

DIGITAL SERVICE-LEARNING TOOLKIT: THE TOOLKIT PROVIDES PRACTICAL GUIDANCE AND TOOLS FOR HEI EDUCATORS WISHING TO INCORPORATE DIGITAL SERVICE-LEARNING ACTIVITIES INTO THEIR TEACHING, WITH A FOCUS ON INCREASING THEIR CONFIDENCE IN USING DIGITAL TOOLS.

3

IDOL HACKATHON GUIDE: THE GUIDE INTRODUCES HEI LECTURERS AND STAFF TO THE CONCEPT OF A HACKATHON ON INTERGENERATIONAL DIGITAL SERVICE-LEARNING TECHNIQUES & TOOLS AND GUIDES THEM ON HOW TO FACILITATE DIGITAL SERVICE-LEARNING PROJECTS FOR STUDENTS AND OLDER LEARNERS.

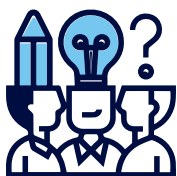
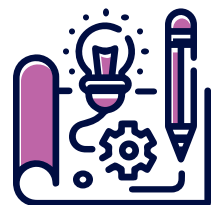


The aims of the IDOL-project are:



Educators from HE will understand better how to acquire the knowledge and skills to integrate learning that boosts cultural awareness, value-based learning and active citizenship into existing educational programmes.

The contribution to HE sector regarding the digital transformation for a significant impact on the skills and professional capacities of HEI academic staff, tutors and lecturers for teaching through digital service learning.



The project aims to have a significant impact on the skills and professional capacities of the academic staff, tutors and lecturers in HE. The project will have an immediate impact on students by strengthening key competences relating to service-learning such as creativity, empathy and problem solving among the main ones.

02

WHAT IS THE TOOLKIT FOR?

The Toolkit is a guide on the use of relevant digital tools/apps and how they can be implemented in a digital service-learning context. The main aims of this guide are:



Providing practical guidance and tools for HEI educators, wishing to incorporate digital service-learning activities into their curricula/teaching strategies



Increasing HE educators' and students' confidence in using digital tools



Promoting the use of service-learning, therefore the benefits of it, like learning outside the classroom; applying knowledge to real-life problems; fostering personal growth and development; reinforcing citizenship and civic engagement, and building networks to community partners.

03

WHO IS THE TOOLKIT FOR?



The Toolkit is created for HE educators/lecturers to implement digital service-learning courses. Teachers can choose to adopt these new digital resources to implement them in their classes. This Toolkit can also support HEI managers, students and older learners to practically implement a service-learning project either partially or fully online.

This is a multilingual guide as many tools could be found in different languages facilitating the implementation of digital service-learning techniques in all the countries of the European Union.

04

WHY USE DIGITAL TOOLS FOR DIGITAL SERVICE-LEARNING?

This Toolkit for HE educators includes a set of digital tools and approaches for adapting the service-learning pedagogy in classrooms in a digital way. The purpose of the Toolkit is to help HE teachers design and implement a learning program. The Toolkit describes how adaptive learning can be implemented by using an app or platform that could be easy to use in a classroom setting.

The tools are divided according to the different phases of service-learning. The tools are useful for the development of digital service-learning pedagogy in an optimal and orderly way. They are explained in this guide below.

The tools presented in this guide have been chosen with the criterias of ease of use, pedagogical and innovative and free software. Moreover, the skills that are described in each one of the tools are linked to the Digital Competence of Educators (DigComEdu). The reason why this framework has been chosen to describe the skills in the next chapter is because the DigCompEdu is a scientifically sound framework that describes what it means for educators to be digitally competent. Also, it provides a general reference frame to support the development of educator-specific digital competences in Europe.

05

WHAT IS THE EUROPEAN FRAMEWORK FOR DIGITAL COMPETENCES IN EDUCATION?



Using digital tools promotes the development of several competencies. The tools which are presented in the Toolkit are linked to the European Framework for the Digital Competence of Educators. The DigCompEdu has been created because of the new demands in the teaching professions that more and more become sophisticated and that is why the digital devices and applications require educators that develop these digital competences.

Therefore, this Toolkit identifies the links between the European Framework for the Digital Competence of Educators, of which there are 6 key areas and 22 competences. Each tool in the Toolkit directly builds or contributes to at least one competence in 1 key area, often multiple.

On one hand, area 1 is directed at the wider professional environment, for example, educators' use of digital technologies in interactions with colleagues, learners,

parents and other interested parties, for their own professional development and for the collective good of the organisation. On the other hand, Area 2 looks at the competences needed to effectively and responsibly use, create and share digital resources for learning, between others. Also, Area 3 is dedicated to managing the use of digital technologies as teaching and learning. Area 4 addresses the use of digital strategies above all to enhance assessment. Area 5 focuses on the potential of digital technologies and focuses on learner-centred teaching and learning strategies. Finally, Area 6 details the certain pedagogic competences required to facilitate students' digital competence (Redecker et al., 2017).

The European Framework for the Digital Competence of Educators highlights 22 educator-specific digital competences, organised mainly in six areas (Redecker et al., 2017) (Figure 1).

