

# Parent project: Digitalisation: from spaces of fear to spaces of freedom

Digital skills are already shaping access to and assessment of information, and become decisive for professional success as well as for voluntary commitment at a rapid pace. Actors in youth work are faced with a special dilemma: they act at a decisive interface and theoretically have the potential there,

to make decisive contributions to young people's media and data literacy. In reality, however, they are currently far inferior in their natural handling of digital media and information and the proactive use of digital media and technologies.

This results in a fatal interplay: the lightness of young people with the possibilities of new media is just as impressive as the perceived loss of authority of youth workers who find it so incredibly difficult to deal with these very possibilities. An increasingly oppressive space of fear emerges.

## Functions of the Self-Assessment

The tool fulfils several functions at the same time: First and foremost, it is intended to provide participants with qualified feedback on their own digital competence while they are completing the course, using scenarios that are as practical as possible.

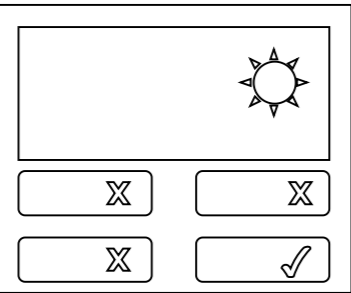
It also enables them to compare themselves with the average values of the other participants.

However, this data collection also provides us with a solid inventory of digital literacy across an industry once enough participants have completed the test. As a research organisation, we have an increased interest in this.

Finally, the tool is also our initial communication strategy: we are making something low-threshold available in order to communicate more complex offers, our free seminar series next year, in which we train participants in the same subject areas in which we asked them in the test. Therefore, we optionally ask for an e-mail address, reward them with a PDF certificate and inform them about the possibility of participating in the seminars via newsletter. In addition, we plan to select the seminar participants as diverse as possible, based on their demographic information and skills in the test.

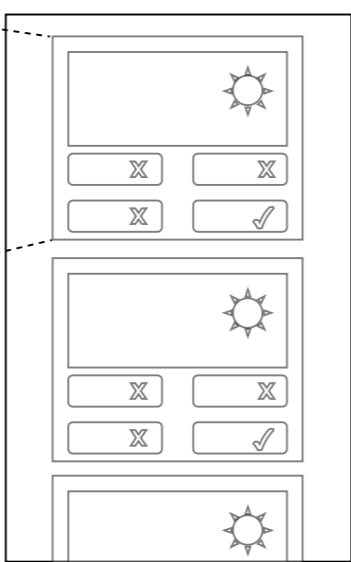
### H5P-Modules

About 50 small to extensive modules which alone or in various combinations form scenarios and query specific competences for digital youth work.



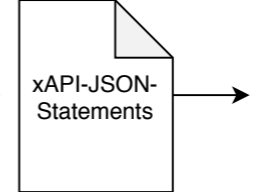
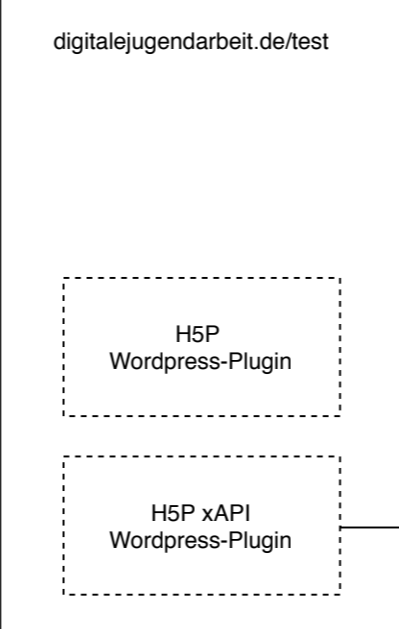
### Self-Assessment

The participant's answers can score points in one or more areas of competence. A correct answer to a question about hash values, for example, reflects knowledge about data handling (CA1) as well as security (CA4).



