DIGITAL WOMANIST

Erasmus+ project

The impact of the digital revolution on cultural production, access, and public engagement has prompted the need to enhance the attractiveness and recognition of the local cultural system. In pursuit of this goal, the Digital Womanist project partnership seeks to create a novel curriculum that fosters digital proficiency among female students studying the humanities. This initiative begins with a comprehensive evaluation of the educational offerings within higher education institutions through qualitative and quantitative surveys conducted both in academic settings and in the field. The project aims to accomplish the following objectives:

- Assess the training programs provided by humanities faculties, highlighting their strengths and areas that require improvement to effectively equip students with the aforementioned digital skills.
- Engage with representatives from cultural organizations to identify the skills necessary for digital transformation processes and provide guidance to university systems accordingly.
- Consult female students to pinpoint the primary barriers that need to be addressed or minimized in order to bridge the digital gender gap.

DIGITAL WOMANIST
01000100 01010111

Co-funded by the European Union

PR1:
FOCUS GROUP

Among the various activities implemented during the Pr1 phase "Designing of a Digital Womanist Curriculum", we have planned a series of activities to equip female students in humanities backgrounds with essential digital skills. One of the critical components of this endeavour involves the organisation of 10 Focus Groups, where we will engage various stakeholders to analyse educational offerings in humanities faculties, identify strengths and areas for improvement and bridge the digital gender divide. These Focus Groups will bring together representatives from higher education partners, cultural organizations, experts in digital transformation processes, and a group of female students. Through this collaboration, we aim to discern the skill needs required for effective digital transformation and guide universities and female students in overcoming the main obstacles hindering their progress. To ensure a comprehensive and practical approach, we have developed a methodological guide encompassing criteria and tools for needs detection, step-by-step implementation of the Focus Groups, and data collection, analysis, and reporting. This guide represents a valuable resource in our journey toward empowering female students in the digital realm. The primary objective of these Focus Groups is to foster the development of digital hard skills among female students in humanities. By employing innovative methodologies that prioritize interactivity, flexibility, and adaptability to the needs of our beneficiaries and the evolving employment landscape, we strive to equip these students with the necessary tools for success. The outcomes of these activities will be instrumental in co-writing the Digital Womanist Curriculum. By mapping the skills required and leveraging the expertise of our partners, we will ensure that the curriculum aligns with industry demands and empowers female students to thrive in the digital age.

PR2:
IMPLEMENT MICROLEARNING

The Digital Womanist project continues to make remarkable progress. Following the successful third Mobility Week meeting, the project partners dedicated their efforts to the implementation of PR2. Through regular online meetings, they collaborated on developing the content for open educational resources and subsequently designing and implementing them.

Under the coordination of Conform, the project leader of PR2, the group worked to implement microlearning. As a result, was created a series of interactive video training pills to be freely accessible online for a minimum of 2 years after the project concludes. These resources are specifically designed to enhance digital skills in augmented and virtual reality, app development, and mini-games, while also highlighting the cultural heritage of the region. The training modules cover a broad range of topics, providing students with valuable knowledge and practical skills, all while showcasing the rich cultural heritage of the area.

Complementing the online training modules, the project also introduces the "DIGIT" educational TV program. This serial and interactive digital learning environment features a trainer filmed in a captivating "Green Room" setting. Through this program, students will be introduced to topics directly related to specific curricular skills. The "DIGIT" program adds an engaging and dynamic dimension to the learning experience, further enriching the educational journey for participants, and implementation of digital solutions in AR, VR, gamified and interactive apps c)behavioural (learning by acting), through a work-based learning session, carried out in the partner cultural organizations and/or those involved by the partnership, where the students will be called to personally face and solve real problems of a relational, negotiation, planning, managerial and technological nature, becoming the protagonists of the entire prototype implementation process

PR3: TOOLKIT

Simultaneously to the Pr2, The partners are working on the Digital Womanist Toolkit for Digital Solutions Design, an initiative aimed at guiding cultural organizations in their digital transition. This toolkit, developed as part of our ongoing efforts to empower women in the digital realm, will provide valuable insights and resources to foster the creation of cutting-edge digital solutions.

1. Objectives, Times, and Ways of Conducting: The Digital Womanist Toolkit will comprehensively analyze the objectives, timelines, and methodologies required to guide cultural organizations in their digital transformation. By examining the current state of affairs and identifying areas for improvement, this toolkit will serve as a roadmap to navigate the ever-evolving digital landscape successfully.

2. Guidelines for the "Digital Solutions Design Lab" and Work-Based Learning Sessions: To further enrich the learning experience, our partnership teachers, who have benefited from the LTTA (Learning Teaching and Training Activities), will conduct the "Digital Solutions Design Lab" and Work-Based Learning sessions. These sessions will follow the transformative Team coaching model, facilitating the prototyping of digital solutions by female students. The aim is to provide practical opportunities for the application of newly acquired digital skills in real-world scenarios.

We are proud to share that the curriculum and teaching materials developed as part of this project will be thoroughly tested by a panel of 90 carefully selected female students. This diverse group comprises 20 students each from Italy, Spain, Greece, Romania, Czech Republic. Their valuable feedback will allow us to fine-tune and enhance the curriculum to ensure optimal learning outcomes. The Digital Womanist Toolkit will play a pivotal role in bridging the digital skills gap and promoting gender equality in the digital space. By equipping women with the necessary tools and knowledge, we strive to empower them to excel in the realm of digital solutions design.

NEXT STEP: PRAGUE

DIGITAL WOMANIST
01000100 01010111

Between the 19th and 23rd of June, Artykel will host Learning, Teaching and Training Activities. The partners then will meet in Prague to develop the methodology and teaching instrumentation to support the students in the organizational analysis for identifying the digital solution to be implemented, to Conduct the Digital Solutions Design Labs, and to Lead the Work Based Learning sessions.

The project partners continue to work diligently, driven by their shared vision of empowering female students and promoting digital skills development. Stay tuned for further updates on the progress of the Digital Womanist project as it paves the way for a more inclusive and empowered digital future.

NEWSLETTER #3

DIGITAL WOMANIST

Erasmus+ project

DIGITAL WOMANIST
0 1 0 0 0 1 0 0   0 1 0 1 0 1 1 1

digitalwomanist@unisa.it

**Co-funded by
the European Union**