ECOLHE

Empower Competences for Onlife Learning in HE

ECOLHE INTERNATIONAL CONFERENCE

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ABSTRACTS BOOKLET

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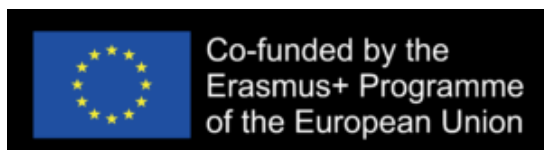
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THE SYMBOLIC-CULTURAL DIMENSION OF THE DIGITAL TRANSFORMATION IN HE. A COMPARATIVE ANALYSIS

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ABSTRACT

In the last few years and after the pandemic emergency digital transformation has affected the academic system, from all points of view: organisational, didactic, research and development, third mission, etc. The university is increasingly configured as a complex organization where the cultural dimension is central. This is expressed through the didactic offer, the curriculum, the organization of the disciplinary sectors, adopted taking into account the supranational and national constraints and the strategic lines of development pursued at the level of the single university. This work based on the assumptions of the sociological *theory of translation* (Callon 1986; Latour 1986, 1987; Holmes 2000), aims to identify the symbolic-cultural categories and the representations of digital transformation in six universities of five different European countries (Greece, Finland, Ireland, Italy, and Spain) to understand how individual contexts have translated, transformed, and negotiated existing ones. This complex political and cultural process of transfer and transformation is brought to light by means of Emotional Text Mining method (Greco, 2016), which identify the horizon of cultural meaning shared by social actors studying words choice and association.

Keywords: Digital transformation, Higher Education, Emotional Text Mining, comparative analysis, translation theory

ECO2

UNIVERSITY GOVERNANCE FACING CHALLENGES OF DIGITAL TRANSFORMAATION.
SOME RESULTS OF THE FIELD RESEARCH

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ABSTRACT

Some studies highlight that the majority of European HE institutions have made little progress in adapting the courses offered to a student-centred learning model capable of integrating developments and opportunities in technology-enhanced education.

Challenges posed by digital transformation to universities do not regard only teaching and learning processes. There are different levels of institutional and organizational action which produce effects on these processes; political and financial choices which determine other choices in this field.

The objective of the presentation is to share the main results of a part of the field research of ECOLHE.

This part refers to the six case studies developed. They have aimed to examine how the universities involved in the project develop their strategic approaches to digitalisation. They, using an organisational empowerment approach, have intended to take stock of the current situation and evaluate to what extent there is a deficit in terms of meeting critical challenges in European HE. The objective of the research planned in the first phase of the project - Digital Technologies in HE: from the European vision to the university governance - was to understand the organizational processes in promoting digital innovation in universities to examine: national legislative frameworks; guidelines; best practices; standards and constraints; micro-policies related to how universities have "translated" the digital challenge into practice (through the promotion of digital resources in teaching activities (online and/or blended); professional development on digital transformation; e-learning quality standards; online/blended university policies).

The main targets of the case studies were to illustrate: needs and perspective of improvement of the use of digital technologies in HE; emerging teaching and staff skills for the digital era; the most essential problems detected and possible solutions.

ECO3

UNIVERSITY TEACHERS' DIGITAL EMPOWERMENT FOR BLENDED TEACHING: AN EXPERIENCE OF TEACHERS' TRAINING IN EUROPEAN HIGHER EDUCATION

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ABSTRACT

The global pandemic involved an intense integration of Digital Technologies in all the spheres of human life, and also education needed to adapt to an urgent remote context. Given that situation, online training became a response for educational institutions from all levels because they had to apply hybrid solutions to develop their training activities.

In addition, the need to quickly adapt to these changes made teachers aware of a lack in their own Digital Competence from a methodological perspective; this fact has been identified in the application of models of online teaching based on the strategies they apply in face-to-face setting.

With the impossibility to perform their teaching practices in face-to-face settings, HE teachers adopted remote solutions based on replicating face-to-face dynamics and activities online. But this remote teaching cannot be considered online teaching, because any online education activity needs a proper design to be properly developed and to assure students' meaningful learning

Because of this situation and the solutions adapted, the results of remote teaching were not coherent with online teaching principles, causing a negative vision on online teaching and learning. To promote HE teachers' Digital Competence, an online course was designed, implemented and evaluated in six European universities. In this work, the process of design and implementation will be critically discussed to highlight the limit and opportunities of this training as a model to help teachers to transform their practices from traditional to blended settings causing a negative vision on online teaching and learning.

