BACK 2 BASICS

BRIDGING THE GAP BETWEEN HIGHER EDUCATION
AND LABOR MARKET BY FOSTERING DIGITAL SKILLS

Bridging the gap between HE and the labour market

Co-funded by
the European Union

BACK 2 BASICS

BRIDGING THE GAP BETWEEN HIGHER EDUCATION
AND LABOR MARKET BY FOSTERING DIGITAL SKILLS

Module 3

Digital Content Creation

M3

Co-funded by
the European Union

TABLE OF CONTENTS

01
CREATING
Free platforms for content sources

02
ATTRIBUTING
Licencing and Copyright

03
INTEGRATING
Exploring Artificial Intelligence tools, DEPL,...

04
SHARING
Personal branding: about.me

BACK 2 BASICS

MODULE OUTCOMES

Exploring digital tools and approaches to its integration in teaching practices, in order to help trainees to:

- identify and use free platforms for sourcing digital content to develop digital media creation skills;

- understand licensing and copyright regulations associated with digital content;

- discuss the integration of Artificial Intelligence tools in teaching and learning practices;

- use tools that ensure originality and uphold ethical standards

DIGITAL CONTENT

- Any type of information that is created, stored, and distributed in digital form (text, images, audio, video, software, ...)

- Typically created and consumed using digital devices and platforms, such as computers, smartphones, and the internet

- Is becoming more and more important for many industries, including entertainment, education, marketing, and e-commerce.

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DIGITAL CONTENT

- Incorporating visually appealing images, videos, and other multimedia elements may capture students' attention and support their learning

- Promoting the use of free platforms for content sources by students can encourage students to explore these platforms independently, highlighting the benefits of diverse resources and the potential for creativity
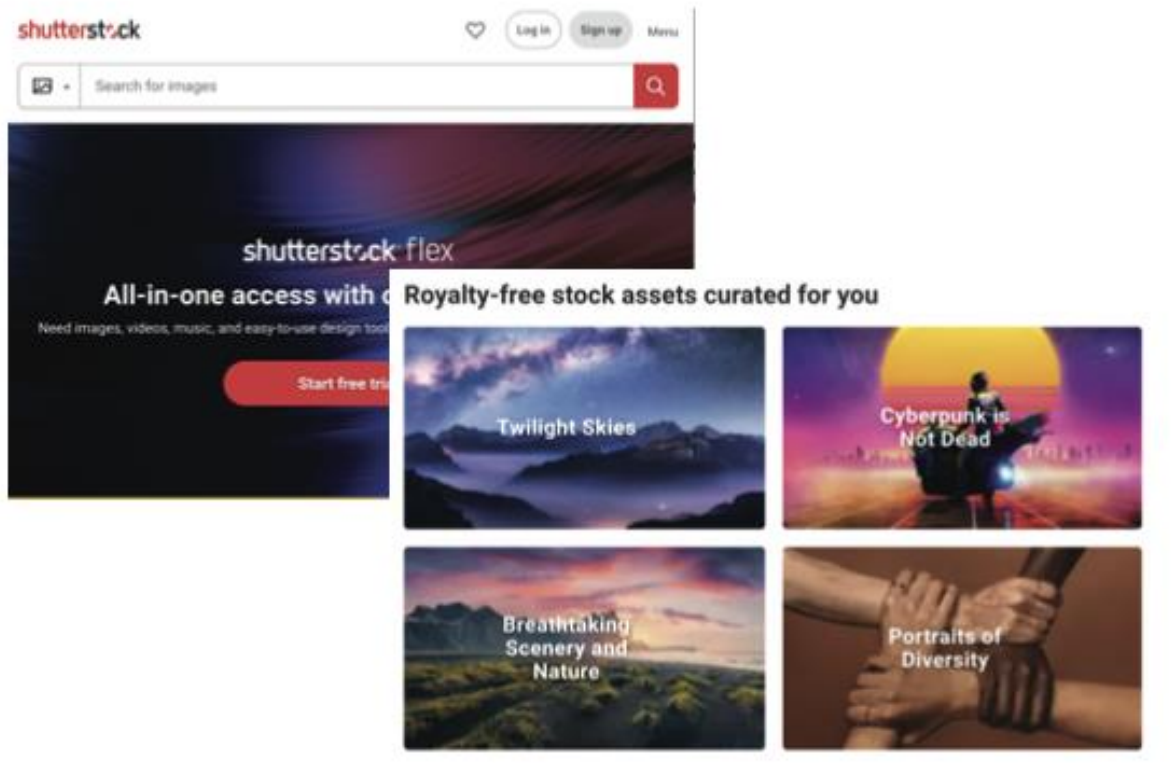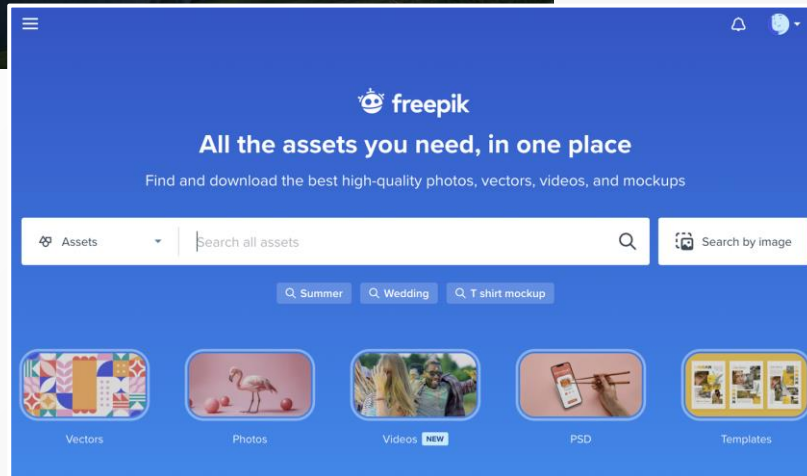
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DIGITAL CONTENT PLATFORMS

