

# Intellectual Output 4

## FINAL TESTING REPORT





Co-funded by the  
Erasmus+ Programme  
of the European Union



Digital  
Humanist

**IO4 - task 4.2**

# **FINAL TESTING REPORT**

(Testing of the: OER, Educational TV Programme, Handbook, Check-up Model)

IO4 Coordinator: CONFORM S.c.a.r.l.

This report was based on the Digital Humanist partnership input and feedback and was completed thanks to partnership collaboration

Date: June 4, 2021

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## Introduction

This activity foresees the testing of the learning solutions by the 75 students (15IT, 15ES, 15GR 15PL, 15BG). In particular, the group of people chosen for testing activity can:

1. access the **29 OERs divided into 4 modules**, with a total duration of 16.7 hours that corresponds to a forecasted learning of 25 hours, to acquire/consolidate skills to valorise the cultural assets of the territory, using the most suitable technologies to communicate local identities and values.
2. access the 4 thematic episodes of “DIGIT” Educational TV programme that address the main aspects of some **distinctive skills of the digital humanist** and, in particular, those necessary to:
  - ✓ **design, elaborate and manage cultural heritage development plans**, to valorise it in an innovative way, through the use of new digital technologies
  - ✓ **collect, interpret and analyse information on the market and on the digital audience**, to create an offer of cultural content in line with the needs of the target audience, correctly using the main digital tools
  - ✓ **communicate the cultural offer** thanks to the governance of social media marketing tools, web writing, storytelling and mobile communication
  - ✓ **start and manage entrepreneurial projects in the cultural and creative sector**.
3. **use the Handbook to create digital, cultural stories** to manage the complexity of communication in the cultural field, applying serial storytelling techniques (from web-series to sketch-coms)
4. **use the Company Check-ups Model** to analyse cultural communication processes, highlighting strengths and areas for improvement for the digital transformation of cultural content of Cultural and Creative Enterprises

### The activities in question were coordinated by CONFORM S.c.a.r.l. (IT) that was responsible for:

- defining and sharing of access requirements and selection criteria of a group of 75 beneficiaries to be admitted to the testing phase
- preparing the monitoring system to collect data/information useful to share any problems encountered and the consequent corrective measures
- preparing the system to evaluate learning outcomes
- sharing the final configuration of the OER and the “DIGIT” education TV programme with the partnership for dissemination to the general public.

### The remaining partners:

- shared the main problems and suggestions provided by the beneficiaries, to take any corrective measures with a view to fine-tuning
- shared the final configuration of the OER and the learning environment for dissemination to the general public.

## Requirements and participant selection criteria

The Testing of the activities carried out in the project contains three phases: the evaluation of the OERs, the Handbook and the Check-Ups.

TESTING ACTIVITIES	TOOLS
<ul style="list-style-type: none"> <li>• Selection criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Open call for students</li> </ul>
<ul style="list-style-type: none"> <li>• OER (content)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice (TEST contained in each unit developed by partners)</li> </ul>
<ul style="list-style-type: none"> <li>• OER (Usability and UX)</li> </ul>	<ul style="list-style-type: none"> <li>• CS Questionnaire</li> </ul>
<ul style="list-style-type: none"> <li>• SME Check-up Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation form</li> </ul>
<ul style="list-style-type: none"> <li>• Case history developed using the Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation form</li> </ul>

According to the project, 75 students from all of Europe needed to be included in the three phases.

An open call for students was published on the webpage of the DIGITAL HUMANIST project and partner universities together with a [Participant form](#) to enrol participants and a Detailed training experience programme.

Students needed to register via the webpage of the DIGITAL HUMANIST project. Registration was open from 13th Feb to 5th March (12:00 am).

## Public notice

In order to find participants and start the testing of the OER, the partnership agreed to publish a public notice. The partnership defined the following criteria of selection in the public notice published:

- The call for participation is open for any European student who can prove citizenship in any European country;
- The call is inviting students of the 1st and 2nd Bologna cycle (Bachelor and Master programmes) for participation;
- Students must be 2nd or 3rd year Bachelor program students or Master students in their 1st or 2nd year;
- Students must be enrolled in humanistic study programmes (Languages, Cultural Heritage, Arts, Archaeology, History, Philosophy, Economics, ...) at any European University.
- Form: name / surname / nationality / citizenship / year of course / Gender / attended Erasmus programme (year) / English level / GDPR for personal info / Course
- Preference will be given to students from Humanistic study programs in the order as written in this article;
- English language level
- Students, who have been on Erasmus+ exchange during their studies but no later than in the last 3 years, will be given priority; if there are unbalanced applications, preference will be given to the gender that is less represented in the sample;
- Gender balance will be given preference;
- Students, who have average marks in the academic year 2018/2019 of over 8 will be given priority.

Maximum number of points is **5**, 1 point for each selection criterion

CRITERION	No. OF POINTS
Study program	1
English language proficiency	1
Erasmus+ exchange	1
Gender balance	1
The average mark	1

Partners translated the public notice into their national language.

The public notices were published on the individual partner organizations websites on different dates due to the Covid-19 restrictions. Moreover, some partners conducted a pre-testing for fine-tuning purposes.

All of them followed the timing included in the following table:

Access to the online materials	<b>from 15<sup>th</sup> March</b>
Undertake company check-up	<b>from 15<sup>th</sup> April to 20<sup>th</sup> May</b>
Study the Handbook to create digital cultural stories	<b>from 15<sup>th</sup> April to 20<sup>th</sup> May</b>
Testing (OERs quiz, Check-ups report and cultural digital stories production)	<b>by 20<sup>th</sup> May</b>

Students were informed about selection results no later than 7 days after the call was closed.

Any complaint could be placed no later than 7 days after result communication, and would be managed by the academic members of the DIGITAL HUMANIST project.

## Testing phase

The testing phases were divided into two sessions:

- First session as a pre-testing of the OERs for fine-tuning: from December 2020 to March 2021
- Second session as a testing of the entire Digital Humanist Curriculum: from March to May 2021

## Face to face meetings

The partners agreed to hold 3 virtual meetings and 1 virtual briefing meeting.

- The virtual briefing meeting was held in each partner country before the start of the testing phase. During the meeting, the tutor selected by the partner organization would present the project and the entire training course to the young people.
- The first virtual session was held in each partner country immediately after the testing of the OERs and the DIGIT Educational TV programme
- The second face to face meeting was held in each partner country immediately before the testing of the Handbook
- The third face-to-face session was held in each partner country before the start of the company check-ups.

## Questionnaires to be completed by the young people

By the beginning of December 2020, all the partners sent their proposals for changes/additions to the questionnaires presented by UNISA, as quality manager, to CONFORM, coordinator of the IO.

Partners decided that the questionnaires might be realized as google forms due to the COVID-19 restrictions and the consequent impossibility to distribute them in presence. Here follow the links of the 2 questionnaires related to:

- [Evaluation questionnaire](#), to verify the quality of the training action that took place, and to obtain useful indications to improve service.
- [DIGIT evaluation questionnaire](#), to assess the quality of this innovative format and to obtain useful indications to improve service.

The two questionnaires have also been uploaded in the e-learning platform.

## Certificate

UNISA, as lead partner, sent proposals on the type of certificate that the individual partner organizations could issue according to their national legislation to CONFORM, coordinator of the IO.

After the virtual meeting in December, 2020, UNISA prepared a draft certificate which contained the signatures of the Lead Partner and the partner organization responsible for Testing.

The partners agreed on the draft developed and shown by UNISA. The certificates were to be awarded at the end of the check-ups.

## MONITORING

CONFORM, as a Coordinator of the Intellectual Output 4, was in charge of the monitoring of the testing phase of Digital Humanist training and in particular the 3 drivers of the Curriculum:

- ✓ cognitive (learning by thinking) assessing **the OERs (IO2) and the DIGIT Educational TV programme (IO4)**
- ✓ operative (learning by doing) evaluating **the check-ups report (IO5)**
- ✓ behavioural (learning by acting) evaluating **the application of the Handbook (IO3)**

Below the results of IO4 monitoring related to the people enrolled on the e-learning platform “erudire.it” made available by CONFORM where the OERs, are freely accessible, upon registration, for at least two years after the project end. The registration requirement allowed the project partners to profile users and better tailor the offer and availability of relevant OERs and information through the Platform. In fact, thanks to the “tin-can” standard, it is possible to monitor activities undertaken by training beneficiaries and of all those who decide to freely register in the platform. After the completion of all the OERs and the passing of tests, learners can download an “open badge” from the e-learning platform, in line with the Open Badges Infrastructure standard.

### State of the art of participant involvement

Nation	Total students effectively involved	Project initial Target	Positive surplus
ITALY	92*	15	77
GREECE	85	15	70
SPAIN	14	15	/
BULGARIA	48	15	33
POLAND	20	15	5
<b>Total</b>	<b>259</b>	<b>75</b>	<b>184</b>

It's important to underline that UNISA involved **57 participants** in a pre-testing phase completed in December, 2020. **153 participants obtained a badge** because they have successfully completed all the 4 final tests of the Digital Humanist Course and the 29 tests at the end of each OER for a total of 33 tests.

### Statistical data about "DIGIT" Educational TV programme

The episodes of DIGIT which can be consulted at <https://digit.conform.it/> alternate **sessions in the studio**, in which the presenter introduces the different topics with simple and captivating language, with **interviews** with teachers and experts and short **video clips**, taken from the "ALICE" series, produced and distributed by CONFORM S.c.a.r.l., which act as a bridge between the "informative" session and the actual formative one.

The clips, in fact, contextualize and explain key concepts for learning, which, through the use of "**Key Words**" spoken by the actors on stage and interactive elements that appear on the screen, allow viewers to access the **video training pills** and/or the **learning objects** correlated to each topic, at the end of which it is also possible to consult other **in-depth educational materials**, provided for users in the form of links to websites, operational tools, pdf/doc/excel files, videos, tutorials, etc..