ECO4

ONLINE TEACHING IN HIGHER EDUCATION AFTER THE PANDEMIC EXPERIENCE: GUIDELINES AND RECOMENDATIONS CONCLUSIONS FROM THE PANDEMIC ERA EXPERIENCE

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ABSTRACT

In the years during the pandemic there was a dramatic conversion in the traditional operation of universities. Until then, distant teaching was used rarely, or not at all. To fulfill their role and continuing their operation in quarantine times, traditional Higher Education Institutes (HEIs) transformed their teaching services from in situ into fully distant, keeping it this way for at least two years. A critical question is still whether they should return to their usual teaching methods or transform their operation based on their experience from distant teaching. The present work uses the collective work of ECOLHE Project to outline the effect of new teaching methods in Higher Education (HE) during and after the pandemic. During a three-year research, ECOLHE project investigates the way that Universities have forwarded the enhancing of ICT resources in HE, through the realization of six case studies in partner countries HEIs. Furthermore, the Project developed a pilot implementation of an online environment as an online teaching tool to increase HE teachers' ability in the usage of digital technologies. Next step was the creation of a Serious Game aiming to study users' development of new skills and new ways of solving problems. Also, a self-assessment tool was implemented aiming to define and evaluate the level of innovation in HE institutes. Summarizing the extensive work of the previous steps conclusions were drawn that lead to the formation of Recommendations and Guidelines regarding the Academic Bodies, with the target of addressing the challenges for modern educational systems.

ECO5
EUROPEAN HIGHER EDUCATION IN 2050: THE VISION, THE EVOLUTION

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ABSTRACT

The European Higher Education and Research Area is going through a transformation process that will push Europe to a leading position on the way to a green digitalization of societies. The environment of learning including methods and spaces is expected to change drastically. With knowledge of today's technologies we can only imagine the future but the way forward is almost clear. In this presentation we will attempt to describe the learning in the future in both school and higher education as their evolution needs to develop in parallel. The presentation will show results from several EU funded projects, including, STEAME, STEAME-Hybrid, ONLIFE, STEAME-Students, BYOD, FACILIATET-AI, STEAME Teacher Facilitators Academy, and more.

ECO6
ADOPTING GAMIFICATION AS A STRATEGY TO SUPPORT STUDENTS' MOTIVATION IN HIGHER EDUCATION: THE TEACHERS' ROLE

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ABSTRACT

Students' academic performance and learning outcomes are significantly influenced by their level of engagement in learning activities and their motivation to learn (Schnitzler et al., 2020; Sedova et al., 2019; Christenson et al., 2012; Dixson, 2015; Robinson & Hullinger, 2015). Students who are highly motivated and engaged are more likely to complete their learning experience successfully (Hughes et al., 2008), are more resilient (Finn & Rock, 1997), and are less likely to drop out (Finn, 1989) or engage in negative behaviours like academic cheating (Finn & Frone, 2004). Several studies referred to gamification, which can be defined as the "use of game design elements to motivate user behavior in non-game contexts" (Deterding, 2011), as a possible strategy to foster students' engagement and motivation at the Higher Education (HE) level (Alsawaier, 2018; Campillo-Ferrer, 2020; Kovácsné Pusztai, 2021). However, a crucial factor affecting the adoption and the success of this new pedagogical practice, as any other one, is the fact that teachers possess the needed skills' set to implement it, according with the specific needs of their discipline and their students. To equip teachers with the competences needed to effectively design, implement, and evaluate a gamified learning activity, an online

ECO7

THE EUROPEAN STUDENTS' PERSPECTIVE OF DIGITAL TEACHING AND LEARNING IN HIGHER EDUCATION

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ABSTRACT

The increase in the use of online training connected to the pandemic emergency has highlighted, as never before, that Higher Education Institutions have to deal with the digital revolution, promoted by the European Community since 1998 from the so-called Bologna Process. This work illustrates the results of the students' survey of the "Empower Competences for Onlife Learning in Higher Education" (ECOLHE) project. ECOLHE project aimed to investigate the transformation processes and of developing practices of higher education's digital teaching and learning in several European countries, and it was coproduced by an international partnership and co-financed by the ERASMUS+ Program of the European Union. The research project was based on the hypothesis that the availability of technological infrastructures does not grant an efficient and effective use of ICTs by professors, students and researchers.

