



# D-ChallengHE Final press release

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## WP2 - D-ChallengHE HUB – European Digital Innovation Hub in HE

The D-challengHE project has ended successfully, but the virtuous network of collaborations developed through it will continue. All project objectives have been achieved. Currently, the D-challengHE Research Network HUB has around 70 people and stable cooperation with [Skillman.eu](https://www.skillman.eu), a global network that operates in 95 countries.

The WP2 reached the following results and KPIs:

During the last three years, More than 800 stakeholders (professors, Academic Bodies, local and national educational institutions, universities, training agencies, policymakers, etc.) have been involved in the work package aimed at building the D-challengHE Research Network HUB.

-More than n° 20 universities/research centres are on the board of the HUB.

-[Four international workshops](#) have been organised, reaching around 100 participants.

- two calls for papers promoted

1. [Call for papers for No. 1/2024 of the Journal of Digital Pedagogy.](#)
2. Call for papers for the n.3/2023 of the Journal *Quaderni di comunità. Persone, Educazione e Welfare nella società 5.0* entitled [Reinventing University: The Digital Challenge In Higher Education](#)

- two calls for panels promoted

1. [20th Annual International Scientific Conference Social Innovations for Sustainable Regional Development](#)
2. [Conference of Digital Pedagogy in Higher Education & D-challengHE project:](#)

- three publications edited by the project Scientific Committee

1. [n.3/2023 of the Journal Quaderni di Comunità entitled Reinventing University: The Digital Challenge In Higher Education](#)
2. [n.1/2024 Journal of digital pedagogy](#)
3. [n.2/2024 Regional Formation and Development Studies](#)

The D-challengHE research network HUB will continue its networking and sharing policies through its research network, which you can always sign up to participate in. The objective is to foster internationalisation processes and to share experience, knowledge, and research opportunities.



[Click here to join one of our research networks](#)

The existing research groups are as follows:

- [RN.1 New Role of HEIs in Front of Globalisation and Global Crises. Values, Mission And Goals For The Future Of HEIs](#)
- [RN.2 Artificial Intelligence in HEIs](#)
- [RN.3 The Economic, Social And Ecological Sustainability Of Digital Transformation](#)
- [RN.4 Curriculum design and mismatch job supply demand, skills for a changing society](#)
- [RN.5 Soft skills for HE students, innovating teaching models, tools for supporting teaching and learning](#)
- [RN.6 Digital and emerging skills](#)
- [RN.7 Academic Research: ethical and methodological issues, Computational challenges for humanity](#)

Among the project's and collective effort's results, we can recall the observatory focused on the processes of digitisation of higher education, which remains active. This endeavour is not merely a passive collection but an active engagement with contemporary research and discussions, ensuring that the digital transition is approached with informed strategies that mitigate risks and enhance educational practices.

Link to the repository: <https://d-challenghe.unilink.it/observatory/>

[Click here to add your contribution!](#)

## **WP3 - Training for innovative online teaching in HE**

The promotion and dissemination of WP3 saw highly successful outreach efforts across all partner countries—Lithuania, Italy, Slovenia, Greece, and Romania. Five calls for applications were issued to attract participants for the pilot training, one in each partner country. These calls garnered great feedback, with application numbers exceeding initial expectations and demonstrating broad interest in the pilot.



Each partner developed and distributed various promotional materials tailored for the WP3 pilot, including flyers, application forms, and formal calls for participation. These materials played a crucial role in encouraging engagement, with some partners even enabling participants to obtain credentials beneficial for career advancement (e.g. micro-credentials or points for lecturer nomination). The pilot training calls were shared through multiple established partner channels, ensuring a far-reaching and effective promotion, as evidenced by the impressive enrollment level and diverse geographic representation. In Slovenia, for example, the Association for Higher Education Colleges shared the call among its 45+ members.

Notably, the participant pool extended beyond the host countries, exemplified by the Lithuanian-led pilot, which successfully included participants from other countries (e.g. Croatia) due to a targeted call among international partners. This cross-border participation highlighted the WP3 pilot's wide-reaching appeal and facilitated valuable international collaboration within the project.

WP3's outputs were also prominently featured at the project's final conference in Klaipėda, further contributing to platform enrollment. This conference was an excellent dissemination event, sparking new interest and establishing a foundation for ongoing engagement.