The four episodes of the programme, in addition to the contents presented by the presenter and the interviews given by partnership teachers and experts, also include:

- a) n. **29 OER** - Open Educational Resources, in the form of:
  - n. 26 video training pills
  - n. 3 Learning Object (LO)
- b) n. **131 in-depth didactic materials** (insights) divided into:
  - n. 17 documents in pdf format
  - n. 59 web site
  - n. 55 videos

The total amount of the forecasted time of learning, related to the four episodes, the interviews, the OERs and the insights, is **153 hours**, calculated using the following criterion: 102 minutes (effective duration), increased by 50% (1 minute and 50 seconds \* 102 minutes), which take into account an average learning level.

Here follows the number of total views obtained in the second year of the project that correspond to the total amount of **2432**.

Pagine e schermate: Titolo pagina e classe schermata

Ultimi 12 mesi 24 giu 2020 - 24 giu 2021

Tutti gli utenti Aggiungi confronto

Titolo pagina e classe schermata

+ Visualizzazioni

Totale

2.432  
100% del totale

1 DIGIT - EDUCATIONAL TV PROGRAMME ON DIGITAL HUMANIST

1.118

## Results of OER and DIGIT Educational TV Programme evaluation questionnaire

The analysis of the answers given by the participants in the testing phase of the OER evaluation and the DIGIT Educational TV programme was carried out on a sample of **85** participants of the actual 259.

From an analysis of the individual items contained in the "**OER Evaluation Questionnaire**" it emerges that:

- **Suitability for the Target Group:** participants found themes and contents of the OER suitable to the Target Group and the vocabulary very good in order to go through the training contents. Even the level of assessment tests was considered appropriate for the Target Group.
- **Exhaustiveness:** OER contents are exhaustive, sufficiently in-depth, correct and precise
- **Consistence:** OER contents are consistent with practical and useful examples
- **Organisation and internal coherence:** OER subjects are presented in a logical and organized way, they are coherent with the structure of the project and the motion graphics present on the screen are well-balanced. Contents are up-to-date, and the topics are globally well organized.
- **Lexicon:** the language contained in the texts and in the audio and video contributions is fully understandable
- **Contents:** the participants found the division into 4 Modules useful and the distribution of the OER in every single Module appropriate. In general, participants found the contents of the OER correct for the completion of the Digital Humanist Curriculum.
- **Quality of assessment test:** the assessment tests allow people to evaluate the knowledge and notions acquired, terms and concepts presented are the same between the tests and the OER and questions are quite clear in general.
- **Navigation function:** In general, participants found the navigation functions valid, they were able to repeat a module unit section and chapter and pick up using the product from the point they left off. For the participants, the platform access instructions were clearly explained.
- **Text and Audio:** the text and audio of the OER globally scored well
- **General opinion of OER:** 47,1% of the participants had a good general opinion of the OER and 30,6% had an excellent opinion.

From an analysis of the individual items contained in the "**DIGIT Evaluation Questionnaire**" it emerges that:

- **Interface:** globally participants found the programme captivating and pleasant to look at and the episodes are good
- **Surfing:** participants found the programme structure and navigation correct

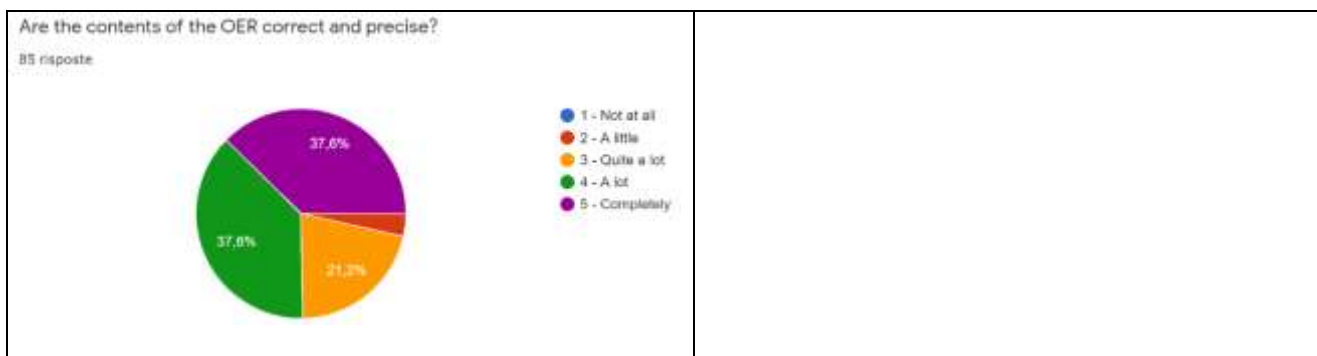


- **Technical function:** the average mark for the technical functions was 4, participants could use the programme and access the episodes and documents easily
- **Contents:** the average mark for the contents in the programme was more than 4. Participants found them consistent and globally in line with the Digital Humanist Curriculum.
- **Accessibility:** accessibility to the episodes as well as the information (insights, etc.) were scored as good by the participants.
- **General opinion of the learning environment:** 47,6% of the participants had a good general opinion of the OER and 29,8% had an excellent opinion.

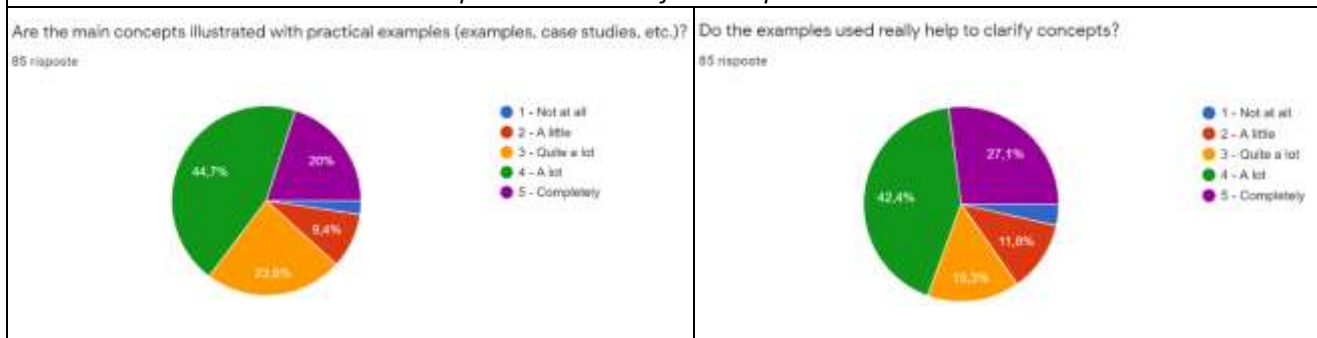
### Analysis of questionnaire answers

For further analysis, here follows the summary table containing the answers given by the students to the questions in absolute figures and percentages on the basis of the evaluation range that goes from 1= *not at all* and 5= *completely* (for each item)

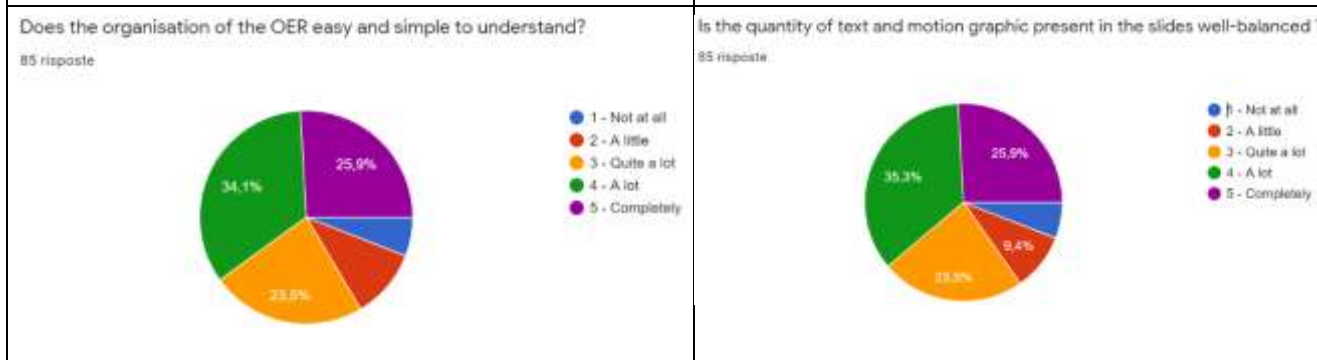
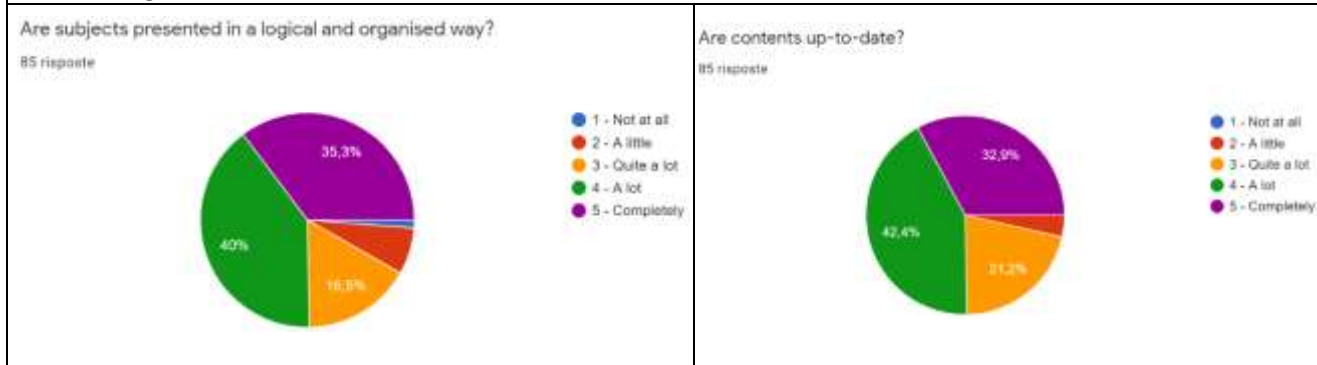
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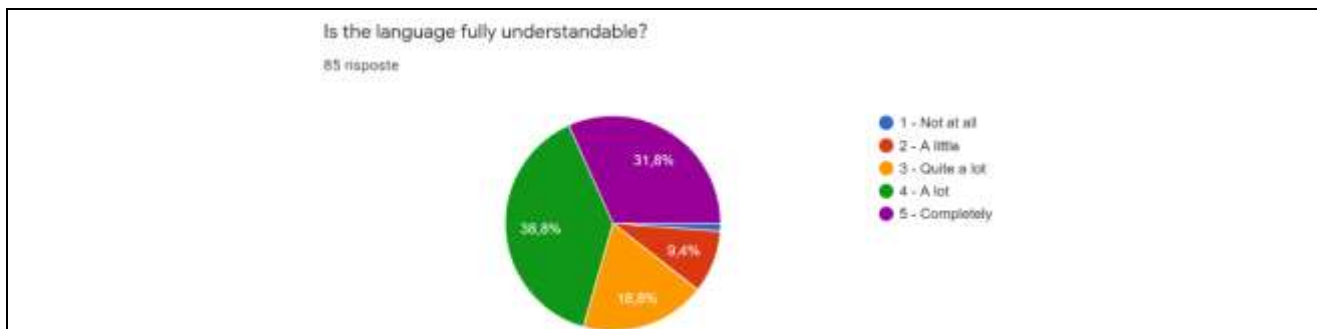
– OER contents are consistent with practical and useful examples