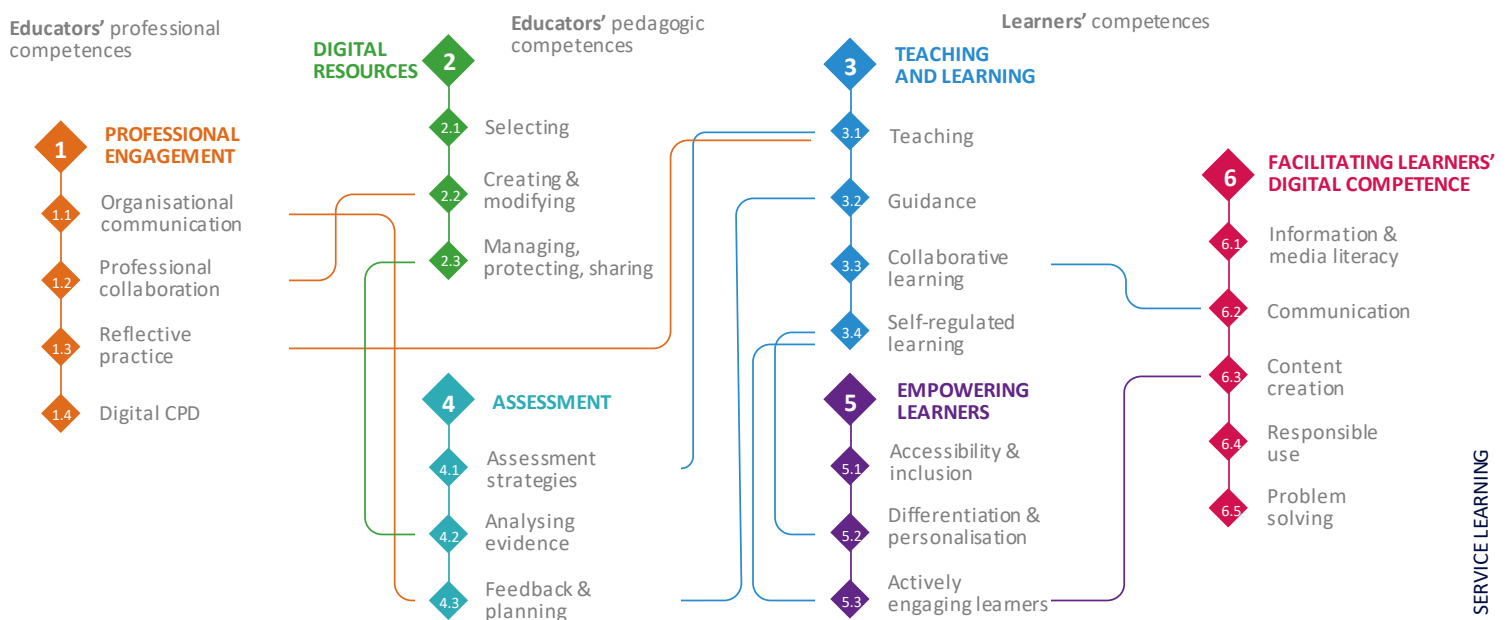


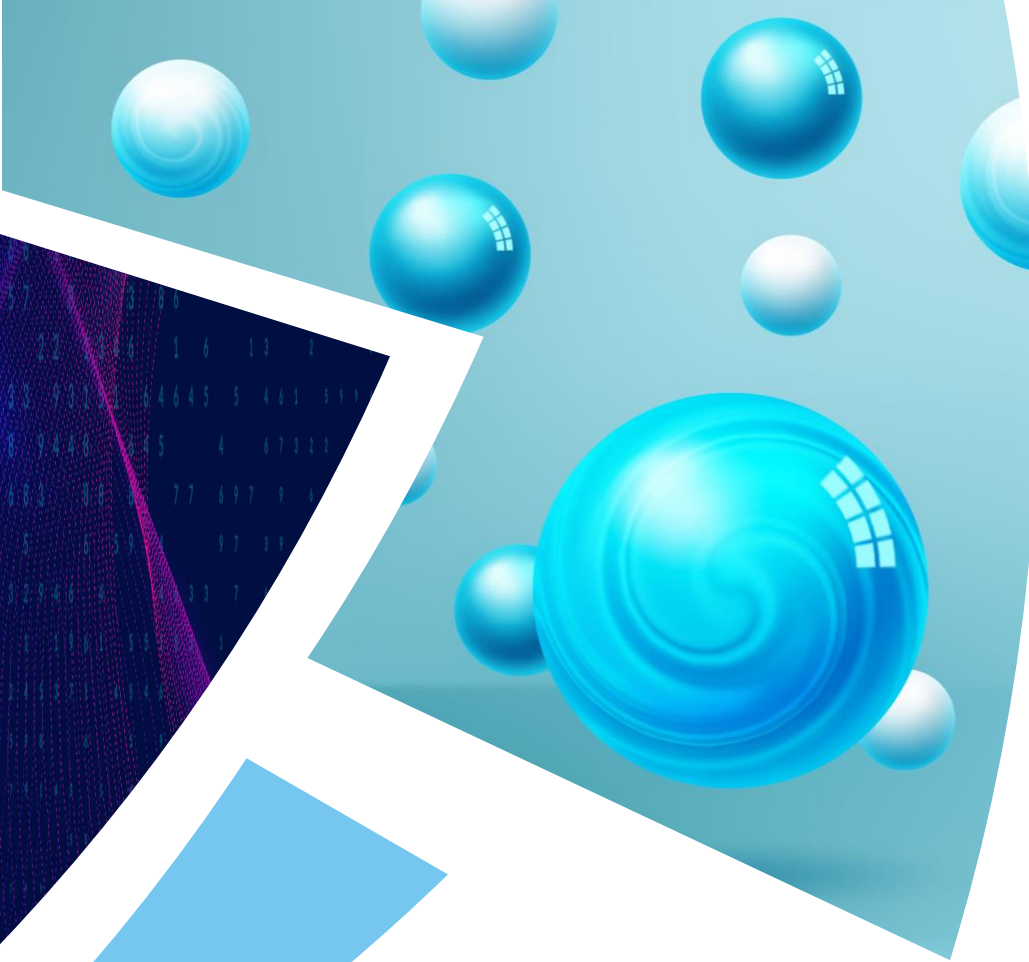
Figure 1. DigCompEdu framework overview

Source: Caena, F. & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (*Digcompedu*). *European Journal of Education*, 54(3), 356-369. <https://doi.org/10.1111/ejed.12345>

06

THE DIFFERENT PHASES OF SERVICE-LEARNING

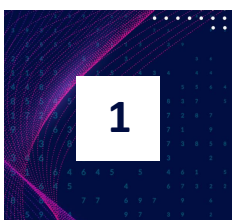




For those planning a service-learning course, it is important to note that service-learning is divided into five phases. Each of the digital applications described in this Toolkit is linked to one of these phases, the one in which the tool could be most useful. However, the tools listed below are versatile and they could be

used during several phases depending on the needs of the participants. The five phases of service-learning are:

As Resch, Knapp et al. (2020) mentioned, service-learning can be implemented in five phases (Figure 2):



STARTING PHASE This phase is used to select the aim of the project and to write the general goals and the specific aims regarding the service and learning process. The starting phase is also important for imagining strategies to solve real-life problems in the community and find the needs in the community and carry out a resource analysis.

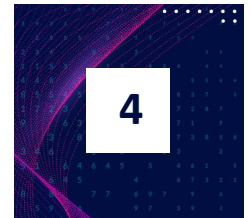
COMMUNITY NEEDS PHASE This phase is used to collect information and to identify the needs and resources in the community through observation, qualitative interviews and focus groups, surveys or community mapping. In addition, this phase involves selecting target groups, planning duration, the number of participants, as well as starting to develop a working plan. During this time teachers will seek information on the main issues and partners in the social network working on a specific issue. Moreover, this phase is to assign the responsibilities of each role in the group, to propose the activities to be carried out, its development and application. It should also be noted that it is used to implement the schedule: date, activity, person in charge, calendar of work meetings and times.





