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DIGITAL COMMUNITY ENGAGEMENT

Student Survey on Perceptions and Expectations



Project: Digital Community Engagement Accelerator for Student Learning and Socio-economic Impact - DiCE

Consortium partners

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Work Package 2: WP2.A2 Student Survey.

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EXECUTIVE SUMMARY

The Work Package (WP) n°2: “Digital Community Engagement Value Maps” is aimed at identifying the drivers and values of the target groups to be used as the main framework for subsequent designing of solutions (Digital Community Engagement - DiCE courses and accelerator platform). The main results of WP2 are two Digital Community Engagement Value Maps.

The Activity 2 (A2), Student Survey, within WP2, is focused on designing a survey to provide a quantitative and qualitative (open answers) approach for value maps based on the results of the report of A1: Literature Review for Value Maps. It will be conducted on a group of at least 100 students of educational and university programs within the countries of the project partners (at least 20 responses collected by each partner).

The results were analysed to identify key points of interest of students to be used in the development of the value maps. The final sample of responses to the online questionnaire was of 117 individuals from partner countries. The profile analysis shows that the sample is diverse in terms of country of origin, gender, field and level of education, experience in community engagement and digital skills.

The survey results suggest that community engagement programs offer a range of value and benefits for students that are recognised and appreciated among them, as none of the presented statements received agreement below 50%. However, the following list of values and benefits are the best recognised by respondents of the survey, as the rate of agreement is higher or very close to 80%:

- Using digital technology in community work allows students to think out of the box and come up with creative solutions.
- Working in the community gives students a sense of fulfilment and meaning
- Working with communities is a good preparation for the job market and future employment
- When working with people of different perspectives, values, and lifestyles, students develop deeper understanding and empathy.
- Personal development and improvement of interpersonal skills (such as leadership, critical thinking, ethics, communications etc.) that lead to better employability.
- Deeper understanding of the complex social, economic, cross-cultural and environmental challenges within the community.

The least clear results are linked to the following list of values and benefits:

- DiCE develops students’ personal moral and ethical principles.
- DiCE allows students to learn how to apply for different kinds of grants or fund schemes.
- DiCE fosters students to be more interested in political events at a local level.

1. INTRODUCTION

The Work package n°2: “Digital Community Engagement Value Maps” aims at identifying the drivers and values of the target groups to be used as the main framework for subsequent designing of solutions (Digital Community Engagement - DiCE courses and accelerator platform). The main results of WP2 are two Digital Community Engagement Value Maps as the main objectives of WP2 are:

1. Defining values driving digital CE for university students in the target groups and structurally conceptualise methods and instruments to generate and uphold them,
2. Producing a new analytic and management tool that will be adopted by universities in order to improve study programs, student learning and social impact.

The Activity2 (A2), Student Survey, within the process within WP2, is focused on designing a survey to provide a quantitative and qualitative (open answers) approach for value maps based on the results of A1 report: Literature Review for Value Maps. The activity WP2/A1, Literature Review for Value Maps, has covered available academic research and non-academic sources (including stories of successful community engagement courses by students, academic programs and universities) to establish theoretical approaches and practical instruments for identifying and qualifying student value perceptions and expectations. The report produced by WP2/A1 has compiled the current trends and developments in University community engagement, the role of digital technologies in this process, and opportunities and risks involved in this type of activities.

The Activity WP2/A2 must provide quantitative information based on a closed set of questions of the survey, as well as additional qualitative opinions based on open answers after analysing the results. This information should help in deriving ideas, and perspectives for the development of value maps, as it can be transformed into drivers, sub drivers and tools in the corresponding Value Maps. The main objective of the survey is to gather information about the experience of participants on digital community engagement and the value and benefits that it brings to students.

2. DESIGN AND IMPLEMENTATION OF THE SURVEY

2.1 Design Process

The responsibility for the survey design was allocated to TUKE and UAH according to the project proposal and the project plan. The document of methodology devised as guideline for the work in WP2, Digital Community Engagement Value Maps, developed by TUKE and agreed with the rest of partners, defined the procedure for this Activity WP2/A2 Student Survey in the following way:

- TUKE, with the support of UAH and based on the partners' comments, developed a questionnaire that was used in the student online survey,
- Every partner carried out a student survey within their respective institutions or/and partner institutions, using the EU survey platform,
- UAH transferred the survey results into data storage and developed the quantitative and qualitative analysis to establish commonalities in student answers,
- UAH will prepare a summary of the findings – the DICE Survey Report.