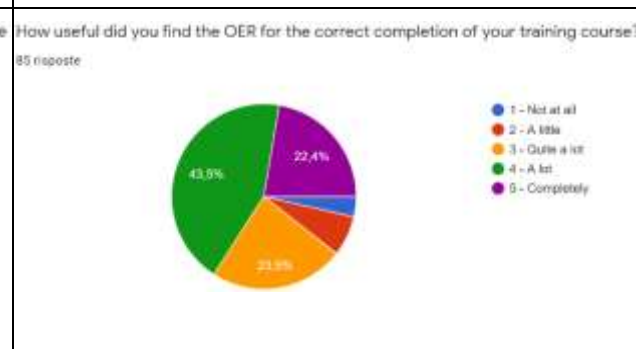
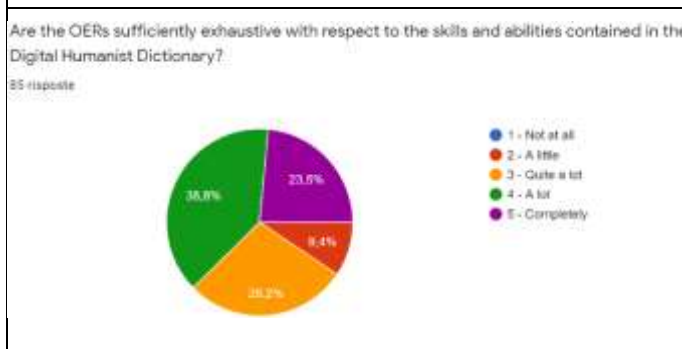
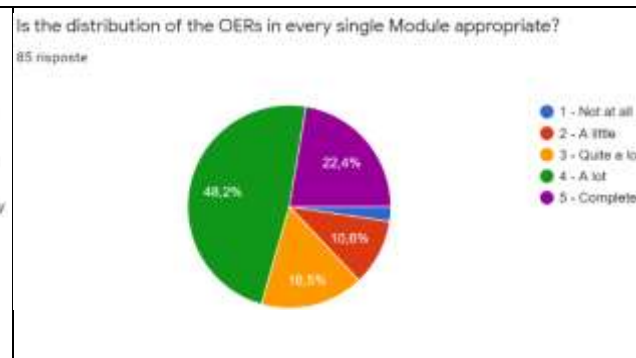
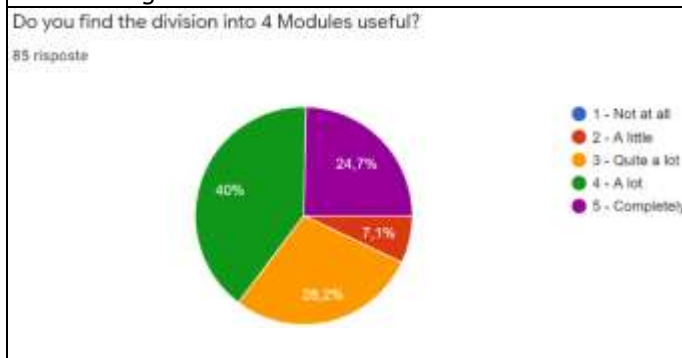
– OER subjects are presented in a logical and organized way, they are well synchronized with the text and coherent with the structure of the project. Contents are up-to-date, and the material in the slides is globally well organized.



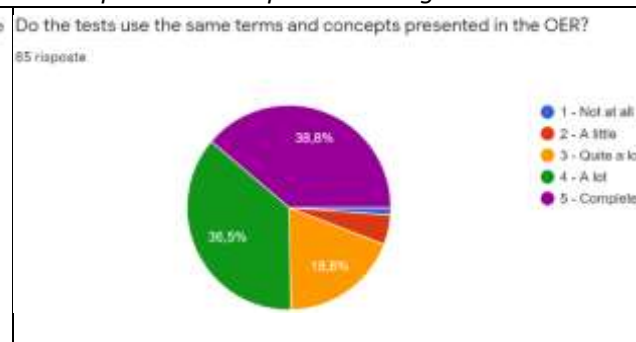
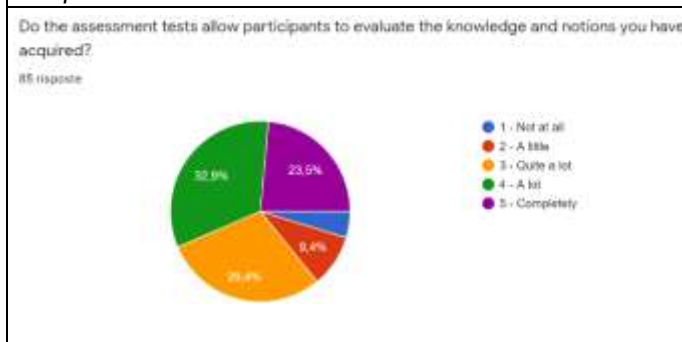
– The language contained in the texts and in the audio and video contributions is fully understandable



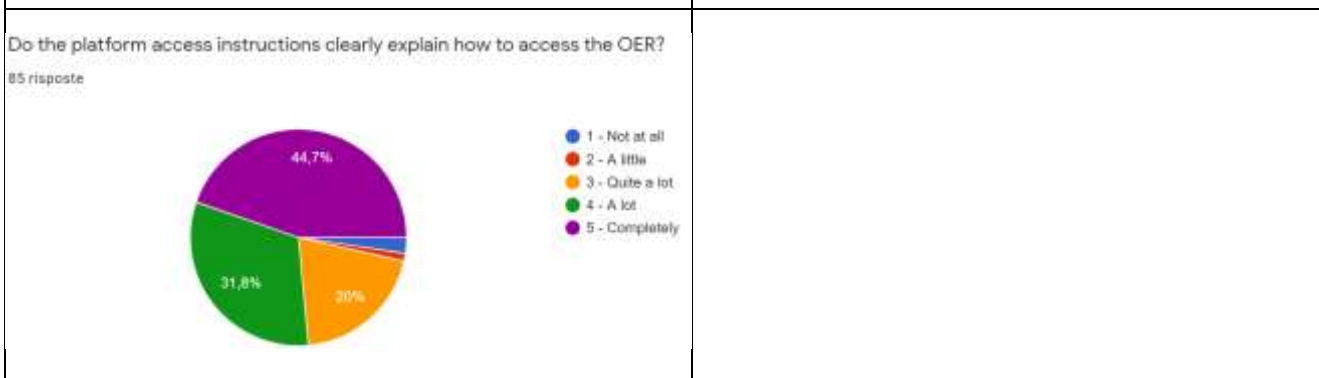
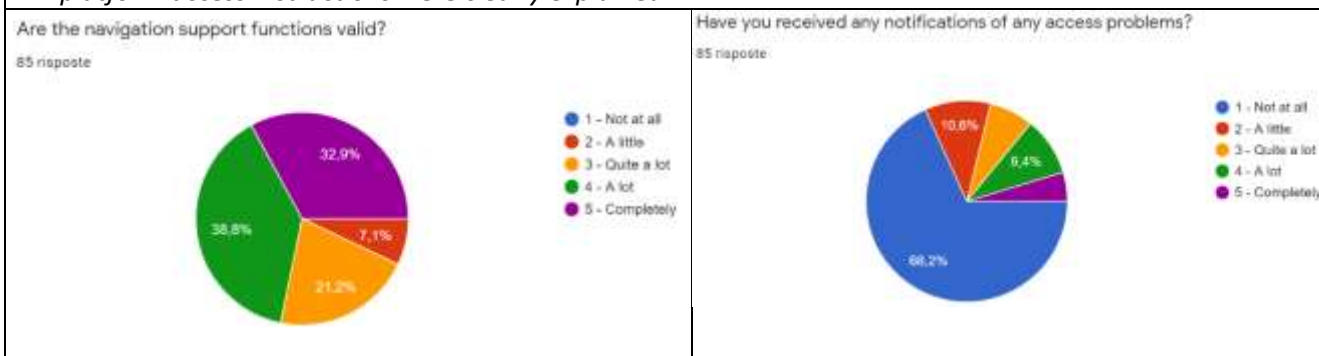
– The participants find the division into 4 Modules useful and the distribution of the OER in every single Module appropriate. In general participants find the contents of the OER correct for the completion of the training course.