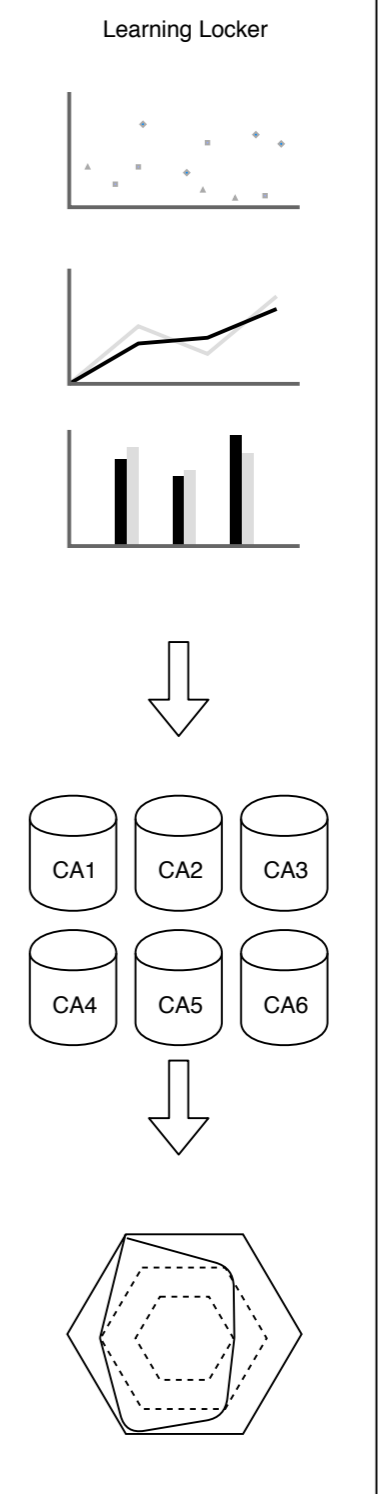
### Wordpress Multisite

Multi-site Wordpress installation on YPL server with own /-subdomain for self-assessment.



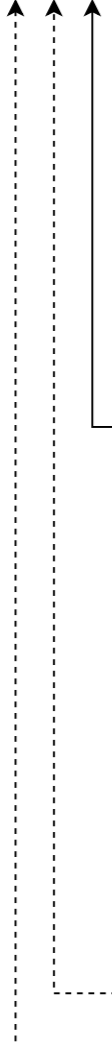
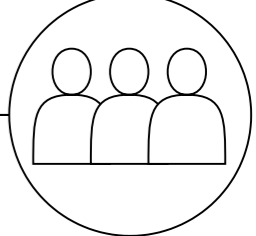
### Learning Record Store

Learning Locker on YPL-server



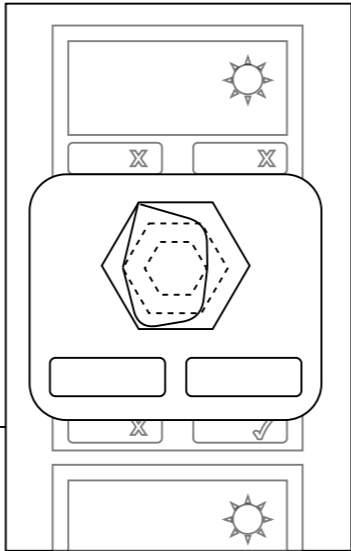
### YPL-Team

Monitors dashboards with evaluation statistics and might adjust weighting during ongoing use. Sends updates by e-mail to newsletter subscribers.



### User (Participant)

User participates in the test (30-60 min) and gets assigned an automatic ID to resume after pause or abort. Can subscribe to newsletter.

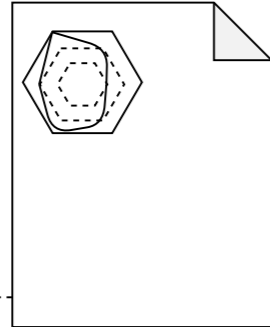


### Result page

Piping of evaluation data from Learning Locker to the results page and presentation of a radar chart and standardized explanatory texts within seconds. Optionally offers a detailed PDF version in return for a newsletter subscription.

### Competence Areas

5 DigComp Competence Areas + 1 Cross Section/Context Area (CA6). Interpreting statements and assigning them to one or more areas. Display of total points per area and output of competence level (1-8; 0 points = first level) per area.



### PDF-Certificate

Serves as appreciation and visualization of the participant's competence. Contains optionally the name of the participant, a radar chart of the competence areas as well as standardized explanatory text. If possible, average values of the other participants should also be integrated, as of a certain volume of responses.