The exact process and dates were as follows:

- The first draft of the survey was presented by TUKE to partners on 10th February 2023.
- All partners commented on the design of the questionnaire until 17th February 2023.
- After solving and agreeing all comments, the questionnaire was implemented in EU Survey by TUKE with the help of UAH and ready for pre-test on 20th February 2023.
- Partners pretested the questionnaire through the testing option of EUSurvey, providing comments until 6th March 2023.
- DiCE project asked for external feedback to their contacts, experts in community engagement. Revision and changes were made until 13th March 2023.
- After final review of the questionnaire and after agreeing the partners its final shape, partners proceeded to translate into local languages until 14th March 2023.
- The survey was officially launched on 17th March 2023.
- The survey remained open to collect data until 21st April 2023.
- UAH compiled the data and proceeded to analyse data to generate this report.

2.2 Main Features

The best way to implement the student value survey, as decided by the consortium, was the use of an online questionnaire thus minimising the barriers of the responses collection. It was also decided to enable versions in the local languages of the consortium's partners, to avoid that language barriers could hinder the participation of all possible students

involved in the activities targeted by DiCE. Thanks to the Multilanguage features of the online EU Survey platform (<https://ec.europa.eu/eusurvey/>) the partners were easily capable of generating the corresponding versions in local languages (Spanish, Italian, Romanian, German and Slovak), apart from the base version in English.

Although the EU Survey platform is really powerful, it does not offer the total number of accesses to the survey URL to check the number of visits. It only provides the results of responses effectively started and finished in the system.

2.3 Design of the Survey

After analysing the different options provided in EU Survey, all the partners decided to design the survey keeping in mind two main objectives, simplicity and succinctness, in order to prevent withdrawals during the gathering process. To achieve this, we developed our survey using set questions, using Likert Scales to get participants' opinions on values and benefits of digital community engagement and open questions to get additional information based on their experience.

The final design of the survey was divided into three sections. The first one has questions about profile information. Participants were asked about their background (nationality, gender, field of study, digital skills, etc.). The second section was about DiCE value and the third one about the benefits for students. In each section, we provided several statements and participants provided their agreement or disagreement based on a five-level Likert scale plus an option for those who do not know what to answer. The statements used came out from the desk research process carried out by partners in five European countries and from the first discussions within the consortium on the development of Value Maps. This desk research is available on the DiCE website to be reviewed (<https://www.diceaccelerator.eu/>).

The full questionnaire, questions and options given, is available in Annex 1.

3. RESULTS FROM THE SURVEY

3.1 Data Collection and Sample

The survey started on 17th March and was closed on 21st April 2023. The final sample was 117 individuals, which is more than the KPI of 100 students mentioned in the project proposal. In this section, we will present the information on the distribution of participants according to the different features expressed in the profile questions of the survey.

DiCE reached 117 students with this survey, most of whom come from countries within the consortium. There is a slightly higher number of responses from Romania and Italy, but the sample is evenly distributed among the partner countries. The data can be found in Table 1 and Figure 1.

Table 1. Sample responses by nationality

Nationality	Reponses
Slovak	21
Romanian	24
German	21
Spanish	20
Italian	27
Other	4
Total	117

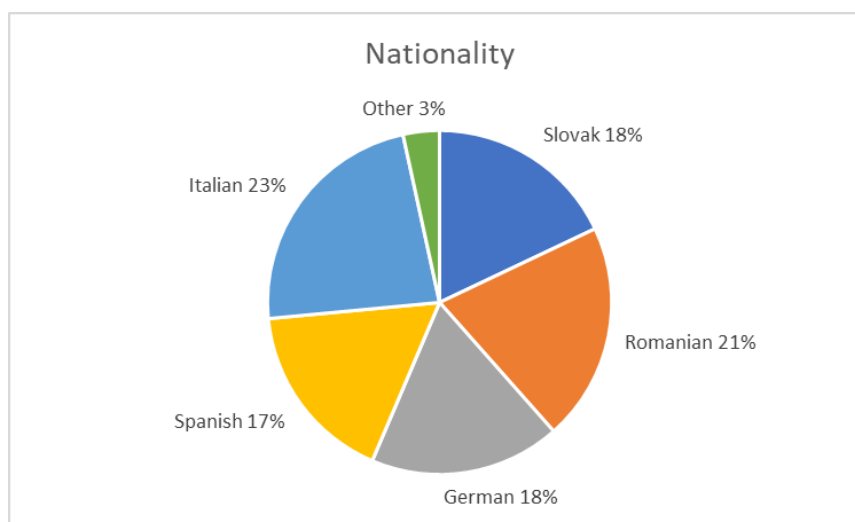


Figure 1. Sample distribution by nationality

Regarding gender, women are slightly better represented than men, but in both cases, numbers are representative enough for a balanced sample. See Table 2 and Figure 2 for the complete data.