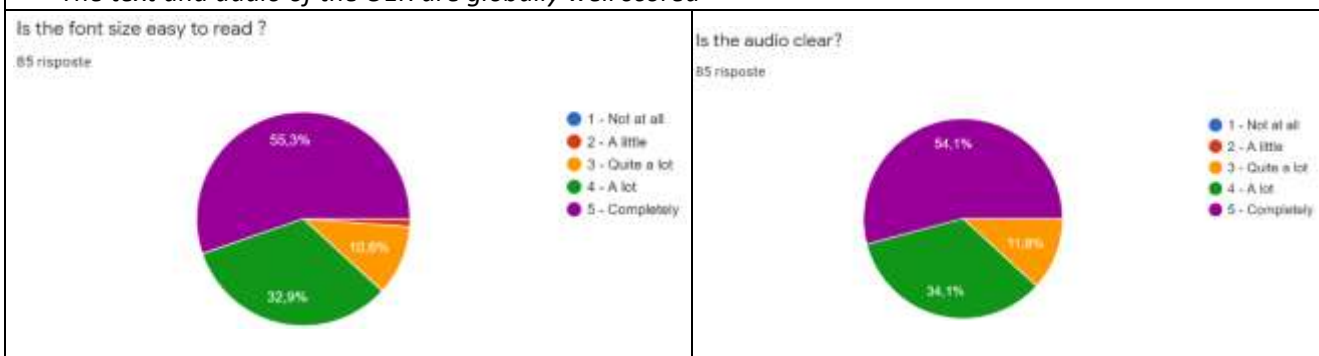
– The assessment tests allow people to evaluate the knowledge and notions acquired, terms and concepts presented are the same between the tests and the OER and questions are quite clear in general.



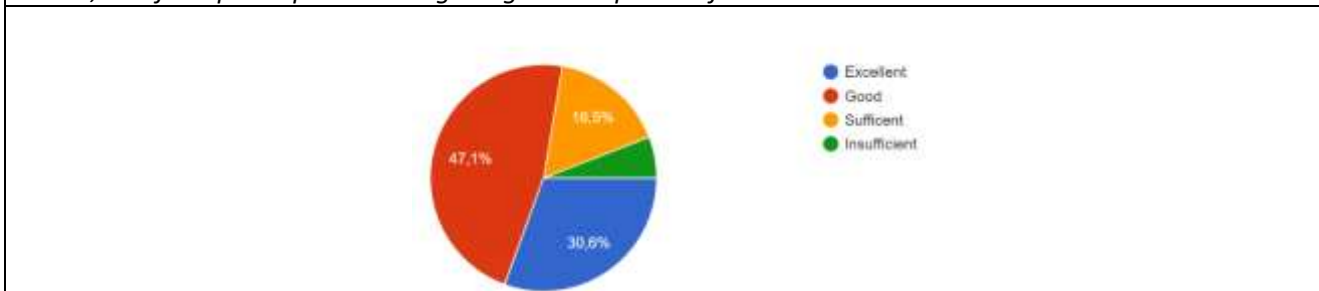
– The participants found in general the navigation functions valid, they were able to repeat a module unit section and chapter and pick up the use of the product from the point they left off. For the participants the platform access instructions were clearly explained



– The text and audio of the OER are globally well scored

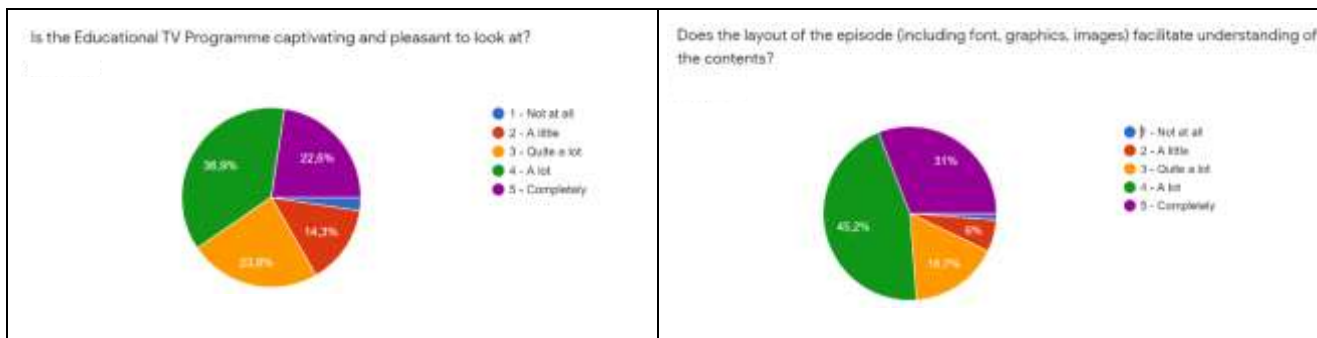


– 77,7% of the participants has a good general opinion of the OER

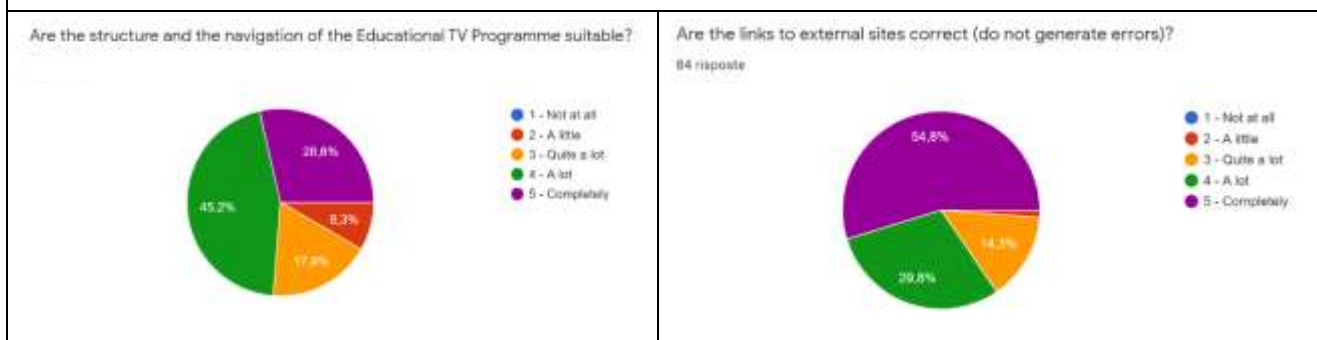


### DIGIT EDUCATIONAL TV PROGRAMME

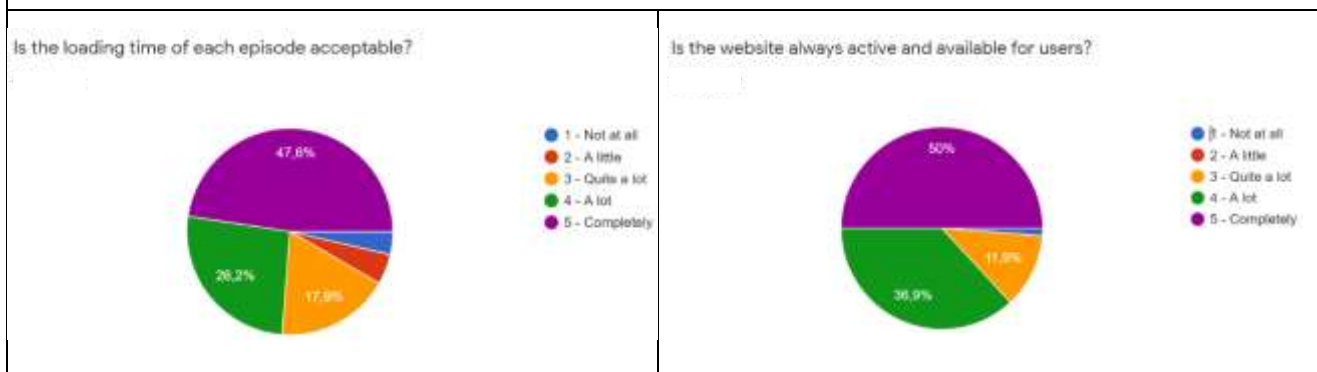
– Globally participants find the Educational TV Programme captivating and pleasant to look at and the layout of the pages good.



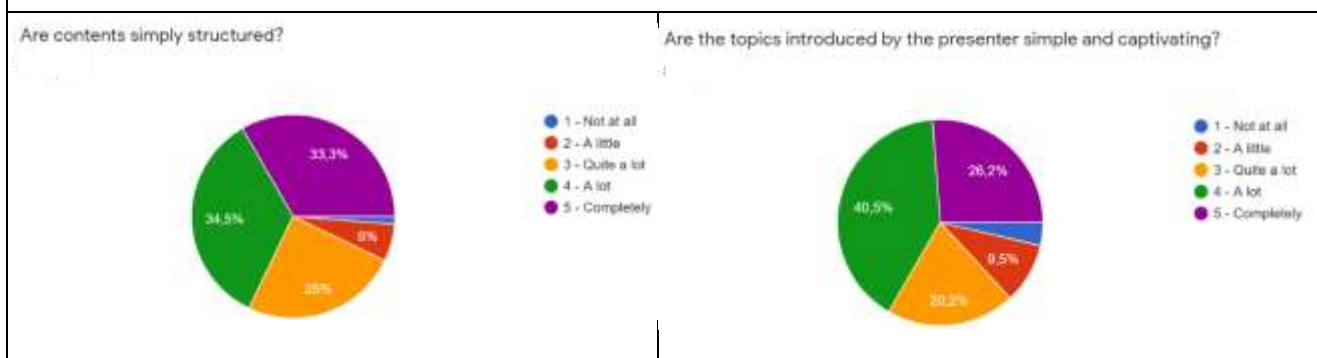
– Participants find the DIGIT structure and navigation correct