ECOLHE is a three-year project involving six partners from five European countries (Italy, Spain, Finland, Greece, Ireland) characterized by a different digital development process and Digital Economy and Society Index (DESI) value. This work illustrates the results of an online survey involving 1148 students from online and traditional universities in the partner countries. The data was collected by means of a self-administered questionnaire aimed at investigating the elements deemed relevant for students' digital learning and training. The results of the multivariate analysis made it possible to identify five components characterizing digital maturity and seven digital learning styles. Finally, the comparison between the universities involved made it possible to understand the effect that teaching practices had on the perception of students in terms of effectiveness and efficiency.

Keywords: Higher education, digital transformation, digital maturity, digital learning styles

ECO8

A STUDENT-CENTRIC WORKING-LIFE COMPETENCE DEVELOPMENT A JOURNEY FROM CLASSROOM TEACHING TOWARDS 'ONLIFE' LEARNING: PEDAGOGICAL BEST PRACTICES

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ABSTRACT

In recent years the digital transformation and pandemic emergency demanding the digitalisation of contemporary higher education (HEIs) in Europe. The situation needs transformational vision, legislative and operational support from the HEI stakeholders, government, and relevant bodies. However, the most critical element is a working-life and insutry demands new set of skills and competencies from the HEIs graduates. Many research studies confirm that a clear gap between HEIs competence development and market demands resulted in a big shortfall of the workforce and working-life ready graduates. The most interesting thing in these studies shows the lack of suitable working-life candidates causing this shortfall rather than the organisation's willingness. In Finland, the education ministry has manifested future proofing of the education system to meet the demand of modern businesses and society under the Vision 2030 development. In Vision 2030, one of the key development areas identified was a modern curriculum design and development that meets the rapidly changing demands of working life and society. Laurea University of Applied Sciences has positioned their education offering to fill the gap of demand and towards Vision 2030. They adopted online education and innovative pedagogical model that strengthens cybersecurity competence development and workforce capacity building. A student-centric working-life competence development a journey from classroom teaching towards 'Onlife' learning presents the pedagogical best practices. The paper is focusing on the adaptation of continue curricula development, adopting modern online pedagogical and education approaches, and increasing industry cooperation and work-life practices. The paper addresses two fold challenges including meeting the demands of cybersecurity professionals and future-proofing education offerings.

Keywords: Digital transformation, Working-life ready graduates, Futureproof higher education, Working-life competence development, Digital pedagogy best practices

ECO9

THE SYMBIOTIC LEARNING PARADIGM (SLP) : TEACHER COMPETENCES , METHODS & APPROACHES IN HIGHER EDUCATION

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ABSTRACT

The Symbiotic Learning Paradigm (SLP) has developed from practice in the Centre for Adult Continuing Education at University College Cork (UCC). Central to this practice are the core concepts of 'Learner at the Centre' and 'Lifelong and Life-wide Learning.' SLP offers a curriculum design approach that is dynamic and adaptive for the rapidly changing and perpetually challenging world of twenty-first teaching and learning in higher education. It offers a new curriculum design lens that places the learner at the centre and focuses on the importance of collaborative co-designing relationships within and beyond the university as a means to achieve this. Life-wide learning recognises that people occupy different learning spaces (personal, professional, community) and the lifelong learning journey provides the learner with a variety of learning experiences (Jackson, 2012). SLP offers a flexible and reflexive approach to co-designing these varied learning experiences. As part of the Erasmus+ ECOLHE Project: Empowering Competencies in 'Onlife' Learning, SLP was piloted in six higher education contexts across Europe. Through this process SLP has been developed and refined as a model of best practice and as evidence-based critical reflection on practice to improve practice in higher education. Its process of inquiry into teaching and curriculum design as a 'practically oriented activity, conducted collegially' through the ECOLHE project has grounded it in the scholarship of teaching and learning (Posser, 2008). It is hoped that higher education institutions wanting to develop and diversify their curricula can use it to design dynamic lifelong and life-wide learning opportunities.