Incorporating hands-on activities or assignments that require students to **actively search for** and utilize content from these platforms, may foster **their digital literacy skills** and showcasing the value of these resources in their learning journey
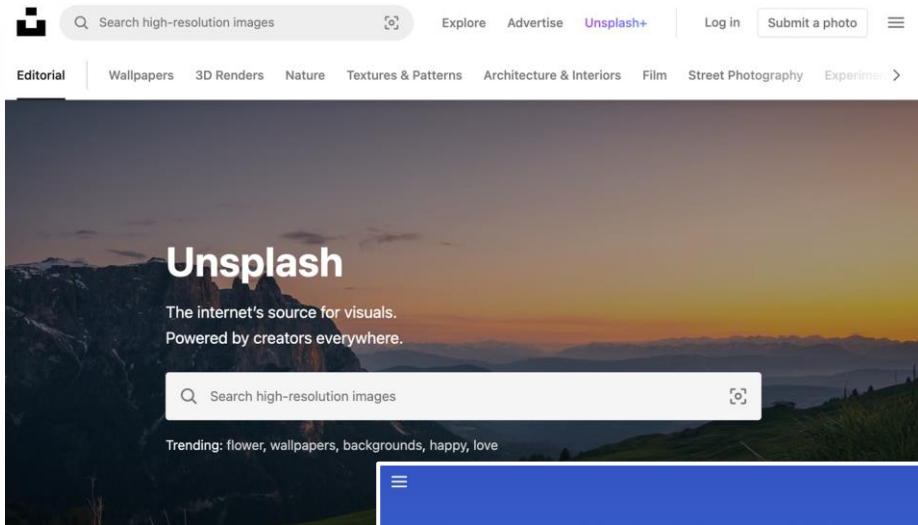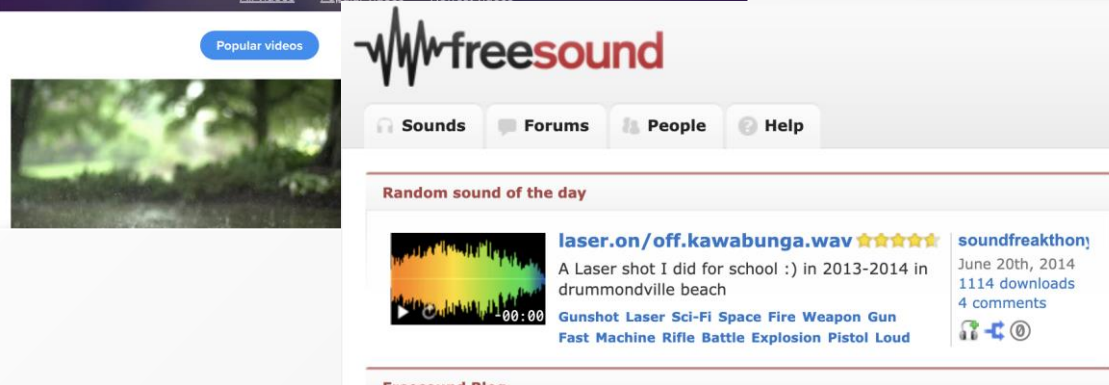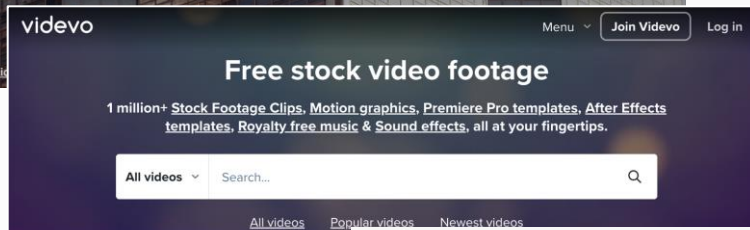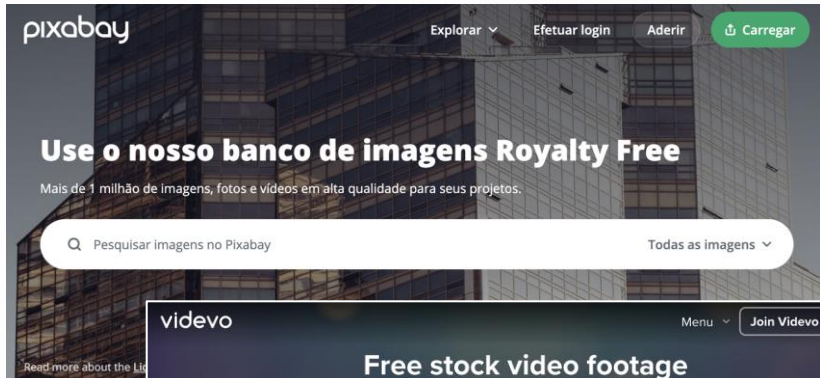
DIGITAL CONTENT PLATFORMS