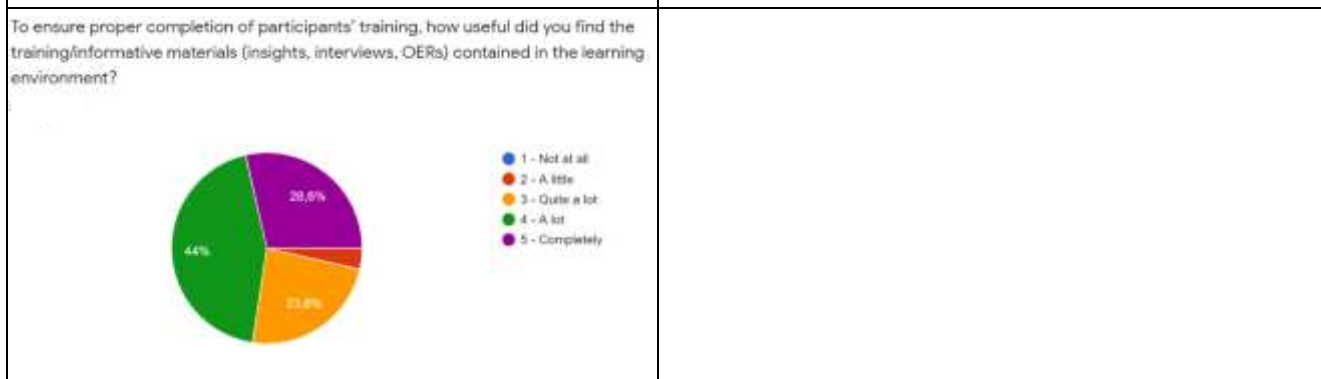
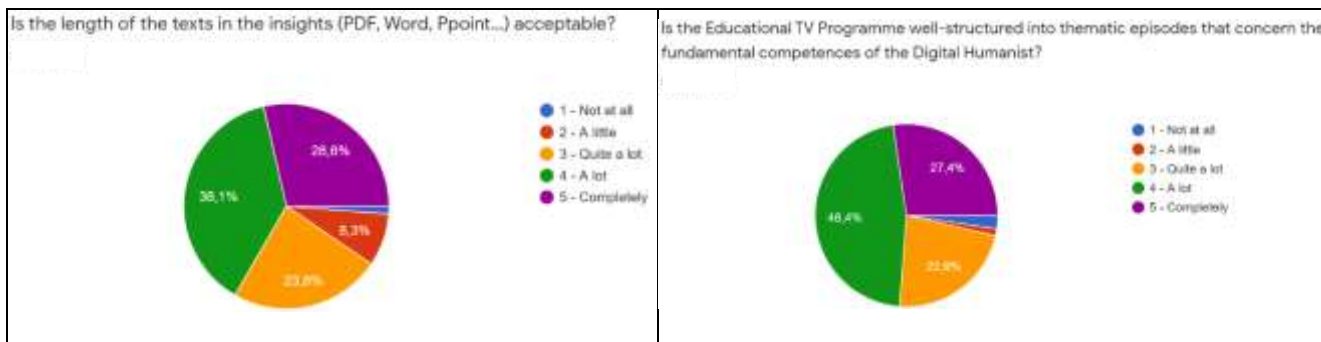


– The average note for the technical functions is more than 4. Participants could use the LE and access the website and documents easily

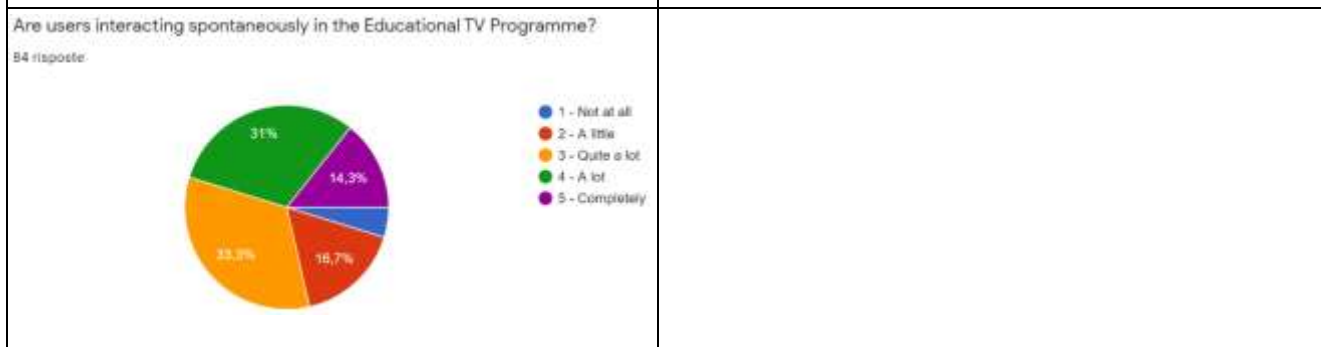
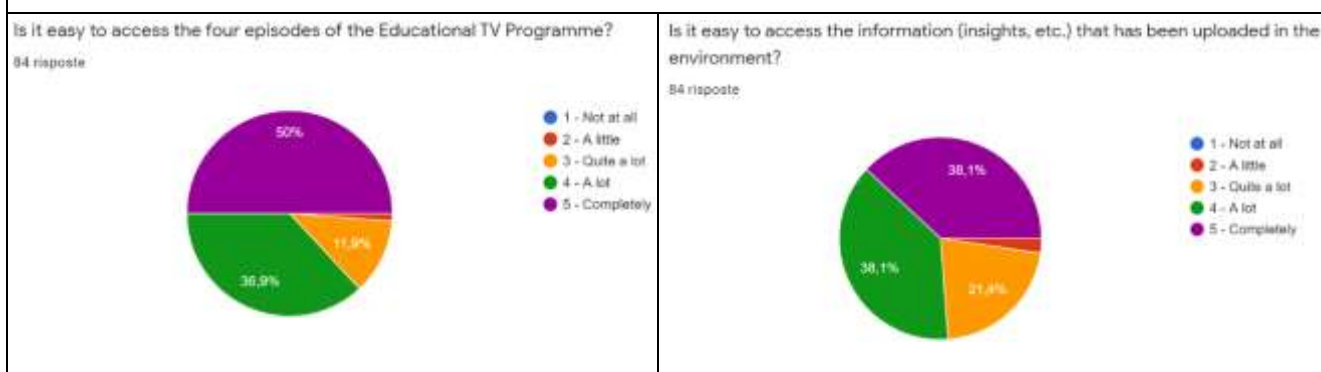


– The average for the contents in DIGIT is more than 4, participants find them consistent and globally in line with the job profile.

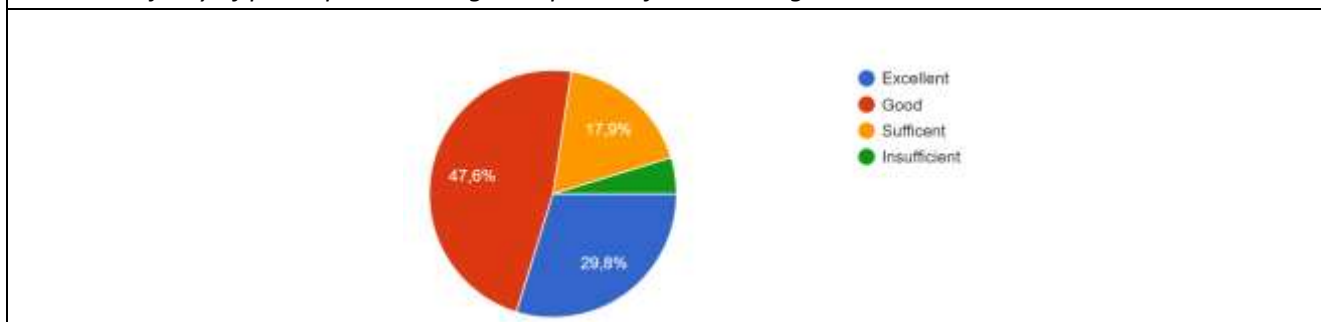




– Accessibility to the tolls and details, as well as the social section are scored good by the participants.



– The majority of participants has a good opinion of the learning environment



### Application of the Handbook to create digital stories

The testing of IO3 started with the achievement by partnership trainers, following the Learning, teaching and training activity (Virtual mobility), of a methodological alignment to develop the students' skills required to manage territorial, experiential and brand-land marketing processes and projects responding to the current and future needs of the territorial systems to develop the supply chain of new experiential, cultural tourism.

Following the mobility, the trainers guided the students in creating at least 9 digital stories (2IT, 1ES, 2GR, 2BG and 2PL), created by applying the Handbook on the field.

The numbers of digital stories **were higher than expected** and the application of technologies and tools were heterogeneous and diversified as reported in the table below:

Country	Technology used	Link to the outputs	Title	N. of students involved	N. of evaluations
ITALY	Video	<a href="https://www.youtube.com/watch?v=ixZ06GRlr7E">https://www.youtube.com/watch?v=ixZ06GRlr7E</a>	Pagani History and Legends	30	12
	Tour 360°	<a href="https://risorse.conform.it/TOUR360/GESUALDO_360_DIGITAL_HUMANIST/index.htm">https://risorse.conform.it/TOUR360/GESUALDO_360_DIGITAL_HUMANIST/index.htm</a>	Gesualdo		
	Video	<a href="https://www.google.com/maps/d/u/0/viewer?mid=1ZbDNKf7hVZXp7XGKuepVIDCqkBSdj2iu&amp;ll=40.760887733404694%2C14.794752961276965&amp;z=16">https://www.google.com/maps/d/u/0/viewer?mid=1ZbDNKf7hVZXp7XGKuepVIDCqkBSdj2iu&amp;ll=40.760887733404694%2C14.794752961276965&amp;z=16</a>	Percorrendo Penta		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/lm65/2021/1/">http://knowman.unisa.it/digitalstories/progetti/lm65/2021/1/</a>	LA COSTIERA AMALFITANA Un viaggio fra il reale e il fantastico		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/lm65/2021/2/">http://knowman.unisa.it/digitalstories/progetti/lm65/2021/2/</a>	L'App di Nocera Inferiore		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/lm65/2021/3/">http://knowman.unisa.it/digitalstories/progetti/lm65/2021/3/</a>	Il Mare della Campania ...e i suoi tesori sommersi...		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/lm65/2021/4/">http://knowman.unisa.it/digitalstories/progetti/lm65/2021/4/</a>	MUSEI DELLA CAMPANIA Convento di Sant'Antonio		