In line with sustainability objectives, Skillman will continue to promote and reuse the platform developed through WP3 following the project's conclusion.

[Click here to access free courses](#)

All partners contributed to ongoing awareness by regularly updating their channels, including websites, social media, and email newsletters. WP3 reached a broad audience among higher education faculty and other relevant stakeholders. This ongoing promotion has set the stage for lasting impact and sustained platform use in the future.

[Click here to download the full report](#)

## WP4 - Engagement tools for tutors and learners in a HE online learning environment

One of the D-ChallengHE project's most important milestones is the innovation of teaching and learning methods. The WP4, ***'Engagement tools for tutors and learners in a HE online***



**learning environment,**' aimed to develop tools to engage students and young researchers in higher education. The methodology included three training sessions, each lasting approximately three hours, followed by design and validation activities for the SGs with technical support provided by EKN.

The activity engaged **192 participants** and resulted in the creation of **7 Serious Games**. Below is the list of SGs created by the partners, each targeting specific skills to foster personal and professional growth:

- **Link Campus University:**
  - *"Il Circo Magigalu"* – Focused on analysing managerial competencies, including building effective relationships, stress management, problem-solving, and fostering a motivating work environment.
  - *"Servizio impeccabile: la missione del cameriere"* – Aimed at developing skills in stress management, emotional awareness, adaptability, and coordination.
  - *"LEA: Limit-Exercise-Advancement"* – Targeted key areas such as HR management, effective leadership and communication, team building, decision-making, problem-solving, and stress resilience.
- **Academia:**
  - *"SERIOUS GAME"* – Designed to build problem-solving, teamwork, communication, and time management skills through challenges simulating a fashion photoshoot.
- **Klaipeda University:**
  - *"Soft and Communication Skills"* – Strengthened educators' communication and empathy skills to enhance their effectiveness in digital teaching and adaptability in virtual environments.
- **Institute for Education:**
  - *"Mind Mingle"* – Focused on metacognitive skill development, encouraging players to reflect on their thought processes and adopt strategic, flexible planning to address challenges.
- **Hellenic Open University:**
  - *"European Car Rental Service"* – Developed teamwork skills, active listening, and critical thinking, enabling players to contribute meaningfully in collaborative settings.

Detailed instructions on how to play the Serious Games are available here: [Learn How to Play the Serious Games](#).



Feedback collected through questionnaires for teachers and students was analysed and compiled into the "Serious Game Codesign Guidelines" report, which outlines the steps for creating SGs and summarises the initiative's outcomes.

Access the full report here: [Serious Game Codesign Guidelines](#).

## **WP5 - Guidelines for online and blended learning: design, delivery, assessment, and evaluation of study programmes**

Education is undergoing a profound transformation, with digital technologies serving as catalysts rather than mere tools. While technology enables this change, the true reinvention of education is rooted in broader foundations: cultural shifts in how we learn and share knowledge, social changes in how we connect and collaborate, evolving professional demands, economic realities, and—most fundamentally—our human aspirations for growth and understanding.

Dedicated to education professionals, a specific guide to navigate the current challenges related to digital technologies was developed within the WP5 of the Erasmus+ project "Digital Challenge in Higher Education" – D-ChallengHE (2022-1-IT02-KA220-HED-000087029). The activity aimed to formulate guidelines and proposals for facilitating online and blended learning in higher education. It addressed challenges, obstacles and opportunities for applying quality practices in teaching at a national and institutional level by addressing the specific needs of the stakeholders involved (policymakers, academic/ teaching staff, students, administrative staff, technical staff, content designers and developers, education experts and instructional designers).

The Guide focuses on the quality dimensions of teaching in the digital era, the emerging teaching skills for digital environments and resources, and the methodology and tools for assessing online teaching and learning environments in HE.



It promotes and continuously improves an open, generative set of pedagogical principles, allowing direct, punctual feedback from visitors/ specialists. Therefore, the Guide is in an open-access format. An interactive format is also available online, allowing continuous punctual input from any stakeholders/ visitors of the pages. The pages also allow public annotations using specialised apps like Diigo and Hypotesis. An updated (re-versioned) guide will be issued regularly.

You can check the latest version here: <https://digital-pedagogy.eu/guidelines/>

### Follow us

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