Incorporating hands-on activities or assignments that require students to **actively search for** and use content from these platforms. This may foster **their digital literacy skills** and showcase the value of these resources in their learning journey

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FREE USE/CREDIT

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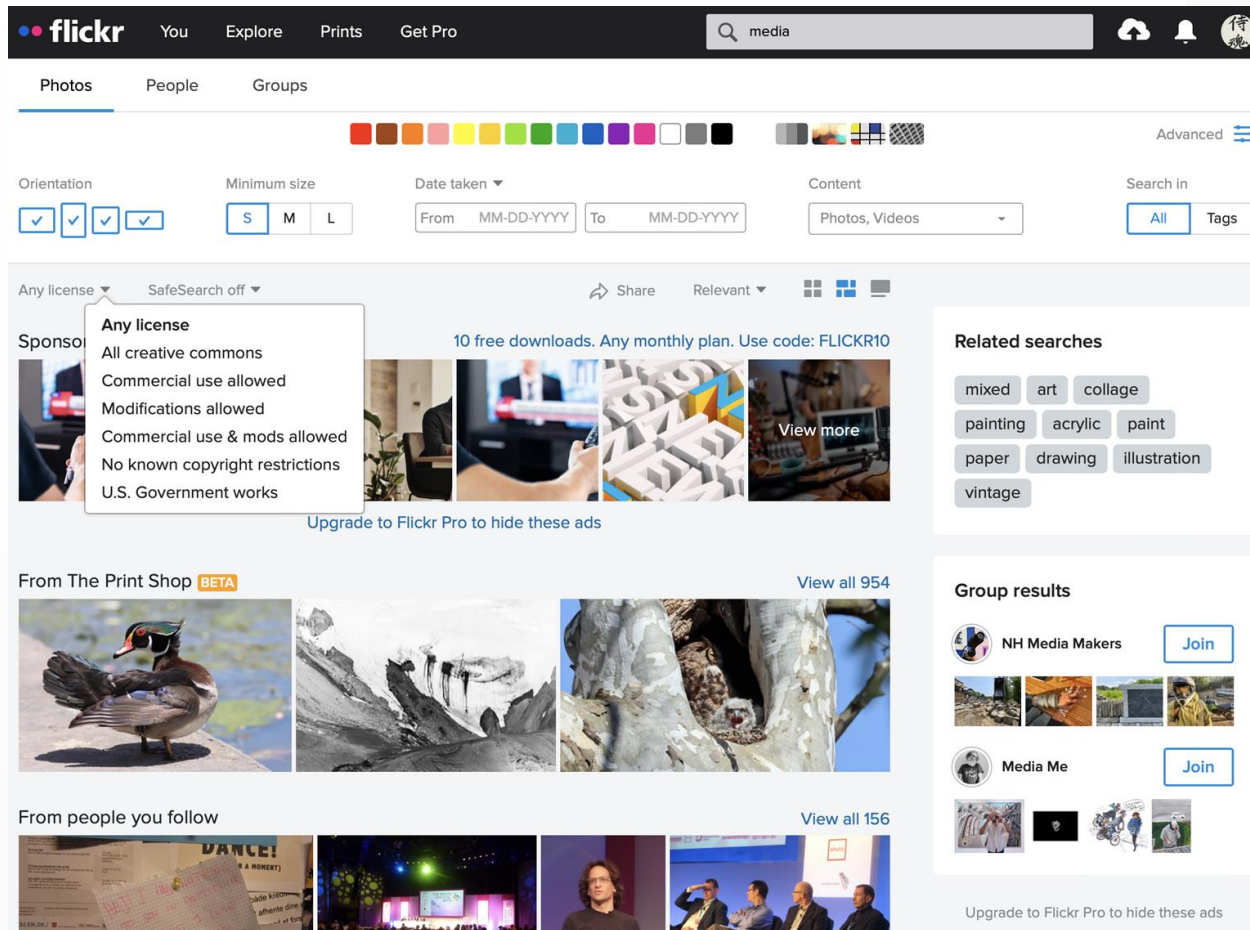
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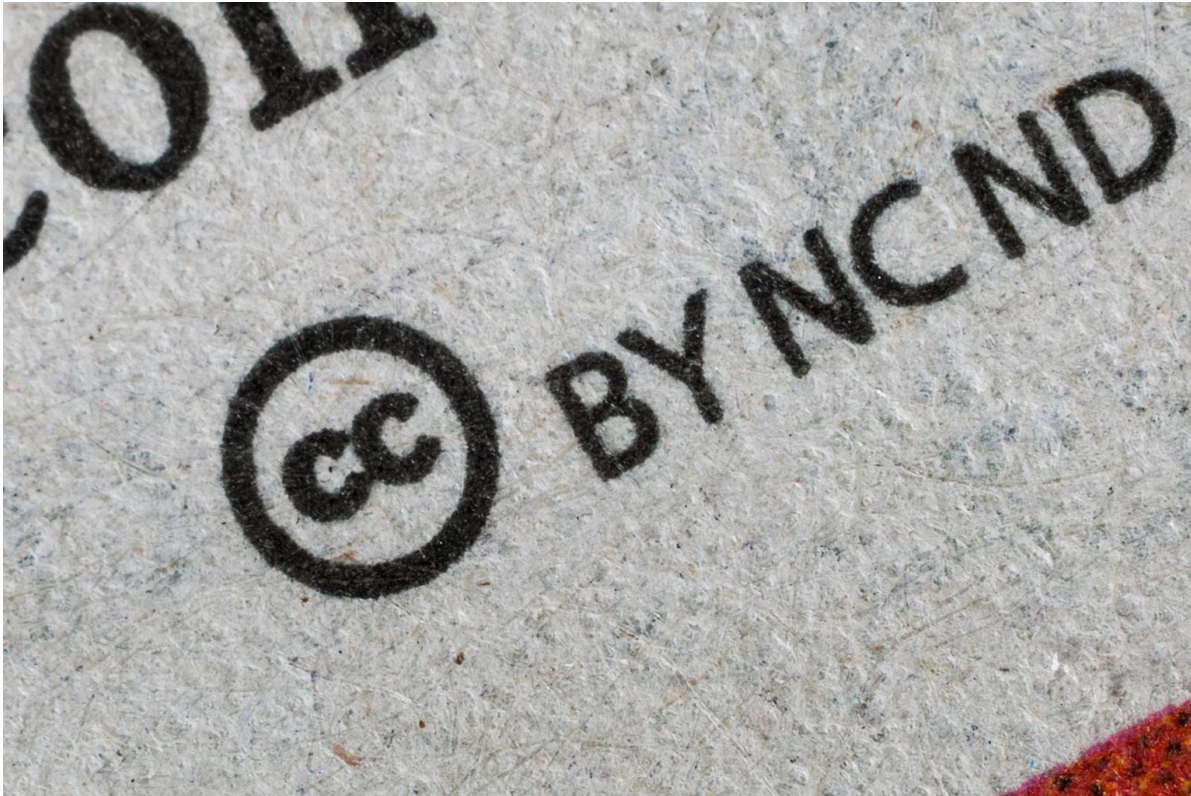
Photo by Umberto on Unsplash