	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/Im65/2021/5/">http://knowman.unisa.it/digitalstories/progetti/Im65/2021/5/</a>	Napoli è l'amuleto? Le superstizioni portano fortuna		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/Im65/2021/6/">http://knowman.unisa.it/digitalstories/progetti/Im65/2021/6/</a>	I tesori degli Etruschi di frontiera		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/Im65/2021/7/">http://knowman.unisa.it/digitalstories/progetti/Im65/2021/7/</a>	Le festività natalizie in Campania		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/Im65/2021/8/">http://knowman.unisa.it/digitalstories/progetti/Im65/2021/8/</a>	FESTIVITÀ NATALIZIE IN CAMPANIA		
	Digital Story	<a href="http://knowman.unisa.it/digitalstories/progetti/Im65/2021/9/">http://knowman.unisa.it/digitalstories/progetti/Im65/2021/9/</a>	L'ANFITEATRO CAMPANO		
GREECE	Video	<a href="https://www.youtube.com/watch?v=MNzaWw-KS7U&amp;t=5s">https://www.youtube.com/watch?v=MNzaWw-KS7U&amp;t=5s</a>	The sacrifice to God Poseidon and the automatic opening of the Temple's Gates	6	2
	Video	<a href="https://www.youtube.com/watch?v=052igGgSZB4">https://www.youtube.com/watch?v=052igGgSZB4</a>	The Mystery of Antikythera Mechanism		
SPAIN	3D reconstruction	<a href="https://www.youtube.com/watch?v=yaqvCJxl1t8">https://www.youtube.com/watch?v=yaqvCJxl1t8</a>	An ancient hunting scene on the walls	4	1
BULGARIA	Video	*	Digital cultural stories to valorise a dissonant monument	35	4
	Video	*			
	Video	*			
	Video	*			
POLAND	Video	<a href="https://www.youtube.com/watch?v=byMEXwFhoNU">https://www.youtube.com/watch?v=byMEXwFhoNU</a>	Poznan: kulturalne miejsce	31	3
	Video	<a href="https://www.youtube.com/watch?v=2LtzCHPgyKU">https://www.youtube.com/watch?v=2LtzCHPgyKU</a>	Studenci Uep		
	Video	<a href="https://www.youtube.com/watch?v=TF5kUkiyYnM">https://www.youtube.com/watch?v=TF5kUkiyYnM</a>	Śladami religii na Podlasiu In the footsteps of religion in Podlasie		
TOTAL					
<b>TOTAL DIGITAL STORIES</b>				<b>22</b>	





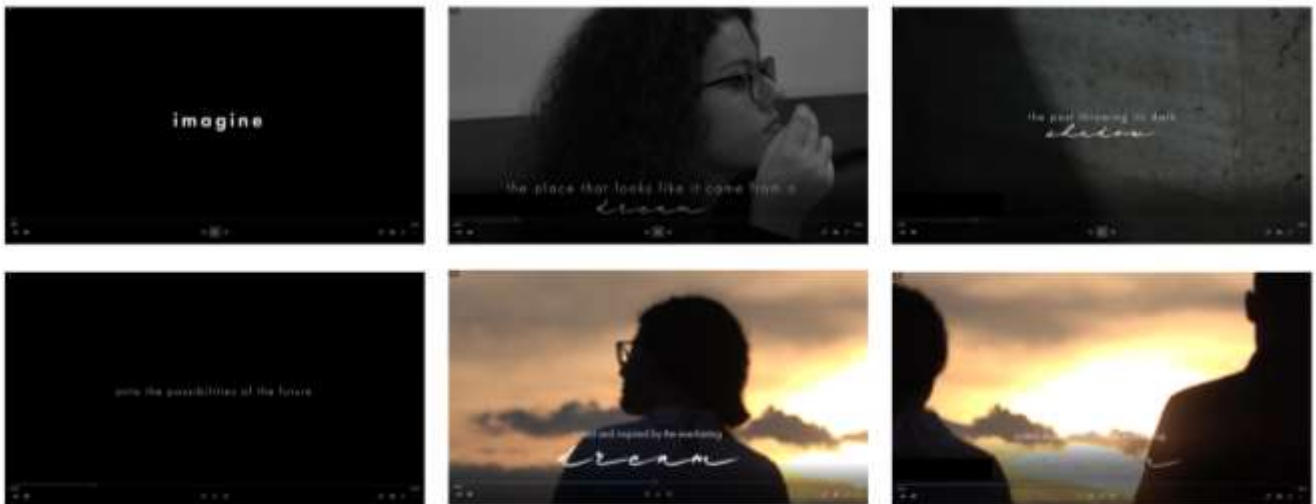
Not only digital storytelling techniques were applied by students but they have also experimented new digital technologies such as: 360° tour, 3D reconstructions, virtual maps, etc.

\* As regards the Bulgarian videos, it's important to underline that the University of National and World Economy - UNWE cooperated with **Buzludzha Project Foundation** (<http://www.buzludzha-project.com/>). The Foundation provided 4 original working scenarios and once Bulgarian students developed the stories they gave us their multimedia materials and the rights to use and reproduce them to narrate stories.

Because this is a real ongoing project, it will remain confidential until 22<sup>nd</sup> of August 2021 when the videos and files, created by the students as part of this Assignment and approved by Dora Ivanova, Chairman of the Foundation, can serve the needs of the Digital Humanist Project and the Buzludzha Project Foundation and can be used and published on the Digital Humanist Project and the Buzludzha Project Foundation websites, in the social area and also published in the main communication channels of both partners for promotional purposes with no further permission.

The University of Salerno, as Lead partner, the Bulgarian students, the Chairperson of the Foundation and the UNWE tutors, in fact, signed Non-Disclosure Agreements, so that the process is clear and safe for everyone.

Here follow some screenshots of the works realised:



### Digital Story Evaluation

CONFORM prepared an evaluation format shared with all partners to assess the work carried out by students. In particular, the document assess the skills applied by the students in the story constructions with reference to: if the topic is clearly addressed and well developed, if students have applied storytelling and digital storytelling techniques using digital tools, if they have used critical and creative thinking, Teamwork/Organisation/Time Management, Participation/Attitude.

Per each of the items included, teachers/tutors assigned a value from 1 to 5.

The evaluations were undertaken for each group of students.

### Undertaking of Company check-ups

The project foresees the implementation by the students of the company check-ups in the companies of the creative and cultural supply chain sought by the partnership in order to analyse cultural communication processes, highlighting the strengths and areas of improvement to favour the

transformation, in a digital key, of solutions, technologies and language adopted to create the diffusion of cultural contents.

This activity involved students as a sort of “consultant” for the SME involved. To manage these activities 2 main groups of tasks were arranged:

- Preparation
- Implementation

The preparation included the organization of the beneficiaries in groups (4-8 students were suggested for 1 company), assigning a tutor from each group and the selection of companies following these selection criteria:

- SMEs
- Belonging to at least one sector of cultural and creative industries (or being a part of its value chain)
- Focus on the valorisation of cultural heritage and increase of the cultural diversity.

Here follow the activities undertaken:

Phase	Activity	Description	Who
1	Desk research	Collect information about company and sector	students
2	Send survey	Use the online questionnaire (google form)	students + tutor
3	Analyse the result of questionnaire	Meeting with the advisor	students + tutor
4	Interview	Face to face or call conference (use the protocol)	students
5	Output	- Quantitative analysis using the results of the on-line form - Qualitative analysis using the result of Face-to-Face interview	students
6	Report	Share the report with the advisor	students + tutor

Here follows a table containing the information on the check-ups carried out by students in the different countries:

Country	Type of Company	Company name	Link to the website	N. Students involved	N. of reports	N. of evaluation
ITALY	Private	NetCom Group S.p.A.	<a href="https://www.netcomgroup.eu/">https://www.netcomgroup.eu/</a>	15	3	3
	Private	TOURISTIC PLATFORM SYSTEMS S.R.L.	<a href="https://www.tpsystems.it/">https://www.tpsystems.it/</a>			
	Private	5g-land S.r.l				
GREECE	Private	Digital Innovations	<a href="http://www.din.gr">http://www.din.gr</a>	14	3	14



	Public	Kotsanas Museum of Ancient Greek Technology	<a href="https://kotsanasmuseum.com">https://kotsanasmuseum.com</a>			
	Private	Virtual Mount	<a href="http://virtualmount.com/en/home">http://virtualmount.com/en/home</a>			
	Private	The Greek Designers	<a href="https://thegreekdesigners.com">https://thegreekdesigners.com</a>			
BULGARIA	Public	REGIONAL HISTORICAL MUSEUM	<a href="https://museumbld.com/">https://museumbld.com/</a>	35	4	4
	Public	REGIONAL THEATRE „NIKOLA VAPTSAROV”	<a href="https://www.facebook.com/blagoevgradtheater/">https://www.facebook.com/blagoevgradtheater/</a>			
	Private ONG	PIRIN TOURISM FORUM	<a href="https://www.ptf-bg.org/?page_id=144&amp;lang=en">https://www.ptf-bg.org/?page_id=144&amp;lang=en</a>			
	Public	CULTURAL CENTER NCH “EUROPA 2014”	<a href="https://www.chitalishte-blg.com/bg.html">https://www.chitalishte-blg.com/bg.html</a>			
SPAIN	Public	Patrimonio Virtual	<a href="https://www.patrimoniovirtual.com/">https://www.patrimoniovirtual.com/</a>	4	4	1
POLAND	Private	Brama Poznania	<a href="https://bramapoznania.pl/brama-poznania">https://bramapoznania.pl/brama-poznania</a>	31	5	5
	Private	Musical Bookstore Pasja Sylwia Sikorska				
	Private	Scena z Bliska's	<a href="http://www.scenazbliska.pl/itja/Scena_z_bliska.html">http://www.scenazbliska.pl/itja/Scena_z_bliska.html</a>			
	Public	Museum of the Poznań Uprising	<a href="http://www.wmn.poznan.pl/">http://www.wmn.poznan.pl/</a>			
	Private	Bookstore "Music Passion"				
<b>TOTAL CCI</b>		<b>17</b>				

### Check-up Evaluation

CONFORM prepared an evaluation format shared with all partners to assess the work carried out by the students. In particular, the document assesses the report developed by students that include at least the following parts:

- State of the art (desk research)
- The methodology
- Findings (results of the online questionnaire and f2f interviews)
- Recommendations
- References.