Table 2. Sample responses by gender

Gender	Reponses
Female	63
Male	48
Prefer not to say	6
Total	117

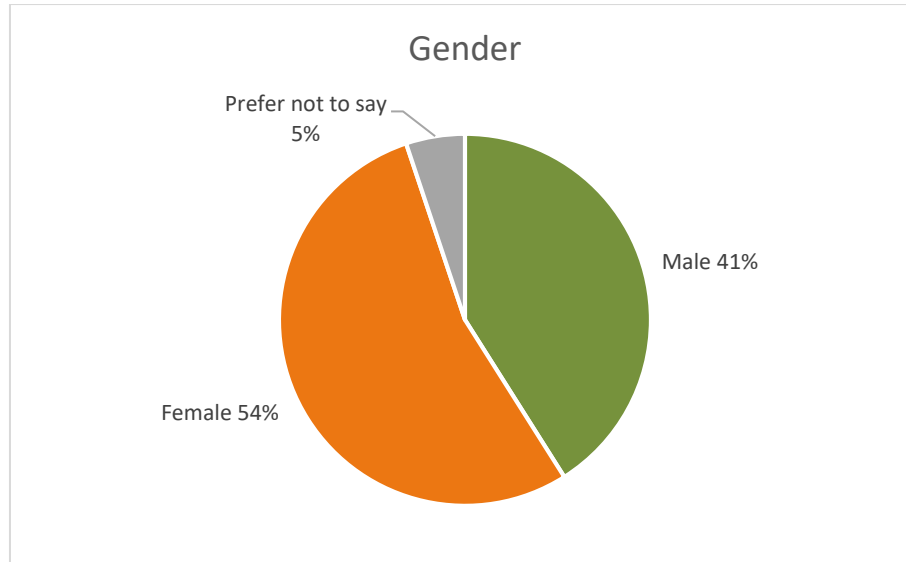


Figure 2. Sample distribution by gender

Most of those who participate study economy and management or technical sciences (35 % each field). Followed by other social sciences and humanities with 21% of responses. These groups are those targeted by the DiCE project. Complete data is available in Table 3 and Figure 3.

Table 3. Sample responses by field of study

Field of study	Reponses
Economy/economics/management	35
Political science / public administration	5
Law	1
Other social science and humanities	24
Natural sciences	6
Healthcare	10
Technical sciences	35
Other	1
Total	117

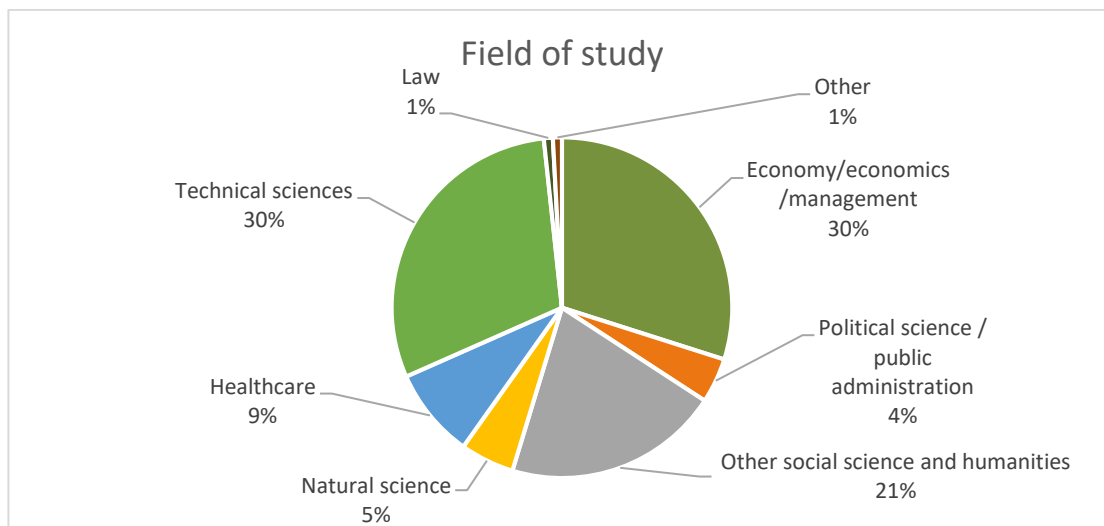


Figure 3. Sample distribution by field of study

Regarding their level of studies, nearly all of them are currently engaged in Higher Education (97%), between bachelor (53%), master (32%) and PhD (10%) programmes. Data is shown in Table 4 and Figure 4.