SERVICE-LEARNING PHASE Working in the community, institution or group. Demonstration of acquired learning, both as a professional and as a citizen. Teachers will be responsible to coordinate a specific activity between the students and community with a main goal. Students actively take part in an organised service activity in the community for several weeks or months, based on the identified community need, while at the same time documenting and reflecting upon their experiences in practice. In this phase, students typically work in small groups and spend time working in the community, institution, or group.

GUIDANCE PHASE This phase involves guidance and discussion from the teacher to the student and preparation for the students with the community partners. Students still spend the majority of their time in the community and are in parallel guided by their teachers. Students experience the desired combination of theory (academic results) and practice (service) as well as all other aspects of service-learning, such as personal growth and increase in professional competence. The teacher accompanies and supports students in the development of their community service and helps them understand how the transfer between theoretical learning and practice can take place. Students in this phase often keep a learning diary, participate in regular group (reflection) meetings in which they can share their experiences and discuss what is happening, or have peer tutoring.



REFLECTION PHASE Teachers promote a collective discussion and get feedback from students, essential activities to ensure the transfer and sustainability of the learning process. This phase includes the evaluation of the implementation of the project, aspects like materials, activities done, problems encountered, experiences with community partners, academic and personal benefits, proposals for the dissemination of the project (exhibitions, talks, brochures...). Besides reflection and evaluation, the recognition of the service effort is also a main aspect of this phase.

Understanding service-learning as a process also implies that it goes beyond a single course and a semester.

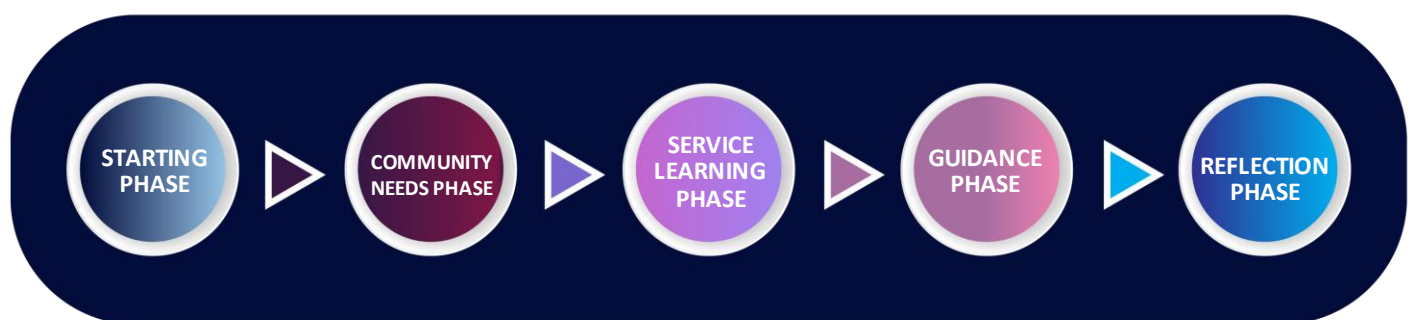


Figure 2. Service-learning phases

Source: Resch, K., Knapp, M. (Eds.) (2020). *Service Learning – A Workbook for Higher Education*. An output of the ENGAGE STUDENTS project. Download via: <https://www.engagestudents.eu/wp-content/uploads/2021/03/Service-Learning.-A-Workbook-for-Higher-Education.pdf>

07

HOW TO USE THE TOOLKIT



This Toolkit is designed to help Higher Education educators to find what kind of tools are best to teach students in a digital service-learning pedagogy, with guide videos and explanations that will help teachers to set up a learning activity in less than 30 minutes. The Toolkit follows a 4-step approach, every tool contains:

- 1** **TOOL DESCRIPTION**
- 2** **TEACHERS INSTRUCTIONS FOR SERVICE-LEARNING**
- 3** **A TUTORIAL VIDEO ABOUT THE TOOL**
- 4** **SKILLS THAT WILL BE ACQUIRED THROUGH USE OF THE TOOL**

08

TOP 16 TOOLS LIST



The principal 16 digital tools to consider during service-learning practices in Higher Education are listed in this part of the toolkit, presented with their main features. At the end of the document, the reader can find an annex with more information about the apps described and some additional tools.

As they appear below, the digital tools are arranged according to the service-learning phases. In the introduction of each application, the phase to which it belongs is listed. This is followed by an explanation justifying the tools inclusion. The reader is recommended to give a free interpretation to each tool classified in phases, as all the tools, having different applications, can be used in different phases.

The tools below will show that digital service-learning pedagogy can be implemented during the learning process through the use of innovative tools for teaching and easy use for students.

It should be noted that all the following digital tools are “responsive”. When it is used the term “responsive”, it above all means “responsive design”. This means making a website accessible and adaptable across all devices: tablets, smartphones, etc. The principle of responsive design is achieved through cascading style sheets (CSS) and programming techniques (HTML).





01 genially

Genially

STARTING PHASE

Genially is a web application for making interactive presentations. Genially offers an assortment of templates and resources that makes the content creation process very simple. This application allows users to create powerpoint style presentations in which slides with different formats can be inserted.

Genially can be used to select a specific folder with a presentation of 1 slide to show all the aims of the project. The slide design would be created by the teacher and the students (all of them can see the same slider) who could be in different places. They could write notes on it in real time as all of them can see the same slide at the same time.

Genially for HE teachers

- It can be useful to identify the interests and motivation of the students in a service-learning project.
- It creates an Interactive project picture. Students have access to different community problems

and can choose a picture of one of them in which they are most interested in intervening. They can write four or five points about which motivations/interests/facts move them to collaborate to solve that community problem and need.

Instructions:

English:

<https://www.youtube.com/watch?v=WKe2Z9J1-fY>

German:

<https://www.youtube.com/watch?v=mhdQA0U-QDY>

Spanish:

https://www.youtube.com/watch?v=_CMPVKIw9PU

- At the end, all students share the link presentations by institutional email with the teacher.

Benefits of

Genially FOR LEARNERS

The Genially Tool helps to facilitate learners' digital competence by building skills such as content creation. Genially also builds HE educators' professional competences as it encourages reflection on teaching and learning. Educators' pedagogic competences are further developed through assessment and analyzing evidence using Genially.