ECO10

EXCEPTIONAL PRACTICE FOR ONLINE TEACHING IN HIGHER EDUCATION FROM THE PANDEMIC ERA EXPERIENCE: OUTCOMES OF THE PRACTICE

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ABSTRACT

An unparalleled educational detour due to the pandemic has had a significant impact on the learning process for students around the world. This paper describes online teaching while universities were shut down in the crisis. Until then, remote teaching was utilized seldom, or not at all. Due to the pandemic we're on the jut of things we didn't imagine previously. In light of the worldwide shutdown and the numerous healthiness and departure limitations due to the COVID-19 widespread and my dedication to supply persistent education to students and the universal society, I was going ahead with a virtual, handy, and workable assembly style. The COVID-19 pandemic inspired us to innovate, initially; closed the schools, universities and labs. I, as a doctor and researcher, can't find myself suddenly sitting at home I do nothing, and in light of this, I was encouraged to think outside college and lab, and the world needs eminent scientists to deal with the pandemic, and I wanted to be part of the story, and I have a present-time solution to make a connection to engage and communicate with science students, in this case, it was the first step from my office at home! I missed communicating with students in person, so I activated my search continuity protocol; my initial goal was to continue teaching my lectures to fulfill significant hypotheses and innovative approaches to my students as an alternative to face-to-face lectures and conferences; the solely only way at that unmatched time was implementation a virtual meeting Then I started dealing to inspire therapy in the hope of overcoming the pandemic, providing a role, I play in protecting people's health, which in my lectures has required me to elaborate on food that is beneficial to health and that returns from physical exercise for the health of citizens in general, and the elderly especially to reduce the risk of coronavirus. I turned to offering my research at webinars to display my expertise in the area of stem cell technology and regenerative medicine. My notion was to show creative and sophisticated viewpoints about possible innovative therapy for COVID-19. The crisis had excited me to create and continue showing online chances and grant my experimental viewpoints published in international journals for the whole throughout the world. Due to the lockdown, I chose to harness online conferences from my home office to teach my practical pursuits and advanced tactics, and also to give counsel and guide the community and people especially elderly to pursue healthiness instructions, nutrition and physical exercise to reduce the hazard of COVID-19 securely. I am skilled and experienced at inspiring and creating marvelous scientific graphic designs implemented according to my visibility to be included in my papers before publishing in academic journals, and presentations at conferences to simplify the tough science to explain my challenging scientific topics in a simple way with appealing high-resolution illustrations so that I can be a role model for young scientists. My aim was in the beginning of the lockdown crisis to teach my lectures to fulfill significant hypotheses and innovative approaches to my students; I implemented a virtual meeting shape from my home office using only a laptop amidst the catastrophe as a surrogate to in person lectures and conferences. Then my target became also to offer a crucial role to play in protecting people's health and developing both practical solutions and innovations and to build a global audience for my research projects. Despite

having a rich history of teaching,   my lectures online during the pandemic have given me new skills in lecturing to students and at webinars fulfilled creativity in education nonetheless the disaster. My motif and expertise has taken deep interest and leadership in Promoting Education for Sustainable Development (ESD) through Sustainable Development Goals (SDG) activities. Working closely online with the students, local communities, academics, have established a collaboration scheme for Disaster Risk Reduction (DRR), Education for Sustainable Development (ESD), and Sustainable Development Goals (SDG). This paper provides a glance inside the efforts made by a scientist during the closure of the Coronavirus, in which she used only the simple method available from her home office to deliver education, knowledge, and guidance necessary to students and society, leaded her to a global path to be taken as a champion model for Education for Sustainable Development (ESD) emulated. The crisis was inspired her by the idea of starting on a local scale with a single goal of delivering her lectures to her students, but fate decided to lead her on a worldwide track as a world-1st class speaker gained forty three certificates of appreciation from successfully presenting unprecedented fifty three global webinars 43/53 (80.1%) with creativity in education display a perfect paradigm in holding out the liabilities of scientists in challenging difficult situations. They extend their gratitude and congratulations for her video presentations prepared with PowerPoint slides with her recorded voice with the exceptional effort. The Certificates were awarded in appreciation of an eminent University Professor, World-renowned scientific leader and a globally accredited researcher with major expertise. Amid the pandemic I received an abundance of requests for international publication of my innovative perspectives and also to present online complete sessions and seminars as a world-class keynote invited speaker, the majority to offer a talk on COVID-19, from all over the world: from San Diego, California, Miami, Florida and New York city, New York, USA; Vancouver, Canada at the west to Singapore city, Singapore; Seoul, South Korea; Osaka, Japan; Dalian, China; Hyderabad, India, and Jakarta, Indonesia at the other side of the globe, and from Dubai, UAE; Jeddah, Saudi Arabia at the Middle East to Johannesburg, South Africa; Dar es Salam, Tanzania, Africa; to Edinburg, Scotland; London, United kingdom; Paris, France; Berlin, Frankfurt, Germany; Madrid, Spain; Prague, Czech Republic, Helsinki, Finland; Porto, Portugal; Zurich, Switzerland; and Rome, Italy at Europe. In this paper I will present a synopsis that draws on some of my expertise in the era of COVID-19. This crucial work provided a framework for the online learning innovation processes amidst the crisis and to respond to the needs of society. This paper provides a glance inside the effort made by a Professor in Higher Education during the COVID-19 age; leading her on a worldwide track. The significance of the story has continued with the trust that what you need to obtain is chance, whatever the challenging situations; simply pondering out of the box (Creative Thought). This is an incentive story on the force of practice.