For this purpose, the evaluation format developed assessed the following items: if students follow the structure of the report; set the context by providing sufficient details; adequately describe the company situation; present a clear description of the results including their discussion and conclusions; clarify how the results may inform and assist practice and if the report provides useful contributions to the company and/or similar companies.

For each of the items included, teachers/tutors assigned a value from 1 to 5.

The evaluations were undertaken for each group of students.

## ANNEXES:

1. Format of Public notice in English
2. OER and Learning Environment Evaluation Questionnaire
3. Certificate of achievement
4. Digital story evaluation
5. Check-up evaluation

### Format of Public notice in English

**Application call in the testing phase of  
“Digital Humanist” Erasmus+  
Programme in the Field of Higher Education Key Action 2 -Strategic Partnerships  
Agreement n. 2018-1-IT02-KA203-048291**

Students are invited to participate for free in testing innovative tools for training in the field of digital and entrepreneurial skills in the cultural and creative economy.

Participants will receive an in-depth insight into state-of-the-art skills and knowledge of the new digital technologies applied to the cultural heritage, then will test them in a practical way in the business field giving researchers and companies valuable feedback.

The registration is open from 13<sup>th</sup> Feb to 5<sup>th</sup> March (12:00 am), 2021. Students will be informed about selection results in 7 days after the call is closed. The selected students will be provided access to the e-learning platform, with the loaded OERs and the additional tools. The Open Education Materials are about: Planning and elaborating a cultural heritage business development plan, managing cultural heritage projects, analysing the market, cultural heritage assets and apply ICT instruments, Cultural communication and promotion, Entrepreneurship in creative industries

Students will be included in the on-field experiences:

1. Creative and Cultural Industries check-ups (to understand the ways and means by which Creative and Cultural Industries can be guided in defining their strategic routes of digital transformation of production, communication, cataloguing and diffusion activities of cultural contents. A list of companies will be provided by Partners. Students will select one or more company, subjecting them a questionnaire, collecting and analyse the data and preparing a final report)
2. Handbook to create digital cultural stories.

At the end of the training experience, expected for 31<sup>st</sup> May, 2020 students will receive an attendance certificate. The aforesaid program may undergo some variation in the dates.

<b>Activities</b>	<b>Timing</b>
Access to the online materials	from 15 <sup>th</sup> March, 2021
Undertake company check-ups	from 15 <sup>th</sup> April to 20 <sup>th</sup> May, 2021
Study the Handbook to create digital cultural stories	from 15 <sup>th</sup> April to 20 <sup>th</sup> May, 2021
Testing (OERs quiz, Check-ups report and cultural digital stories production)	by 20 <sup>th</sup> May, 2021

According to the project, 75 students from all Europe would be included in the three phases:

- testing the OER (Open educational Resources) and the teaching materials available on the web platform;
- carrying out Check-Ups in some Creative and Cultural Industries to analyse their digital transformation processes;
- participating in the Handbook study sessions, to acquire storytelling techniques and creating digital cultural stories to valorise cultural assets through digital technologies

### **STUDENT TARGET:**

The call for participation is opened for:

- any European University student who can prove citizenship in any European country;
- students of the 1st and 2nd Bologna cycle (Bachelor and Master programmes);
- 2nd or 3rd year Bachelor program students or Master students in their 1st or 2nd year;
- Students enrolled into humanistic study programmes (Languages, Cultural Heritage, Arts, Archaeology, History, Philosophy, Economics, ... ) at any European University

### **SELECTION CRITERIA:**

The merits of an applicant are evaluated as follows:

- Preference will be given to students from humanistic study programmes (Languages, Cultural Heritage, Arts, Archaeology, History, Philosophy, Economics, ...) in the order as written in this article;
- English Language level
- Students, who have been on Erasmus+ exchange during their studies but not later than in the last 3 years, will be given the priority;
- If there are unbalanced applications, the preference will be given to the gender that is less represented in the sample;
- Students, who have the average of marks in academic year 2018/2019 more than 8 will be given priority.

Maximum number of points is 5, 1 point for each matched Selection Criteria, as follows:

<i>Criterion</i>	<i>No. of points</i>
Study Program	1
English language proficiency	1
Erasmus + Exchange	1
Gender Balance	1
The average Academic Mark	1

Students will be informed about selection results in 7 days after the call is closed. Any complaint can be placed on 7 days after result communication and will be treated by the academic members of the Digital Humanist project.

### Detailed Training Experience programme

#### Erasmus+ Project Overview

The “Digital Humanist” project co-funded by the Erasmus+ Programme of the European Union aims to realise, pilot, disseminate and systematise a new University-based learning program focused on digital and entrepreneurial skills useful to innovate the range of products and services to promote and access cultural assets in a digital key, which is an integrated and permanent European framework which, through the change of the methodological paradigm, enables the development of the target skills, with innovative, interactive modes that are adaptable to business and individual needs.

#### Training experience Objectives

- Acquiring skills to valorise the cultural assets applying traditional and innovative methodologies and using the most appropriate technologies and innovation to communicate identity and local values
- Building expertise and know how in the field of the promotion of cultural assets in a digital key
- Working with the international firms collaborating with the project
- From students to further professionals: fostering professional and personal capabilities to compete in tomorrow’s job market.

#### Teaching Materials

All the teaching material will be available online. The selected students will be provided access to the e-learning platform with the loaded OERs and the additional tools.

The Open Education Materials are divided in four macro-areas:

- PLANNING AND ELABORATING A CULTURAL HERITAGE BUSINESS DEVELOPMENT PLAN
  - o Digital humanities evolution: sources and methods
  - o Cultural heritage management/marketing
  - o Digital heritage: the past in a digital present
  - o Open access and digital ethics
- MANAGING CULTURAL HERITAGE PROJECTS
  - o Digital cultural heritage content
  - o Social media marketing campaign
  - o Animation and gamification: creative possibilities for digital communication of cultural assets
  - o Narrative communication structures
- ANALYSE THE MARKET, CULTURAL HERITAGE ASSETS AND APPLY ICT INSTRUMENTS

- o Digital marketing research of cultural heritage assets
- o Digital audience and analytics
- o Digital tools for producing video products
- CULTURAL COMMUNICATION AND PROMOTION
  - o Digital and social media marketing of cultural heritage assets
  - o Digital curation - digital libraries, museums and cultural institutions
  - o Web writing and digital storytelling
  - o Mobile media in cultural communication
- ENTREPRENEURSHIP IN CREATIVE INDUSTRIES
  - o Business models
  - o Financial options and scenarios for CCI
  - o Teamwork and teambuilding (team performance)
  - o Serial entrepreneurs (lean start-up management)
  - o Cultural heritage in sustainable development

## Course Requirements and Assignments

### Online quiz

This examination is based on the Open Educational Resources and the online materials, for each unit of the OERs students will be asked to answer multiple choice questions.

### Undertaking Company Check Up

Students will receive a list of companies, provided by the Chambers of Commerce, they will select one company or more, and working in group (from 3 to 7 students for each Company) or singularly will be asked to analyse cultural communication processes, through:

- collecting data and information to map strengths, weaknesses, threats, and opportunities to capture ways to guide SMEs in defining the strategic paths to digital transformation processes;
- conducting interviews (in company site or in university facility, or call conference meeting) with entrepreneurs/managers who will allow to focus attention of the deficiencies on the services and needs to be met, but also on areas of improvement to favour the transformation, in a digital key, of solutions, technologies and language adopted to create the diffusion of cultural contents, thus contributing to the development of a document, possibly even a mediatic one.

Students must ask to sign the NDA and ask if the interviews must be anonymous or not.

- Create the report

### Check Up Report

This report will assume mastery of all material covered during the experience. Students will be asked to submit a report in English or local language of 5-10 pages in word file format (where the cover page and the list of content are additional) with the following provided structure.

Content of the report:

1. Cover Page
2. List of report content
3. State of art (desk research)
4. Methodology (½ page)
5. Findings
6. Recommendation
7. References

### Digital Cultural Stories

Students will be asked to apply the handbook developed by the partnership in order to realise digital stories to valorise cultural asset. Working in groups (from 3 to 7 persons), students with the help of the tutor will:

- screen play the digital stories to represent the cultural assets of a territory increasing engagement and land brand awareness with visual marketing techniques that through a story creates a widespread sentiment
- realise the digital cultural stories.

The videos will be amateur, no specific equipment is required (videos made with smartphones will be accepted) and the activity can be done during the classroom/laboratory hours.  
At the end of the training experience, expected for 31st May, students will receive an attendance certificate.


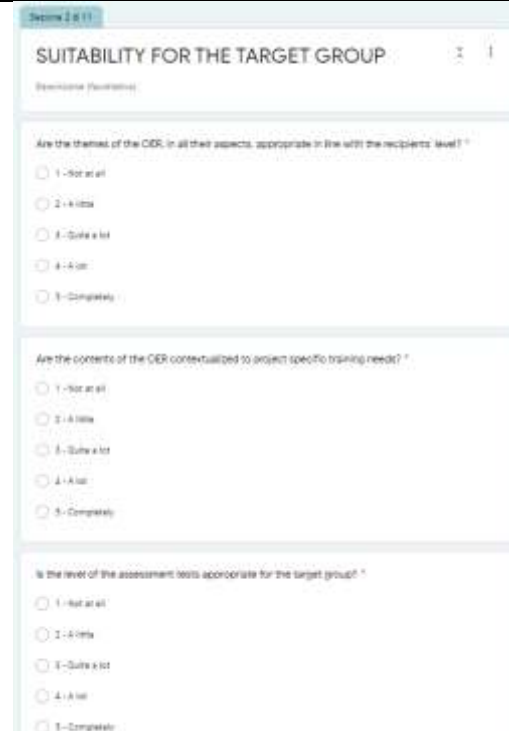
### Scheduling

The program may undergo some variation in the dates.