See the tool in use:



Competences:

Assessment:

Challenge the student for better digital skills to create digital design documents.

Analyzing evidence:

Is it possible through student research to have increased critical thinking about their own ideas regarding the project.

Giving opinion:

Students will give their opinions creating their own slides before starting the activity





02

Storyboard That

STARTING PHASE

Storyboard is a platform that allows the creation of stories to present projects or content to teachers and students. These types of tools allow users to develop their creative capacity through resources that facilitate the creation of their own stories to present content. In this app, HE teachers create a script of 3 actions, the first and third one is the teacher asking and giving some instructions before starting the activity. On the other side, the student must write down in the second picture his/her avatar and what are the expectations for the project.

StoryboardThat for HE teachers

- It can identify the strengths of our students by their representations in comics and in a dialog icon.

- First, every student must create their own avatar with a common background, for example, a class, and explain in their point of view what are their strengths to develop a Service-learning project.
- HE teachers can create an example of a storyboard as an assignment (remember write a deadline, objectives and procedure and share with students and to check it in real time:

English:

<https://www.youtube.com/watch?v=blfTxFMZ9dY>

Spanish:

<https://www.youtube.com/watch?v=Xz882MZT1FO>

Benefits of

StoryboardThat FOR LEARNERS

Storyboardthat helps students to identify ways to create and edit simple content in graphic format. The app allows HE teachers to select ways to modify and integrate simple items of content and information to create new and original ones.

Competences:

Engagement:

Through cartoons it becomes easier for the student express themselves

Pedagogy:

The comic will be created to teach to the students how to create something from scratch and how to explain to others how they feel.

Critical thinking skills:

The communication in this tool allows the student to be responsible about their thoughts

See the tool in use:



03 wakelet

Wakelet

STARTING PHASE

Wakelet is a free content curation platform designed by Microsoft for educators that allows users to save images, links, tweets or podcasts in a single space. Once saved, these resources can be interactively organised and structured into collections (called 'Wakes') and shared with students or fellow professionals. Among its advantages, it allows content to be shared in a more interactive and attractive way and encourages the development of collaborative skills within the educational community. HE teachers can create a New Collection and students can join in with an invitation. In this collection, the HE teacher can create an image of the community and describe its main features. Moreover, teachers can create bullet points about the community needs of the community and write questions for the students. The students' mission is to answer these questions in an original way, using pictures, videos, audio or just writing on it.

Wakelet for HE teachers

- This tool is useful to identify the resources of the community partners.
- Teachers can use Wakelet to present, using text and pictures, the community and its needs to the students. Together, they can write the possible ways of solving its problems and the benefits of working on it.

English:

<https://www.youtube.com/watch?v=LsMxLuwBLuM&t=38s>

Spanish:

<https://www.youtube.com/watch?v=LsMxLuwBLuM>

Benefits of

Wakelet FOR LEARNERS

Wakelet is an app that enhances communication and collaboration skills. For students and HE teachers, it is a way for sharing through digital technologies, for example sharing data or content in a simple way.

Competences:

Communication:

Some part of the work would be research and writing information regarding the community

Collaboration :

A group of students can create a wall

Creativity:

There is no rules for the design and the order of the information

See the tool in use:





04



Canva

STARTING PHASE

Canva is a digital tool to create online graphic designs. In this tool it is possible to create presentations, posters, videos, or logos. Users can easily create an account with an email or by Google or Facebook. In the beginning, it is possible to get started with a tutorial that guides the content creation of the tool. It is easy to use, intuitive, and perfect for creating different designs with templates or from scratch.

Canva for HE teachers

- HE teachers can create a template with the cooperation agreement's main parts of the service-learning project and can control the design of it. Then, they can send the link of the document to students and community partners to co-create the content of it.
- This tool allows teachers to set the goals, expectations, responsibilities, timelines and helps to create a collaborative mind-set.

Instructions:

English:
<https://www.youtube.com/watch?v=9iuWcf67pgM>

German:
<https://www.youtube.com/watch?v=pPw9S4t5LNQ>

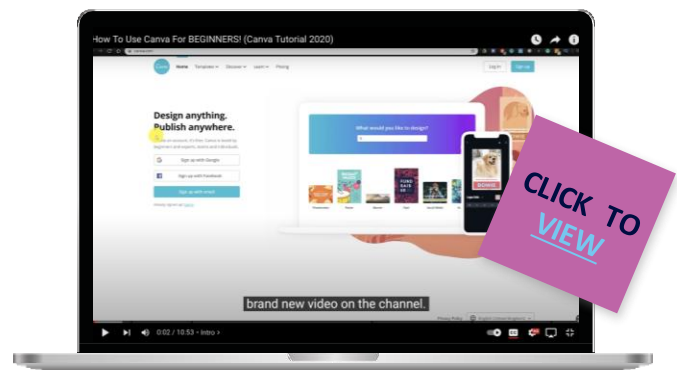
Spanish:
<https://www.youtube.com/watch?v=kdE6ZmT5MI>

Benefits of

Canva FOR LEARNERS

Canva is an app for creating digital content in simple formats which allows students and HE teachers to express themselves through the creation of digital means. Educators are empowering learners through encouragement of differentiation and personalisation. Learners' digital competences are facilitated by content creation.

See the tool in use:



Competences:

Creativity:

There are no limits for expressing the agreement

Content creation:

Students will mix graphic design and writing tasks

Cooperative work:

The document can be done in groups students

05 MindMap

COMMUNITY PHASE

MindMup is an app that creates online mind mapping in an easy way integrated with Google Drive. Users create mind maps online, storing them in the cloud and accessing them at any time. Every new mind mapping that has been created is stored in a cloud and it is possible to share it with others for example other students and teachers. It is useful for planning or mapping centered on cooperative learning.

MindMap for HE teachers

- HE teachers explain how to use the content for community mapping after working on service-learning. They can suggest topics surrounding the community needs for example and to create the board with all the ideas from the students in real time.

English:

<https://www.youtube.com/watch?v=XY-YjF57wFs>

German:

<https://www.youtube.com/watch?v=QksLAX0ZHtc>

Spanish:

https://www.youtube.com/watch?v=w1Uj_aeqLHM

Benefits of

MindMap FOR LEARNERS

Mindmap is a tool to teach students about Information and Data literacy regarding managing data, information and digital content. For example, organising information in digital environments.