CREATIVE COMMONS

is a type of license that allows creators to share their work with certain conditions.

Some licenses allow users to use the work as long as they give credit to the original creator, while others allow to modify the work as well.

"A Creative Commons licensor answers a few simple questions on the path to choosing a license — first, do I want to allow commercial use or not, and then second, do I want to allow derivative works or not? "

https://creativecommons.org/licenses/?lang=en

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LICENSING AND COPYRIGHT (for students)

- Introduction to Licensing and Copyright

- Ethical Practices in Digital Content

- Responsible Use of Copyrighted Materials

- Tools and Resources for Ethical Digital Content Use

- Critical Thinking and Creativity

- Collaborative Projects and Remix Culture

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INTEGRATING AI TOOLS

The integration of AI tools in teaching and learning practices goes beyond simple chat-based AI

It encompasses learning platforms, virtual assistants, intelligent content creation, data analytics, and ethical considerations, empowering educators to personalize instruction, improve learning outcomes, and prepare students for an AI-driven future.

INTEGRATING AI TOOLS
(for students)

- AI for Intelligent Content Creation

- Ethical Considerations in AI Integration

- AI-Powered Language Learning

- AI-Assisted Assessment and Feedback

synthesia

INTEGRATING AI TOOLS (food for thought)

Recommendations for Lecturers - Teaching

01 Reflect on which learning objective you are pursuing in your teaching

02 Create learning materials with ChatGPT

03 Support students with quizzes

04 Boost learning with ChatGPT

05 Encourage students to use ChatGPT

Gimpel, H., Hall, K., Decker, S., Eymann, T., Lämmermann, L., Mädche, A., Röglinger, R., Ruiner, C., Schoch, M., Schoop, M., Urbach, N., Vandirk, S. (2023). Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education: A Guide for Students and Lecturers. University of Hohenheim.