ECO11

THREE YEARS OF EXPERIENCE IN DELIVERING AN INTRODUCTORY LINEAR ALGEBRA COURSE TO MATH MAJOR FRESHMEN.

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ABSTRACT

Linear Algebra is a two semester initial course taught to students whose major subject is mathematics. They go through a one month refreshment course Rudiments of Higher Mathematics, which basically levels their competences in high school mathematics. Linear Algebra was taught in a traditional manner with blackboard and chalk before pandemics. The lectures changed completely to online starting with summer term 2020 and continue this way, in agreement with students, even though return to old style lecturing is possible. I will highlight advantages of running the course online and comment also on some drawbacks. At the bottom line the innovation is not only the usage of technology but also new educational tools come clearly into the picture in conjunction with Education 3.0 paradigma.

Usage of technology in this particular course allows for avoiding to run lengthy and dull matrix computations on the blackboard and replace them with much more conceptual discussions. All calculations are delegated to symbolic algebra programs. Similarly, making various elements of the lecture available in the form of video allows students to come back to main ideas at their own pace and at their convenience.

The absence of direct contact between the students and academic teachers is made up during face to face exercise sessions, which are an integral part of the course.

ECO12

EUROPEAN QUALITY ASSURANCE INITIATIVES AND THEIR ADAPTABILITY TO THE HIGHER EDUCATION CONTEXT. A COMPARATIVE ANALYSIS

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ABSTRACT

All over Europe, diverse approaches and methods for quality assurance are implemented by different educational organisations. In many European countries, HEIs are obliged to establish internal quality management systems for assuring quality in teaching, research and organisation. Based on the legal frameworks and legislative obligations in place, the HEIs choose those quality assurance methodologies and measures which best suit their own needs. The combination of continuous internal evaluations, focused mainly on the evaluation of the performance of the teaching staff, with external evaluations, ensured by certifications and accreditations of the education providers, are common elements of the HEIs quality management systems. In this context, the European Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area are seen as a reference for internal and external quality assurance activities, providing generic standards and guidelines for all HEIs. Placing a strong focus on the existing transnational Quality Assurance frameworks and methodologies (as e.g. Peer Review, self-assessment), the paper reports on a comparative analysis of common European quality areas and indicators, reinforcing the idea to further explore opportunities for improving their adaptation in order to enhance HEIs quality management systems and guarantee a continuing improvement of current quality assurance tools in line also with the digital readiness required by the technological and the digital transition that affects the European Higher Education sector.

Keywords: quality assurance, methodologies, frameworks, higher education.

ECO13

IL DIGITALE CHE INVESTE NELL'EDUCAZIONE. UN'INDAGINE INDUTTIVA DI NUOVI MODELLI EDUCATIVI DIGITALI

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ABSTRACT

In the following work it has been analyzed the rule that educational actions have in a digital era. The inductive research strategy will be the approach used starts with the collection of data and then proceeds to derive generalizations for imagining new ways of conceiving and organising educational knowledge in HEI.

Starting from the reflections of sociologists Franco Ferrarotti and Vanni Codeluppi, who frame the problem related to education above all by observing the digital context and the changes it brings, we will analyze empirically some virtuous models that use digital not only as a technological support, but as an ontological concept on which to base their innovative educational offerings. The submission of a questionnaire and the conduct of an interview with the participants of these new educational offerings will be conducted to explain the potential of the union between training and digital, which often involves primarily a digital education, that is to the means and tools used even before the content of training.

One case concerns the Talent Garden Innovation School in which the study plan includes lectures in presence or an entire online teaching that uses innovative tools and platforms. The choice of the creator Davide Dattoli is to bring into the classroom teachers who are first of all digital professionals, work for corporates and have experience in the field. An attentive and participatory gaze which gives students an effective concreteness.

