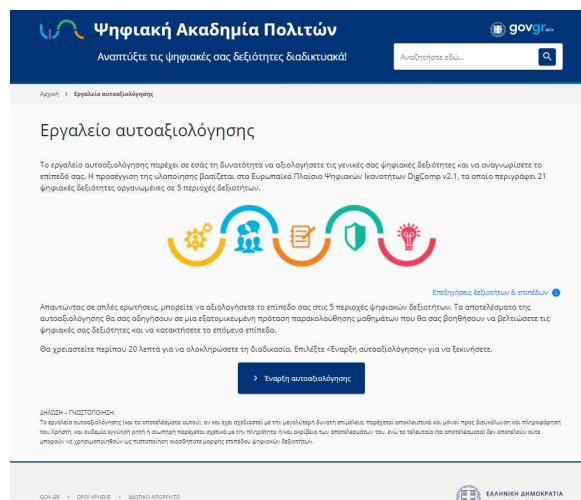


DAISSy-HOU had a significant contribution to PATRAS IQ 2021

On 6th December 2021, with the participation of tutors, teachers, researchers, public servants, policy designers and people interested in the development of digital competences, a vivid related event took place.

More specifically, the [DAISSy Research Group of the Hellenic Open University \(HOU\)](#) organized an online event titled [“Development of digital skills of professionals and citizens”](#) aiming at presenting the valuable educational tools (MOOCS and online courses) that have been developed by the Group through the implementation of numerous EU projects (e.g. BIBLIO, ESSA, EUHerit, Roman Routes, SILVHER, Smart Devops και STEAMOnEdu). The event was powered by [PatrasIQ 2021 \(Innovation & Technology\)](#), the reference and interconnection point of the relevant ecosystem of the city of Patras. It is noteworthy, that the **“PATRAS IQ”** initiative embraces education, innovation, research and entrepreneurship on annual basis and at national level for more than eight years on the row. It has been strongly supported by **Hellenic Open University (HOU)** since the beginning and is being implemented in Patras, metropolitan centre of Western Greece, the city of the HOU Headquarters. The event was moderated by **Theodore Vagenas**, HOU employee.

Prof Achilles Kameas, Director of **DAISSy Research Group of HOU** launched the event and presented in brief the profile of DAISSy, its mission, objectives and map of projects.



At the beginning of the event, **Dr. Nikos Achilleopoulos**, scientific collaborator of the DAISSy research group of HOU, presented the platform of the [Greek Digital Academy of Citizens](#). DAC allows every Greek citizen, without exclusions, to access high quality digital educational material, in subjects such as communication and collaboration, the Internet, digital entrepreneurship, cutting-edge technologies, etc. The DAISSy research group of HOU has developed the [digital competence self-assessment tool](#), which has been included in the DAC. The self-assessment

tool follows the European Digital Competence Framework DigiComp 2.1, which is a reference framework for digital competencies in the European Union. Users are asked to self-assess their digital skills by answering a number of targeted questions, covering both the 21 skills and their 4 professionalism levels, as listed in the DigComp User Guide. At the end of the self-assessment process, the citizen receives from the tool a report (not a certificate) on the level at which he / she holds each of the digital skills, along with suggestions for improvement based on the material contained in the DAP. The DAISSy research team recently completed the development of training

material for a specific digital skills development path for the "digital citizen", which will soon be posted on the DAC.



Dr Theodor Panagiotakopoulos, adjunct professor and research fellow at HOU, presented the [Smart DevOps](#) project providing its key information, scope and objectives. He described the smart city job roles and skills that the project identified as fundamental to enable the digital transformation of urban agglomerations. Next, the research process to develop training curricula for smart city professionals was described and the project's instructional methodology that was designed by the DAISSy research group was summarized. Furthermore, the educational activities that were supported by the Smart DevOps project were analyzed, starting from the [Smart DevOps MOOC](#), which ran for approximately 3 months from mid-October 2020 to mid-January 2021, offered 15 training modules and had 961 registrations from 34 different countries, 434 active users and 253 successful completions, reaching to the very high completion rate of 58%.

Then, the [Smart DevOps Specialization Courses](#) and the Work-Based Learning (WBL) were described. The former included 28 training modules with a duration of 24 weeks starting on February 22, 2021. Three learning pathways were delivered for smart city planners, IT managers and IT officers. 214 people participated in the specialization courses, 96 of which successfully completed them. The latter started on August 30, 2021, lasted for 12 weeks and had 80 participants. With regards to Greek trainees, over 100 WBL topics were offered by the municipal authorities of 7 Greek cities, each of which accounted for a total workload of 205 hours, including 5 hours of assessment. Results from the evaluation of all educational activities by learners and experts (i.e. smart city, pedagogical and ICT experts) were presented in detail, illustrating the high quality of the educational material, the effectiveness of the training methodology, the courses' relevance and usefulness for smart city professionals, as well as the high learning gain for the trainees.

