# D-ChallengHE

## *Digital Challenge in Higher Education*

## RN Progress Report Template

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|---|---|
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# RN Progress Report

## 1. Network details

| Research Network | RN5 - Soft skills for HE students, innovating teaching models, tools for supporting teaching and learning |
|---|---|
| Coordinator *(Name/Surname/Affiliation)* | Theodor Panagiotakopoulos HOU |
| Reporting Period (2022 – 2024) | |

## 2. Joint activities

*Description of the achievements to date of the Scientific Research Network listing all joint activities undertaken in detail:*

- **Seminars**
    - Webinar "Internet of Things and Stem education", HOU, (Gerasimos Vonitsanos)
    - Presentation "Integrating IoT into STEM for Visual Communication", UNIWA, (Gerasimos Vonitsanos)

- Workshops
- Symposia

- **Research Visits**

    - Department of Mathematics, Physics and Technical Education - section of Technical education at the Faculty of Education at the University of West Bohemia in Pilsen (Stefanos Armakolas)
    - Department of Graphic Design and Visual Communication, University of West Attica (Gerasimos Vonitsanos)

# 3. Academic outputs

- **Publications**[1]
    - Armakolas, S., Vonitsanos, G., Lazarinis, F., Panagiotakopoulos, T. 2024. "Online training course within the framework of the project D-Challenge." *Proceedings International Student Conference of Future Teachers*, p.30-31. Západočeská univerzita v Plzni ISBN 978-80-261-1223-5
    - Vonitsanos, G., Armakolas, S., Lazarinis, F., Panagiotakopoulos, T., Kameas, A. 2024. "Blending traditional and online learning approaches for Soft Skills Development in Higher Education". *Innovating Higher Education Conference 2024.* EADTU. Accepted for publication
    - Lazarinis, F., Panagiotakopoulos, T., Armakolas, S., Vonitsanos, G., Iatrellis, O., and Kameas, A. 2024. "A blended learning course to empower innovative online teaching in higher education", *European Journal of Education*, p.e12820

- Published Data[2]

- Other academic output[3]

# 4. Science outreach and public engagement strategy

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[1] Use **ASA Bibliographical Style** and the following classification for publications:

**Articles:** A1: Peer reviewed articles in scientific journals; A2: Non-peer reviewed articles in scientific journals.

**Books:** B1: Author or co-author of published books (limited to books published by a scientific publishing company; no syllabuses, no theses); B2: Chapters in books (no conference proceedings); B3: Books as editor (including editor of conference proceedings).

**Other publications:** C1: Papers in proceedings of scientific conferences, that do not belong to any of the previous categories (full articles, no abstracts); C2: Doctoral dissertations; C3: Patents; C4: All other publications that are relevant to the project and that cannot be included in any of the previous categories, including preprints.

[2] Provide a list of datasets resulting from the funded scientific research network that were made publicly available. Specify the bibliographical reference to this dataset (or minimally Author(s) – publication year – title), provide the identifier (DOI, URL, handle, ARK, PURL or URN) and specify the open access status (open, under embargo, restricted or closed).

[3] It may be constituted by surveys, a technical diagram, software, objects (e.g., maquettes, prototypes, keynote lectures or other lectures at scientific or other meetings, the organisation of such meetings, the organisation of or participation in exhibitions, and any other type of activity or output you consider to be relevant

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*The research outputs of RN5 have been disseminated to various stakeholders ranging from academics and researchers to students, policy makers and the general public. An indicative list of the dissemination channels used by RN5 includes:*

*Newspaper articles (targeting academics, students and general public) -*
[*https://www.eap.gr/wp-content/uploads/OPEN2U/OPEN-2U-2024-07-08-IOYLIOS-AYGOYSTOS/*](https://www.eap.gr/wp-content/uploads/OPEN2U/OPEN-2U-2024-07-08-IOYLIOS-AYGOYSTOS/)

*Web posts:* [*https://info.zcu.cz/clanek.jsp?id=6572&lang=cs*](https://info.zcu.cz/clanek.jsp?id=6572&lang=cs)

*Social media:*
[*https://www.facebook.com/100062311344558/posts/943546581065711/?rdid=4inyJoKYC5fS7mwy*](https://www.facebook.com/100062311344558/posts/943546581065711/?rdid=4inyJoKYC5fS7mwy)

*&*

[*https://www.facebook.com/cetlupatras/posts/pfbid02zUDgxmgFRDdLej68ex1pn5zRC2EcQw6czXcW5nsghf6nqBA7HKfKnywYwiSDhH3Sl*](https://www.facebook.com/cetlupatras/posts/pfbid02zUDgxmgFRDdLej68ex1pn5zRC2EcQw6czXcW5nsghf6nqBA7HKfKnywYwiSDhH3Sl)

*Internal educational platforms: School of Applied Arts & Culture, University of West Attica, e-class webpage:*
[*https://eclass.uniwa.gr/modules/announcements/index.php?course=GD130&an_id=146967*](https://eclass.uniwa.gr/modules/announcements/index.php?course=GD130&an_id=146967)

# 5. References

- Aljawarneh, S. A. (2020). Reviewing and exploring innovative ubiquitous learning tools in higher education. Børte, K., Nesje, K., & Lillejord, S. (2023). Barriers to student active learning in higher education. *Teaching in Higher Education*, *28*(3), 597-615.*Journal of computing in higher education*, *32*(1), 57-73.
- Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines. John Wiley & Sons.
- Jorre de St Jorre, T., & Oliver, B. (2018). Want students to engage? Contextualise graduate learning outcomes and assess for employability. *Higher Education Research & Development*, 37(1), 44-57.
- Kim, J., & Maloney, E. J. (2020). *Learning innovation and the future of higher education*. JHU Press.

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- Medina-Merodio, J. A., Castillo-Martinez, A., Barchino, R., Estriegana, R., & Robina-Ramírez, R. (2024). Factors Influencing the Acquisition of Soft Skills in a Collaborative Learning Environment Supported by Game-Based Application. *IEEE Access*.
- Oke, A., & Fernandes, F. A. P. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, *6*(2), 31.
- Reigeluth, C. M. (2013). *Instructional-design theories and models: A new paradigm of instructional theory, Volume II*. Routledge.
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