It will observe another type of educational experience that treats digital as a support to traditional activities: Treccani Scuola platform. This provides to combine culture and culture of digital novelties.

Lastly a particular focus on the Ma.L.L. Mo at the Heracle UniCusano Lab a project that studies predictive models of learning motivation through machine learning algorithms (AI) and finally in the international context it will observe the Mit open courses and the TED platform that that distribute knowledge at high levels for free.

ECO14

DIGITAL TRANSFORMATION OF PROBLEM BASED LEARNING (PBL) FOR THE DEVELOPMENT OF STUDENT TRANSFERABLE SKILLS

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ABSTRACT

According to the European Council, Higher Education (HE) students are expected to develop transferable skills for lifelong learning. Those include literacy, scientific skills, digital and technology-based competencies and interpersonal skills among others. Those skills are promoted with active student learning teaching methodologies such as problem-based learning (PBL). PBL is a teaching approach that utilizes a real case scenario, small group and student-centered teaching. A face-to face approach is the normal mode of delivery. However, during the pandemic, digital transformation became a commanding need. Specifically, HE teachers needed to adapt face-to-face teaching, ideally, still allowing for the same skills development using digital technologies. This presented both a challenge and an opportunity. The current project discusses how PBL was digitally transformed for the teaching of biomedical courses, during the pandemic, to suit the online learning environment. The overarching goal of the project was to maintain skill development and student learning while making sure that the outcome could be applied in the future as a blended or digital online course. Student feedback was obtained using focus groups to evaluate the student experience. Notably, the students had experience in both face-to-face and online delivery. Our data indicate that online PBL is an effective teaching approach for promoting student learning and engagement. Importantly, the current study can pave the way for obtaining policy makers' support in implementing a framework for PBL-based teaching online.

ECO16

Critical thinking and digital safety in the higher education

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ABSTRACT

In recent years, the Italian public University has experienced an acceleration of the digitalization process, also thanks to its response to the health emergency generated by COVID Sars 19 in 2020. Specifically, in recent years it has invested above all in technological-infrastructural equipment in order to guarantee educational and administrative continuity at a distance. This has contributed to strengthening the *connectivity* of universities, which is one of the indicators underlying the European DESI INDEX.

The use of technological devices as educational and communicative mediators has inevitably led to a technical and technological literacy of the teaching and administrative staff, enabling an implementation of the *human capital* of the DESI INDEX itself, albeit from an experiential perspective. This digitalization process, however, has not always ensured a consequent process of didactic integration of technology, i.e. a process of normalization of the same that would induce an updating of teaching and knowledge transmission methodologies, helping to implement the soft digital skills of educators and students themselves. This gap has left open a challenge of reflection and research precisely on didactic design and experimentation through the use of technologies in the perspective of digital education, as well as on the critical and safety component underlying the sharing of data and online information.

The abstract intends to propose a reflection on the implications of the application of digital education in universities as an innovative didactic methodology for enhancing the soft skills of teachers and students in the perspective of *onlife-education*.

ECO17

DESIGN AND EVALUATE DIGITAL LEARNING ENVIRONMENTS

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ABSTRACT

The physical structure of educational institutions must favor learning that allows for the creation of a profitable educational relationship; the design of learning spaces therefore arises as a central question of the educational process. Compared to a social interaction centered on a vision of learning as an individual task, it is necessary to consider how the introduction of digital technologies in the classroom has facilitated a process of becoming aware of the potential of new tools. In the light of the changes that have taken place in the educational context, it is therefore possible to rethink the environments, spaces and furnishings, often linked to a predominantly transmissive teaching. The school of the knowledge society and ICT makes it possible to imagine large and flexible learning environments: Universal Design, in this regard, is proposed as a didactic strategy capable of promoting change in didactic planning, also taking into account a shared evaluation of the organization of the school system. Indeed, in the educational applications of multimedia and virtual reality, the principles relating to the construction of learning environments and the role played by digital tools in attributing meaning to real-life contexts are redefined. The need to rethink digital skills education, an element that characterizes youth cultures, as well as a tool to promote a new citizenship; designing and evaluating digital learning environments, also through Universal design, therefore becomes the tool for creating a new life project for digital natives. This essay then proceeds with an examination of the scenarios created in teaching by the introduction of media education, thus making reference to some digital skills assessment tools to be used with the intention of designing and evaluating digital learning environments consistent with the needs training expressed by the students.