### Activities Timing

- Access to the online materials from 15th March, 2021
- Undertake company check-up from 15th April, 2021 to 20th May, 2021
- Movie education labs from 15th April, 2021 to 20th May, 2021
- Testing (OERs quiz, Check-ups report and cultural digital stories production)

### OER Evaluation Questionnaire

 <p><b>Section 1 of 11</b></p> <h4>OER EVALUATION QUESTIONNAIRE</h4> <p>This questionnaire allows one to evaluate OERs with respect to different areas. The evaluation made is important to assess the quality of OERs and to obtain useful indications to improve services.</p> <p>PLEASE REPLACE AN 'X' IN THE BOX TO ASSIGN A VALUE (1=NOT AT ALL, 2=A LITTLE, 3=QUITE A LOT, 4=A LOT, 5=COMPLETELY) TO EACH OBJECT BEING SURVEYED IN THE FOLLOWING ANALYSIS AREAS:</p> <p><b>Email *</b></p> <p>Indirizzo email valido</p> <p>Qualità: <a href="#">Modifica</a> <a href="#">Impressione</a></p> <p><b>Nationality *</b></p> <p>Testo (clicca sopra il box)</p> <p><b>Profile *</b></p> <p><input type="radio"/> Student</p> <p><input type="radio"/> Project partner</p> <p><b>GDPR Privacy Policy **</b></p> <p><input type="checkbox"/> I hereby authorize the use of my personal data in accordance to the GDPR (EU/18/2016) - European regulation on...</p>	 <p><b>Section 2 of 11</b></p> <h4>SUITABILITY FOR THE TARGET GROUP</h4> <p>Domanda (obbligatoria)</p> <p>Are the themes of the OER, in all their aspects, appropriate in line with the recipients' level? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Are the contents of the OER contextualized to project specific training needs? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Is the level of the assessment tests appropriate for the target group? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>
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Is the vocabulary used sufficiently clear for the target group to go through the training contents of the OER? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Dopo la sezione 2 Continua alla sezione successiva

Sezione 3 di 11

## EXHAUSTIVENESS

Descrizione (facoltativa)

Do the contents suitably treat the subjects foreseen in the project? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Are contents treated in sufficient depth? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Are the contents of the OER correct and precise? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Dopo la sezione 3 Continua alla sezione successiva

Sezione 4 di 11

## CONSISTENCE

Descrizione (facoltativa)

Are the main concepts illustrated with practical examples (examples, case studies, etc.)? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Do the examples used really help to clarify concepts? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Is the quantity of text and motion graphic present in the slides well-balanced? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Dopo la sezione 5 Continua alla sezione successiva

Sezione 6 di 11

## LEXICON

Descrizione (facoltativa)

Is the language fully understandable? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Sezione 7 di 11

## CONTENTS

Descrizione (facoltativa)

Do you find the division into 4 Modules useful? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Is the distribution of the OERs in every single Module appropriate? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely

Are the OERs sufficiently exhaustive with respect to the skills and abilities contained in the Digital Humanist Dictionary? \*

1 - Not at all  
 2 - A little  
 3 - Quite a lot  
 4 - A lot  
 5 - Completely



How useful did you find the OER for the correct completion of your training course? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Dijs is secció 7 - Continua als seccions successives

Secció 8 de 11

### QUALITY OF ASSESSMENT TESTS

Descripció (Resolució)

Do the assessment tests allow participants to evaluate the knowledge and notions you have acquired? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Do the tests use the same terms and concepts presented in the OER? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Are the questions in the evaluation tests clear and unambiguous? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Dijs is secció 8 - Continua als seccions successives

Secció 9 de 11

### NAVIGATION FUNCTIONS

Descripció (Resolució)

Are the navigation support functions valid? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Have you received any notifications of any access problems? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely



Do the platform access instructions clearly explain how to access the OER? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Sezione 10 di 11

### TEXT AND AUDIO

Descrizione (facoltativa)

Is the font size easy to read? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Is the audio clear? \*

1 - Not at all

2 - A little

3 - Quite a lot

4 - A lot

5 - Completely

Sezione 11 di 11

### GENERAL OPINION OF OER

Descrizione (facoltativa)

Domanda \*

Excellent

Good


Sufficient

Insufficient

Other suggestions

Torna risposta lunga

DIGIT Evaluation Questionnaire

 <p><b>Section 1 of 7</b></p> <h2>DIGIT EVALUATION QUESTIONNAIRE</h2> <p>This questionnaire allows one to evaluate the "DIGIT" Educational TV Programme with respect to different areas. The evaluation made is important to assess the quality of this innovative format and to obtain useful indicators to improve service.</p> <p>PLEASE PLACE AN X IN THE BOX TO ASSIGN A VALUE (1=NOT AT ALL, 2=A LITTLE, 3=QUITE A LOT, 4=A LOT, 5=COMPLETELY) TO EACH OBJECT BEING SURVEYED IN THE FOLLOWING ANALYSIS AREAS:</p> <p>Email *</p> <p>Indirizzo email valido: _____</p> <p>Questo modulo raccoglie gli indirizzi email. <a href="#">Nella tua impostazione.</a></p> <p>Nationality</p> <p>Seleziona risposta bene: _____</p> <p>Profile *</p> <p><input type="radio"/> Student</p> <p><input type="radio"/> Project partner</p> <p>GDPR Privacy Policy **</p> <p><input type="checkbox"/> I hereby authorize the use of my personal data in accordance to the GDPR 678/16 - **European regulation 6.</p>	<p><b>Section 2 of 7</b></p> <h2>INTERFACE</h2> <p>Descrizione (facoltativa)</p> <p>Is the Educational TV Programme captivating and pleasant to look at? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Does the layout of the episode (including font, graphics, images) facilitate understanding of the contents? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>
<p><b>Section 3 of 7</b></p> <h2>SURFING</h2> <p>Descrizione (facoltativa)</p> <p>Are the structure and the navigation of the Educational TV Programme suitable? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Is it easy to find contents of interest in each episode? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Are the links to external sites correct (do not generate errors)? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>	<p><b>Section 4 of 7</b></p> <h2>TECHNICAL FUNCTIONS</h2> <p>Descrizione (facoltativa)</p> <p>Is the loading time of each episode acceptable? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <p>Is the website always active and available for users? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>



<p>Sezione 5 di 7</p> <h2>CONTENTS</h2> <p>Descrizione (facoltativa)</p> <hr/> <p>Are contents simply structured? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <hr/> <p>Are the topics introduced by the presenter simple and captivating? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <hr/> <p>Is the length of the texts in the Insights (PDF, Word, Ppoint...) acceptable? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>	<p>Is the Educational TV Programme well-structured into thematic episodes that concern the fundamental competences of the Digital Humanist? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <hr/> <p>To ensure proper completion of participants' training, how useful did you find the training/informative materials (insights, interviews, OERs) contained in the learning *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>
<p>Sezione 6 di 7</p> <h2>ACCESSIBILITY</h2> <p>Descrizione (facoltativa)</p> <hr/> <p>Is it easy to access the four episodes of the Educational TV Programme? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <hr/> <p>Is it easy to access the information (insights, etc.) that has been uploaded in the environment? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p> <hr/> <p>Are users interacting spontaneously in the Educational TV Programme? *</p> <p><input type="radio"/> 1 - Not at all</p> <p><input type="radio"/> 2 - A little</p> <p><input type="radio"/> 3 - Quite a lot</p> <p><input type="radio"/> 4 - A lot</p> <p><input type="radio"/> 5 - Completely</p>	<p>Sezione 7 di 7</p> <h2>GENERAL OPINION OF THE PROGRAMME</h2> <p>Descrizione (facoltativa)</p> <hr/> <p>Domanda *</p> <p><input type="radio"/> Excellent</p> <p><input type="radio"/> Good</p> <p><input type="radio"/> Sufficient</p> <p><input type="radio"/> Insufficient</p> <hr/> <p>Other suggestions</p> <p>Texto insights lunga _____</p>

Certificate of achievement

 Co-funded by the  
Erasmus+ Programme  
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 Digital  
Humanist 

**CERTIFICATE OF PARTICIPATION**

ERASMUS + KA2 – STRATEGIC PARTNERSHIPS FOR HIGHER EDUCATION  
Project number: 2018-1-IT02-KA203-048291

“Digital Humanist”

This is to certify that

Student Name

has participated in the Experimental Phase of the project Digital Humanist in \_\_town\_\_, \_\_Country\_\_,  
between April and July 2021, hosted by \_\_\_\_institution Name\_\_\_\_.

Digital Story Evaluation format

**DIGITAL STORY EVALUATION**

**PARTNER:**

**GROUP 1 (TEAM MEMBERS):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**INTRODUCTION:**  
(The story told briefly)

**SUMMARY**

SCORES	1	2	3	4	5
<u>Topic is clearly addressed</u>					
<u>Topic is well developed</u>					
<u>Applying storytelling techniques</u>					
<u>Applying digital storytelling techniques (digital tool used)</u>					
<u>Critical and creative thinking</u>					
<u>Teamwork/Organisation/Time Management</u>					
<u>Participation/Attitude</u>					

## Check-up Evaluation Format

### CHECK-UP EVALUATION

**PARTNER:**

**GROUP 1 (TEAM MEMBERS):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**OVERALL QUALITY OF THE REPORT:**

*Mark on a scale of 1-10 the overall quality of the report. 1 means indicates poor quality and 10 is excellent quality*

**Comments:**

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Does a student:	YES	NO
...follow the structure of the report?		
...set the context by providing sufficient details?		
...adequately describe the company situation?		
...present a clear description of the results including their discussion and conclusions?		
...make clear how the results may inform and assist practice?		
Does the report make useful contribution to the company and/or similar companies?		

|





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