Competences:

Memory:

The visual map has the power to be easily read by the students and to be memorised

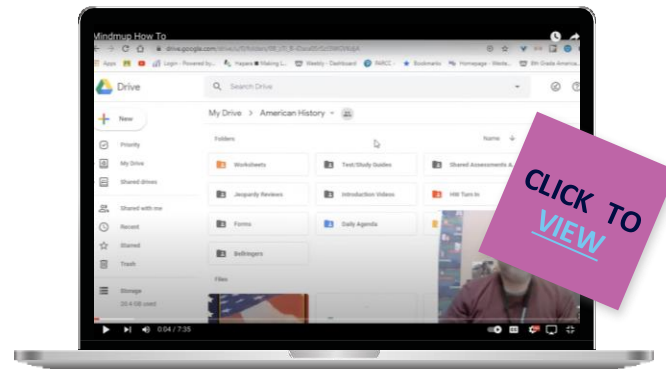
Creativity:

The ideas in the map will reflect the capacity of the students to have detailed information about the topic chosen

Cognitive constructivism :

The mental maps allow the students organise their ideas in a better way to be capable to understand clearly

See the tool in use:



06 edpuzzle

Edpuzzle

COMMUNITY PHASE

Edpuzzle is a tool useful for creating and editing online videos with specific objectives for learning. The goal of this tool is to customize the videos, for example, YouTube videos with questions, links, voice-over comments, and more. The goal is that teachers can share the videos created for them and prepare for specific lessons by tracking the student's scores and setting up deadlines. For example, the videos could be ready for individual lessons or group activities.

Edpuzzle for HE teachers

- HE teachers can choose a Youtube video of the community on which the service of the project is going to take place and share it with their students.
- In this video and per group, every student should embed their own videos of the community, identifying needs and resources.

- Another option is to create questions about the community needs on the video as well as YouTube content at the same time (it can be an uploaded video or an already completed one).

English:

<https://www.youtube.com/watch?v=8I0fV0djfjA&t=495s>

German:

<https://www.youtube.com/watch?v=GJyS2iCwFs8>

Spanish:

<https://www.youtube.com/watch?v=QWar47cMmUI>

Benefits of

Edpuzzle FOR LEARNERS

Edpuzzle helps students and HE teachers to improve their competences in the field of communication and collaboration. The main point is engaging citizens through digital technologies to use public digital services such as YouTube. Edpuzzle empowers learners through active engagement.

Competences:

Interaction:

The students in group have to work together to create a video that express all their ideas

Critical thinking:

Analysing the videos adding their comments and corrections make the students better thinkers

Research:

Students will research on youtube the best videos to represent the community of their project

See the tool in use:



07



NoodleTools

COMMUNITY PHASE

NoodleTools is ready for research work from students. This digital platform allows learners to create a project and share it with students to propose their research regarding a specific topic. In the app, it is possible to find different tabs as sources, or notecards and learners are getting guidance in all the research processes for writing their bibliography. Even so, it is possible that students learn how to cite their sources in a proper way.

NoodleTools for HE teachers

- This tool allows HE teachers to divide their students into working groups and make them research a topic linked to the community needs. The research aims to implement the service with quality references. Students should search a background of experiences regarding the topic chosen.

English:

<https://www.youtube.com/watch?v=FwQFblvk5lk>

Spanish:

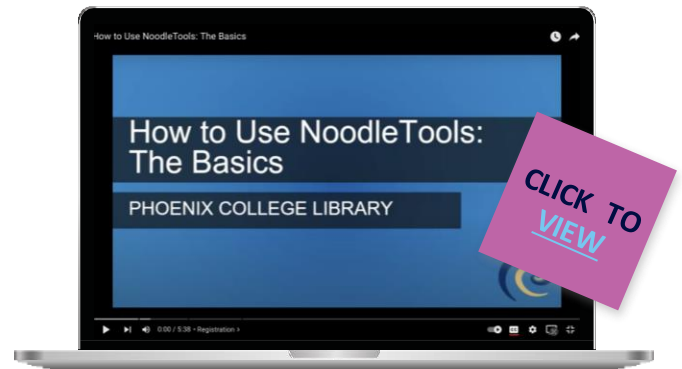
<https://www.youtube.com/watch?v=2YuljkAE7ps>

Benefits of

NoodleTools FOR LEARNERS

Noodle Tools helps managing information and data literacy. The most important competencies that HE teachers and students can develop are searching and filtering data, and creating and updating personal search strategies. Noodle Tools facilitates learners' digital competences through exposing them to information and media literacy and content creation.

See the tool in use:



Competences:

Research:

The students will research in a professional way, guided by the tool

Group work:

To create a research folder between students will help them to cooperate in the activity

Project organisatoin:

The goal in this tool will be writing references in a specific way

08



Google Classroom

Google Classroom

SERVICE LEARNING

PHASE

Google Classroom is a platform for the execution phase of service-learning. It is free and very easy to use. One of its possible functions is to structure a class for different students in an interactive way. Its main function is to store the organised content of the classes, so that for any activity that is carried out, the versatility it has to store different formats is very useful. Using this easy tool, the HE teacher can create a folder with the name of the project, add all the students by email and share a document with all the indications for the project such as timing, calendars and number of participants. The sharing of these folders would be in real time.

Google Classroom for HE teachers

- Google Classroom in service-learning can be used to create a group/class and insert their

student's everyday work through videos, texts, tracks and assignments with goals and opinions about the sessions.

English:

<https://www.youtube.com/watch?v=pl-tBjAM9g4>

German:

https://www.youtube.com/watch?v=UGsM1_xjEZo

Spanish:

https://www.youtube.com/watch?v=X6EvJM_BYWw

Benefits of

Google Classroom FOR LEARNERS

Google Classroom helps students to know how to integrate and re-elaborate digital content. This tool allows learners to integrate knowledge and resources. For HE teachers, it is a way to teach and guide their students in self-regulating learning. Google Classroom develops competencies for teaching and learning.

Competences:

Guidance:

The feedback from the teacher will be easy to read

Collaborative learning:

It is possible to work in groups and folders to develop the project

See the tool in use:





09 **miro**

Miro

**SERVICE LEARNING
PHASE**

Miro is an interactive tool that allows users to work collaboratively through a virtual whiteboard, where it can create diagrams, mental maps, flowcharts and more. There is the possibility to select pre-designed templates or a blank canvas, ready to place information. This app can be used for design thinking sessions, empathy maps, creative processes and more. Work in Miro can be synchronous or asynchronous, and everyone can collaborate at the same time, leave comments, form boxes for each group, and more. In addition, it is possible to export it as a PDF or as an image. It is worth mentioning that Miro has a free account and a premium account, the latter allows you to make video calls, set a timer, vote and export it in PDF or image with larger sizes. Miro can be used by HE teachers as the perfect tool to make a video call with all the members of the group and create a real exchange of ideas with notes, blackboard, documents etc. about the main topic of service-learning.