 Through the Smart DevOps project's website you can access important information of the project, stay informed about the project's actions through the news and announcements and participate to the community of practice. You can also read and download all publicly available project results (e.g. reports, publications, videos and presentations) and take the Smart DevOps Competence test. Useful links for the Smart DevOps project:

Website : <http://devops.uth.gr/>

Facebook: @SmartDevOpsEU

Twitter : @devops_smart



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 601015-EPP-1-2018-1-EL-EPPKA2-SSA



In the context of the development of digital skills for the promotion of Cultural Heritage and the development of cultural entrepreneurship, **Ms. Vicky Maratou**, Researcher with the DAISSy group of Hellenic Open University, presented the results of the project [ROMAN ROUTES - All Routes Lead to Rome](#). The project aims to provide young people with appropriate training and tools so that they can take advantage of the network of the ancient Roman roads and contribute to the local sustainable development. The [research findings](#) of the mapping of the ancient Roman roads in Europe were presented showing that there are Roman routes that are still active and being exploited today. Various initiatives related to Tourism and local Cultural Heritage are implemented in areas neighbouring these routes. The [educational platform](#) and the open educational resources that were developed to support the implementation of a business idea related to the cultural heritage, were also presented. Finally, reference was made to the main [findings](#) from the pilot trainings with students conducted by the project partners in the participating countries.

 Through the ROMAN ROUTES website you can access all the products of the project, as well as study the educational material of the mini courses developed for the cultural entrepreneurship. More information about the ROMAN ROUTES project can be found at:

Website : <https://romanroutes.eu/>

Facebook : @AllRoutesLeadToRome



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 2019-IT02-KA203-062798.



Continuing her presentation, **Ms. Vicky Maratou** referred to the project [SILVHER - Safeguarding Intangible and cultural Values and HERitage](#), which developed a blended course on digital technologies and other tools aimed at designing and promoting projects related to the local cultural heritage. The course entitled "**Digital Valorization of Cultural Heritage**" offered 243 hours of blended education to a total of 30 students from Italy, Turkey, Portugal, who attended the [Massive Open Online Course - MOOC of SILVHER](#) and participated in 3 workshops on how to design [innovative projects](#) based on their ideas for the valorization of the local cultural heritage. The open educational resources of the MOOC are available in four languages and organized in three learning modules: 1. Management of cultural projects, 2. Digital storytelling of intangible cultural heritage, 3. Augmented and Virtual Reality in the cultural sector.

The e-learning platform and the MOOC of SILVHER were designed and developed by the DAISSy research group and are being maintained after the project is completed.

👁️ Through the SILVHER website you can access all the products of the project as well as the SILVHER MOOC. More information about the SILVHER project can be found at:

Website : <https://www.silvher.eu>

Facebook : @silvheritage



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 2018-1-IT02-KA203-048412.



Within the session on “Digital skills for the promotion of Cultural Heritage and the development of cultural entrepreneurship”, **Mrs. Panagiota Polymeropoulou**, Researcher at DAISSy research group of the Hellenic Open University, presented the results of [Skills for Promotion, Valorisation, Exploitation, Mediation and Interpretation of the European Cultural Heritage - EUHeritage project](#). The project aimed to create a new transnational curriculum for cultural heritage professionals, focused on digital skills, transferable and transversal competences, soft skills and skills connected to “experience tourism” in the field of cultural heritage. The [EUHeritage MOOC](#) was delivered through the EUHeritage platform, offering five main modules: Module 1 – Cultural heritage and experience tourism for local development; Module 2 – Design an innovative visitor experience; Module 3 – Digital strategies and tools for cultural heritage; Module 4 – Entrepreneurial approach for cultural heritage and Module 5 – Sustainability, impact measurement and project evaluation. The MOOC and Social platform of EUHeritage were designed and developed by the DAISSy research group. The course attracted more than 1000 participants worldwide (57 countries) from the cultural and tourism sector. Following the international course, the National Pilots took place between September - November of 2021, in partner countries (Italy, Spain, Germany, Romania, Malta). Special reference was made on the Greek national training, delivered by the DAISSy – HOU, with a 40 hours’ training on the use of the tool called “Experience Design Canvas”. Certification of completion was awarded to both, the MOOC and the national trainees. [EUHeritage Social Platform](#) is an online community where you can find information about cultural heritage, courses, events and many more!

👁️ Through the EUHeritage website you can access all the products of the project. More information about the EUHeritage project can be found at:

Website : <https://www.euheritage.eu/>

Facebook : @EUHeritageProject

Twitter: @EUHerit_project



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 601073-EPP-1-2018-1-IT-EPPKA2-SSA.