- Enhancing Personalized Learning with AI Tools
- AI for Intelligent Tutoring Systems
- AI-Assisted Assessment and Feedback

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INTEGRATING AI TOOLS (food for thought)

Recommendations for Lectures – Assessment

01 Design exams carefully with respect to new technological possibilities

02 Require students to declare how ChatGPT and other advanced tools were used

03 Innovate your assessment formats

04 Rethink the supervision process for assignments

05 Rethink the evaluation criteria for assignments

06 Implement guidelines for avoiding plagiarism and copyright infringements

07 Teach students how to use ChatGPT properly

08 Implement "Rules for Tools"

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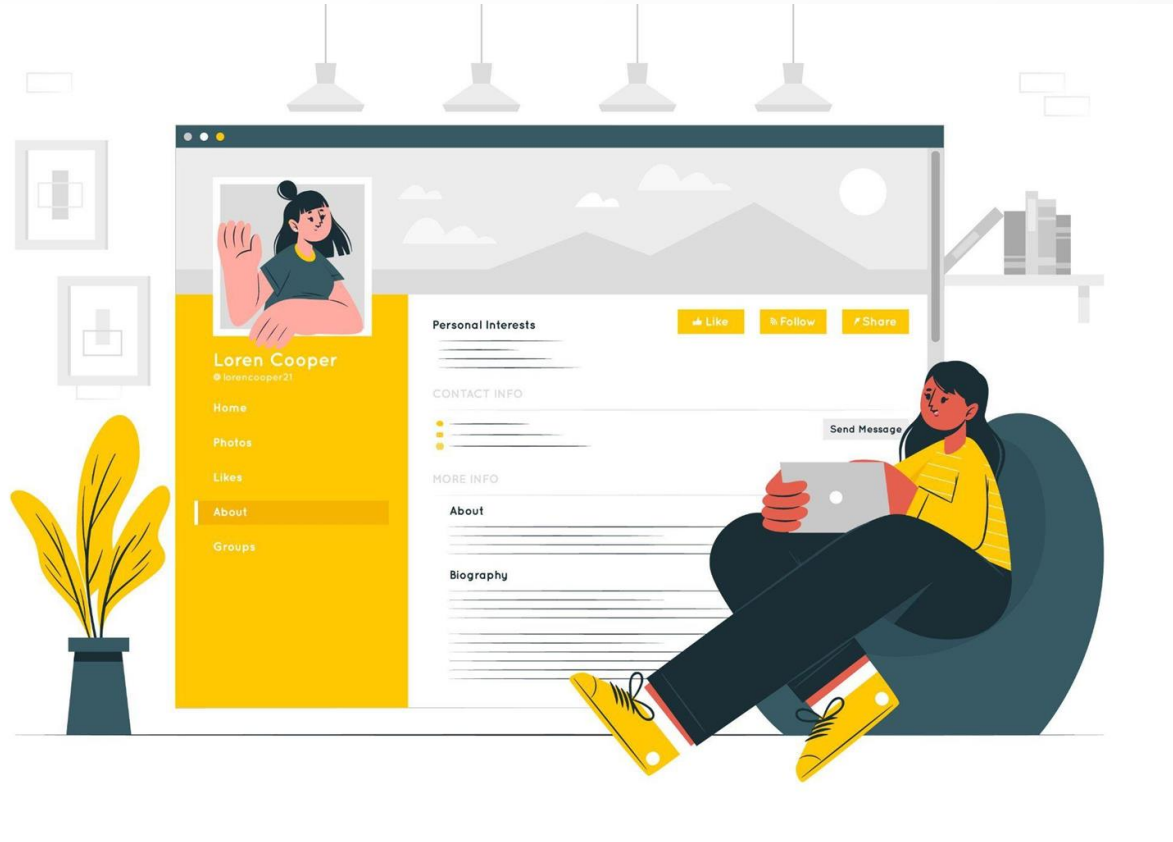BACK 2 BASICS

HANDS ON ACTIVITY!

An online profile is like your digital business card, presenting you professionally online. It's easy to set up, showcases your skills and experiences, and helps you network effectively. Having one boosts your online presence, credibility, and opens doors to opportunities.

Platforms you can use to create your "online business card"

- About.me

- Bento.me

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THANKS!

Any questions?

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