Miro for HE teachers

- During the activities of the service-learning project, teachers can use a personal board to connect all the projects done at that moment as videos, notes, texts, pictures, tracks and mental maps. It is possible to create a board for every session.

English:

<https://www.youtube.com/watch?v=cXidv3bzQuM>

German:

<https://www.youtube.com/watch?v=7iwdiB3VN7g>

Spanish:

<https://www.youtube.com/watch?v=cXidv3bzQuM>

Benefits of

Miro FOR LEARNERS

Miro is a tool for communication and collaboration. This app allows students to share content through digital technologies and to learn about referencing and attribution practices. It can be used by teachers to guide in a collaborative way. Miro encourages responsible use and communication.

Competences:

Responsible collaboration:

The main goal will be to create board on teams

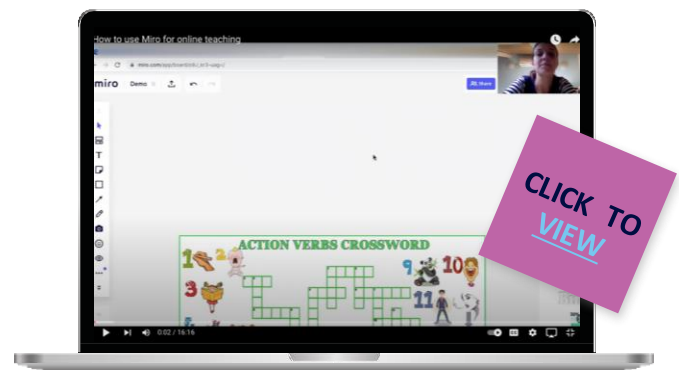
Communication:

The main board will allow the students to express themselves

Content creation:

The possibility to use different supports will fit perfectly for the students with better creativity

See the tool in use:





10

Otter Voice Notes

SERVICE LEARNING

PHASE

Otter is a tool used for audio recording in an easy way. It is useful for fast transcriptions directly from a track update. In a fast way, it is possible to have a document with the transcription made detailed for example with the different speaker's tag. Also, it is possible to create different folders to organise the work. For the students, it is a useful tool when they are working with tracks or interviews.

Otter for HE teachers

- Otter can be used during the Zoom sessions with the students and with the community. Otter can record all the videos and is capable of programming the automatic transcription of the voice for highlighting topics and creating conclusions.

English:

<https://www.youtube.com/watch?v=QJqttNSUkOA>

Benefits of

Otter FOR LEARNERS

Otter is about information, media and data literacy. The students manage data, information and digital content organising and storing the information. Meanwhile HE teachers select digital resources and give accessibility and inclusion to the class.

Competences:

Organising, data:

All the transcriptions have to be written in a document and supervised by the students

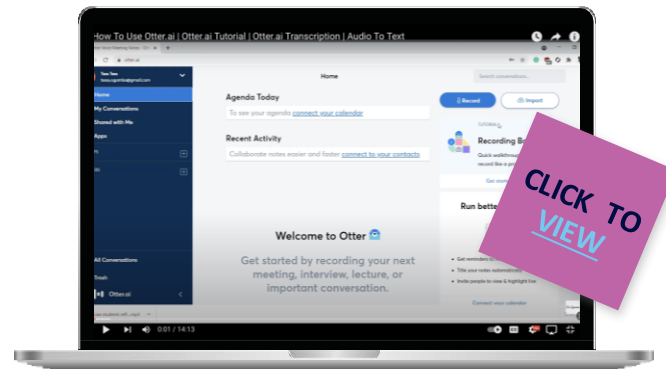
Highlight details:

Students will pay attention to the details in the podcast they record

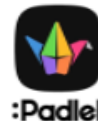
Listening:

This tool will make the student develop their active listening on tracks

See the tool in use:



11



Padlet

GUIDANCE PHASE

Padlet is an online app created as a notebook or a digital board to keep different formats as images, writing, or tracks, and to share them with others. Teachers can use it with the students in an easy way accessing their personal profiles and sharing their documents and vice versa. It is a tool that allows creativity and content creation between students. It is the perfect tool for collaborative work and it is possible to set it up in different ways.

Padlet for HE teachers

- This tool gives teachers the opportunity to divide their students in teams and make them work in collaborative and customised boards. As students need guidance and preparation to contact the community

members, it will be fine for students to be accompanied by comments on all the ideas and theoretical learning by feedback in real time. The tool allows teachers to create a board from scratch and share it with students.

English:

<https://www.youtube.com/watch?v=wm-2RITkkAY>

German:

<https://www.youtube.com/watch?v=yIuI2j-6Aqc>

Spanish:

<https://www.youtube.com/watch?v=0YZmW9wMfyU>

Benefits of

Padlet FOR LEARNERS

Padlet is about communication and collaboration. The students learn how to share through digital technologies with others. The HE teachers teach self-regulating learning.

Competences:

Intuition:

Self regulated learning: the student will control their production and they will be responsible for the final result on the app

Research:

Teachers will correct and answer students doubts through this app

Collaboration:

Group work will result in new information in a wall being very easy to add from the tool

See the tool in use:





12

 Mentimeter

Mentimeter

GUIDANCE PHASE

Mentimeter is an interactive presentation tool that allows users to engage their audiences in real time. HE teachers sign up using an email address or via Google or Facebook logins. After choosing Presenter or Audience pacing to get started, HE teachers simply click a button to begin designing a presentation. Users can choose from a variety of Events, selecting from options such as questions, polls, word clouds, reactions, and more. Audiences join from the app or via menti.com and enter a six-digit join code in order to see and respond to the questions. In this case, the HE teacher creates a questionnaire about all the project guidance to the students about how they feel and how they have been preparing.

Mentimeter for HE teachers

- The HE teacher who is guiding the group during the service-learning practice can create a parallel group with polls and questions presentations to clarify how to continue working on the dynamic of the exchange.