Dr Leonidas Papachristopoulos, Librarian at DLIC-HOU, delivered the speech about the [BIBLIO](#) project and highlighted the way it contributes to the formation of the modern librarian. Leonidas presented the content and functionalities of the BIBLIO MOOC, as well as the benefits that it offers to the participants. The [BIBLIO MOOC](#) modules were briefly described as well as the timetable, study effort and benefits. Leonidas, pinpointed the remarkable number of the trainees (1.367 participants), the variety of their background (university students, librarians, museum staff, teachers, ICT professionals) and place of origin (40 countries). He described the multi-dimensional content of the BIBLIO training program, by explaining that the MOOC is part of the modular training programme, to be followed by the [BIBLIO blended training course](#) and the work-based learning activities.

 Stay tuned and remember to visit the site of the BIBLIO project and to check the “Stories” of the BIBLIO partners! <https://www.biblio-project.eu/stories/>. For more information about the BIBLIO project:

Website: <https://www.biblio-project.eu/>

Facebook: @DigitalBiblio

Twitter: @digitalbiblio



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 612411-EPP-1-2019-1-IT-EPPKA2-SSA.



Then, **Dr. Achilles Kameas**, Professor at HOU, presented the training programme that was delivered by project [STEAMonEdu - Competence development of STE\(A\)M educators through online tools and communities](#), which aimed to develop skills by teachers for better implementation of STE(A)M education. The training took place in two stages and was based on the innovative [competence framework of STE\(A\)M educators](#), which was developed as part of the project.

The first phase of the training included the participation in the Mass Open Online Course (MOOC) entitled [STE\(A\)M Training for trainers: Design, orchestration and implementation of STE\(A\)M education](#), which was made available through the Moodle platform of DAISSY. The duration of MOOC was 6 weeks, and included 18 modules, 50 educational units, 125 learning objects and 18 assessment

objects. Participation in the MOOC was open. More than 400 people participated in it, 230 of whom successfully completed it and received the relevant certificate.

In the second phase, 50 of these individuals were invited to participate in the Blended Learning Program that followed, which also took place through DAISSY's Moodle platform, in combination with tools such as Zoom and LAMS. Its aim was to help participants to delve into some of the aspects of STE(A)M education presented in the MOOC. The duration of the Program was 3 weeks, and included 5 parts (modules), 12 educational modules and 27 learning objects.

The overall training program was evaluated very positively by the participants, especially regarding the organization and quality of the training material. The participants noted that they gained new knowledge and skills, which they will be able to apply in their daily practice, in order to improve it.

🔗 Through the STEAMonEdu website you can access all the results of the project. More information about the project can be found:

Website: <https://steamonedu.eu/>

Facebook: @STEAMonEdu

Twitter: @steamonedu



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

This project has been funded with the support of the Erasmus+ programme of the European Union under grant agreement N° 612911. This publication reflects the views only of the author, and the Agency and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Finally, **Dr Bill Vassiliadis**, research fellow at HOU, presented the objectives of the ESSA project and its primary result, till now, the [Pan-European Needs Analysis on Software Skills](#). Starting from the observation that the software sector is constantly and rapidly evolving, the challenges to education and training providers to keep their offerings up to date and best prepare future software professionals, were discussed. It was presented how ESSA will provide European Vocational Education and Training (VET) programmes and curricula, sustainable and future-proofed, by integrating innovative teaching methods, work-based learning, and a mobility component — all combined for an equal benefit to VET providers, trainers, and software professional learners.

ESSA, in its 1st year of operation, begun to address the software skill mismatches and shortages by analysing the sector in depth and delivering a comprehensive needs analysis study based on an extensive, pan-European survey. It was argued how this report sheds light on the current and future needs for software skills and professionals in Europe. Key conclusions were presented based on the study of job vacancies, available research on software skills, education and training programmes, labour market reports, and databases.

The findings confirm that software Developers of all kinds are very much needed in Europe. Also, people in other software roles like DevOps experts and Solution designers are much in demand. ESSA concluded that in order to close the skills gap between the demand and supply, most individuals need to be skilled, upskilled, and/or reskilled. Education and training providers and organisations with

software skills needs will have to work closely together to train the software professionals of the future.

 Through the ESSA project's website you can access important information of the project, stay informed about the project's actions through the news and announcements and participate to the community of practice. You can also read and download all publicly available project results (e.g. reports, publications, videos and presentations) and access the ESSA needs analysis report:

Website : <https://www.softwareskills.eu/>



This project is funded by the ERASMUS+ program of the European Commission, under grant agreement no. 621751-EPP-1-2020-1-BE-EPPKA2-SSA-B

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-  The online discussion that followed was vivid and raised the interest of the speakers and participants. The event proved to be an excellent platform for matching DAISSy projects with the audience of PATRAS IQ providing added value through the establishment of new connections, the enrichment of stakeholders, the promotion of the projects and their current results