English:

<https://www.youtube.com/watch?v=IOPnAAzPfXA>

German:

<https://www.youtube.com/watch?v=tn4J7XSyug>

Spanish:

<https://www.youtube.com/watch?v=8sDWtxRcbJU>

Benefits of

Mentimeter FOR LEARNERS

Mentimeter is a social tool for communication and collaboration as students interact through digital technologies. With the tool, HE teachers can create professional engagement between students, building their own communication and assessment strategies.

Competences:

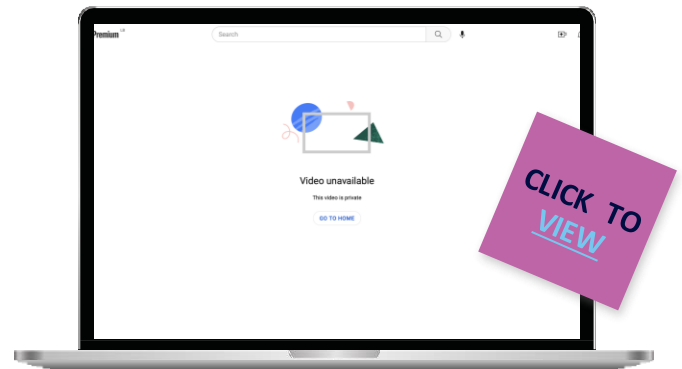
Engagement:

Students feel part of a project giving their feedbacks by a poll

Critical thinking:

Making questions to the students, they reflect on what they did

See the tool in use:





13 Flipgrid

Flipgrid

GUIDANCE PHASE

The Flipgrid application is a free tool from Microsoft that allows users to upload videos and offers many possibilities during the course. It is a social learning platform that, among other things, allows teachers to create class discussions. They can use the different topics offered on the platform to propose them to the students who would have to take part by recording themselves in short videos and presenting their opinion about the service-learning activities, sharing them online or in the classroom. With this tool, students acquire different skills such as speaking in public and giving voice to their ideas in a different way.

Flipgrid for HE teachers

- HE teachers can choose this tool to create a group meeting or individual supervised meetings to assist students in problem-solving. It is an app to create dialogue between HE teachers and students.

- Flipgrid also allows users to create videos, with the goal of sharing their opinions on the process of service-learning in a natural way. From the panel, to create a new topic, teachers must create a task for students and share the link after configuring the video explaining the instructions of the work to be done. Later, students will have to record their videos with the feedback to the HE teacher; this can also be done by and between students.

English:

<https://www.youtube.com/watch?v=vJOoloQ7k5Q>

German:

<https://www.youtube.com/watch?v=RrgrZGtNoc8>

Spanish:

<https://www.youtube.com/watch?v=Gz23yEGEAkk>

Benefits of

Flipgrid FOR LEARNERS

Flipgrid is a tool that helps students in communication and collaboration, especially in netiquette (behavioural norms and know-how in digital). HE teachers could use it for assessment as well. This boosts digital literacy and encourages responsible use.

Competences:

Collaborative learning:

Student and teachers collaborate to decide the aim of the project

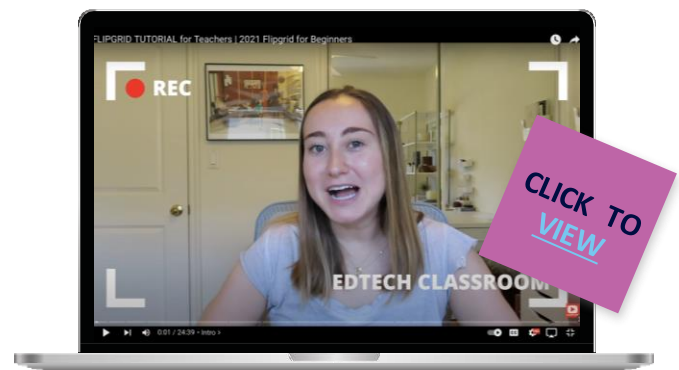
Responsible use:

All the speeches from the students will be recorded

Content creation:

Students learn how to create videos to express themselves

See the tool in use:





14 Seesaw

Seesaw

REFLECTION PHASE

Seesaw is like a learning journal in an online platform made for educators that can create a multimedia experience for students through different setups. It is also possible to combine it with Google Classroom and it is possible to log on with a QR code. Teachers can assign activities to the students sharing their boards using for example photos, files, videos, or drawings.

Seesaw for HE teachers

- HE teachers can give the opportunity to students to give their feedback and a space to discuss needs and demands. In this app it is easy to use videos to describe their own experience considering the main difficulties and achievements of the service-learning project.

English:

<https://www.youtube.com/watch?v=cM3QNgGnFCI>

Spanish:

<https://www.youtube.com/watch?v=1NZsYbKxWv4>

Benefits of

Seesaw FOR LEARNERS

Seesaw is an app for developing digital content and integrating it in a unique place. HE teachers can encourage their students to empower learners and select information. Seesaw can be used to improve evidence analysis and assessment strategies.

Competences:

Critical thinking:

Recording their own production videos will make students responsible for their words

Communication:

Students will work on their communication skills in oral speech

Analysis:

The videos would be a summary of a reflection from previous work

See the tool in use:



15 **fan.** **school**

Fan.school

REFLECTION PHASE

Fan.school (before called Kidblog) is like a blog developed for the use of teachers and students creating conversations between them. In this platform, teachers can leave feedback on their student's work in a simple way. The listed conversations are in reverse-chronological order.

Fan.school for HE teachers

- This app is ideal for gathering the feedback of students, creating a blog with posts about their experiences. The blog is a space to discuss the learning process in service-learning describing what happened and considering the main difficulties of the project. It would be a personal blog/diary/notebook that HE teachers can check one by one. After every activity, it is possible to classify and write what has been done and the personal feeling. Later, the student can publish it and share it with other students too.

English:

<https://www.youtube.com/watch?v=q7H5yPS2BWw&t=9s>

Spanish:

<https://www.youtube.com/watch?v=MyByMFfy6jM>

Benefits of

Fan.school FOR LEARNERS

Kidblog is an app that helps students in communication regarding engaging citizenship through digital technologies. The HE teachers give self-empowerment to their students.

Competences:

Storytelling:

The communication skills of the students improve by creating blogs

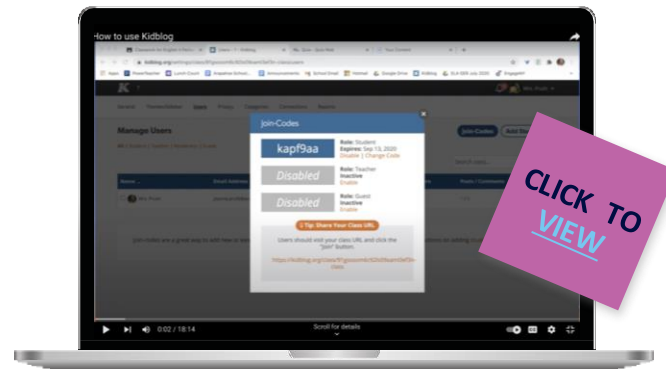
Reflection:

The students have to develop their mindset regarding the the project through the blog

Writing skills:

The blog will enhance the students writing abilities

See the tool in use:





16

 Poll Everywhere

Poll Everywhere

REFLECTION PHASE

Poll Everywhere is an online tool created for the assessment. The teacher designs polls or surveys or even discussion boards to provide them to the students. Usually, polls can be created including the results in graphics in real-time. It is an easy tool for assessment.

Poll Everywhere for HE teachers

- This tool is useful for students reflecting the service-learning process. The teacher can create a poll which students have to answer. After the poll, the HE teacher should receive the academic diploma or certificate that rewards participation in the project. Poll everywhere lets you send this by email. The

questions in the polls should be linked to the changes experienced by students in personal and civic/academic dimensions, after the service-learning experience.

English:

<https://www.youtube.com/watch?v=vdx9d0QCzgo>

Spanish:

<https://www.youtube.com/watch?v=AID3i-1uRGw>

Benefits of

Poll Everywhere FOR LEARNERS

Poll Everywhere gives students the power of sharing their own opinion and data. HE teachers build assessment skills, as well as manage, protect and share information. Poll everywhere encourages accessibility and inclusion through its many platforms.

Competences:

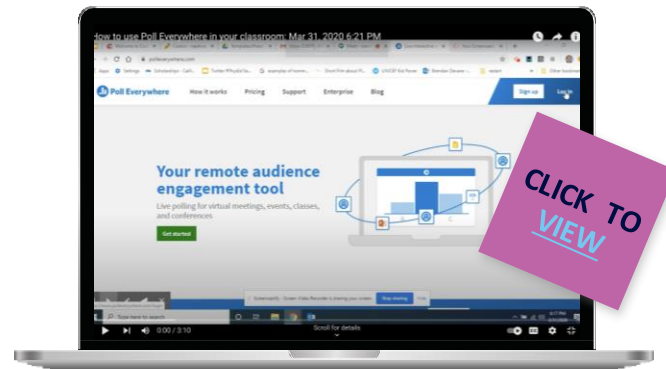
Reflection:

The questions in the poll will make reflection important for the students

Giving feedback:

The poll will allow students to express their point of view

See the tool in use:



09

REFERENCES



References

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Redecker, C. (2017) *European Framework for the Digital Competence of Educators (DigCompEdu)*. Edited by Y. Punie. European Commission. Available at:

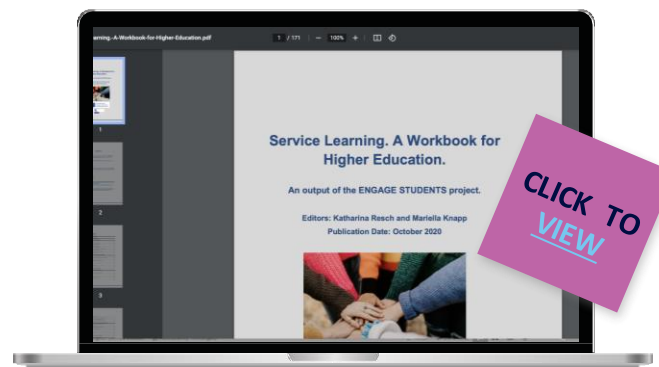
<https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>.



Resch, K., Knapp, M. (Eds.) (2020). *Service Learning – A Workbook for Higher Education. An output of the ENGAGE STUDENTS project*.

Download via:

<https://www.engagestudents.eu/wp-content/uploads/2021/03/Service-Learning.-A-Workbook-for-Higher-Education.pdf>



10

ANNEX



TOOL NAME	SL PHASE	LANGUAGE	TO CONSIDER
Genially*	Starting	English/Spanish/French	Free or 1,25€/month.
Storyboard that	Starting	French, Spanish, German, Hebrew, Arabic, Thai, & more	The free version has many options, unlike Comic Life or Pixton. 9.99€ for fun/9.99€ for teachers/24.99€ for work.
Wakelet	Starting	English/Spanish	FREE no sign up needed
Canva	Starting	European languages	FREE for basics designs
Mind mup**	Community	European languages	Free for basic options
Edpuzzle	Community	English/Spanish	The pricing for EdPuzzle starts at 10,76€ per month.
Noodle Tools	Community	English	Reasonable price
Google Classroom***	Service Learning	All languages	FREE
Miro	Service Learning	English/Spanish	7,49/month/€14,97/year/basic free forever.
Otter	Service Learning	English/Spanish	Free trial and 18,72€/month
Padlet****	Guidance	English/Spanish	FREE

TOOL NAME	SL PHASE	LANGUAGE	TO CONSIDER
Mentimeter	Guidance	English/Spanish	FREE 5 slides
Flipgrid	Guidance	English	FREE
Seesaw*****	Reflection	English	FREE version or 120€ per year
Fan.school (Kidblog)	Reflection	English	FREE
Poll everywhere	Reflection	English	Business and non-profit plans: Free: for up to 25 responses/activity and 1 presenter. Present: 112€/year for up to 700 responses/activity and 1 presenter
*Educatina	Starting	Spanish	FREE
**Socrative	Community	European languages	FREE. Create up to 5 quizzes; Socrative PRO for K–12. 84,21€/ year.
***Wordwall	Service Learning	Spanish/English	Basic Free/ Standard month 5,05€ / month paid annually Pro 8,42€
****Mystudylife	Guidance	European languages	FREE
*****Kahoot	Reflection	European languages	Free as Guest- 112,29€/ billed annually; 27,14€/ billed monthly.

The stars make reference to the apps that are equivalent in their uses. The stars positioned in the right after the name of the tool refer to the apps described in the 16 digital tools before in the document, in the left are the proposal apps equivalent to the above in their use.

- *EQUIVALENT APPLICATIONS
- **EQUIVALENT APPLICATIONS
- ***EQUIVALENT APPLICATIONS
- ****EQUIVALENT APPLICATIONS
- *****EQUIVALENT APPLICATIONS



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