Table 4. Sample responses by level of education

Level of education	Reponses
Bachelor degree	64
Master degree	37
PhD degree	12
Vocational education and training	1
Other	3
Total	117

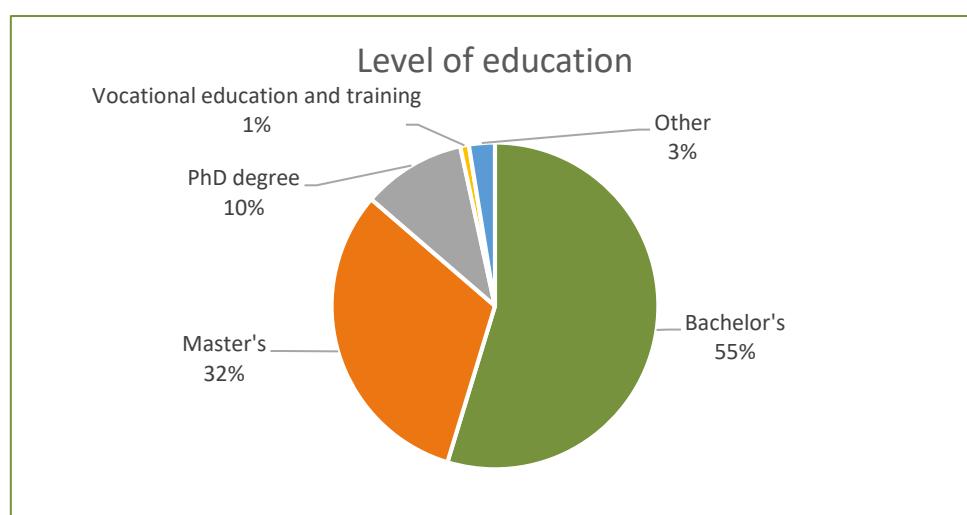


Figure 4. Sample distribution by level of education

Digital community engagement (DiCE) is not widespread enough, as our field research shows that a majority of participants declare not having any experience with DiCE (50%)

and 38%, even though they know what DiCE is, have never participated in this kind of activity. See **Table 5** and **Figure 5** for data details.

Table 5. Sample responses by experience in DiCE

Experience in DiCE	Reponses
I have participated in DiCE activities before	15
I know what DiCE is, but I've never participated	44
None	58
Total	117

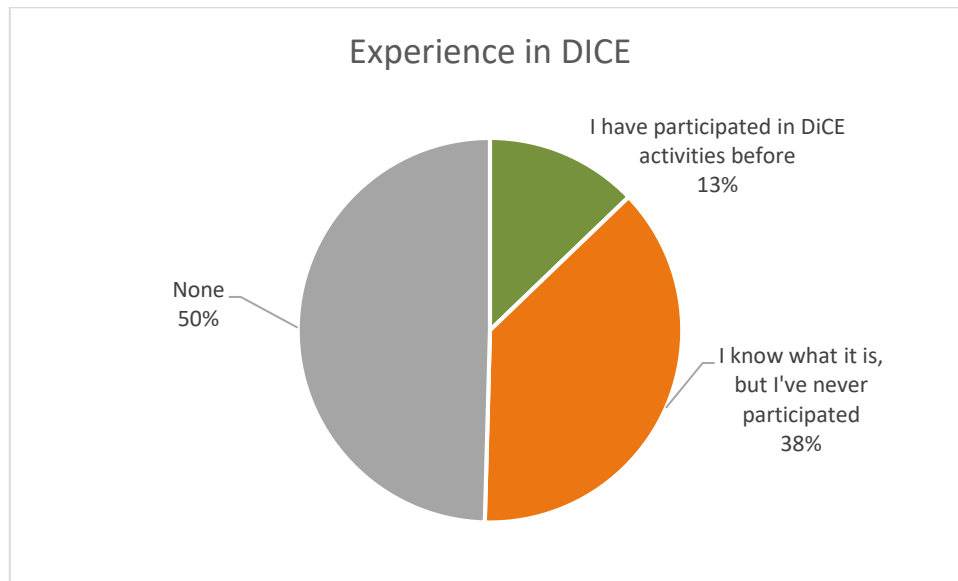


Figure 5. Sample distribution by experience in DiCE

The average participants are not sure whether their skills are enough or not to prepare a DiCE project, so they will need more training. On the other hand, there are 34% declaring being good enough with technology to prepare DiCE activities. See **Table 6** and **Figure 6** for data details.

Table 6. Sample responses by level of digital skills

Digital skills for DiCE	Reponses
Yes, I'm good with technology	40
I'm not sure, I probably need more training / education	60
Not at all	17
Total	117

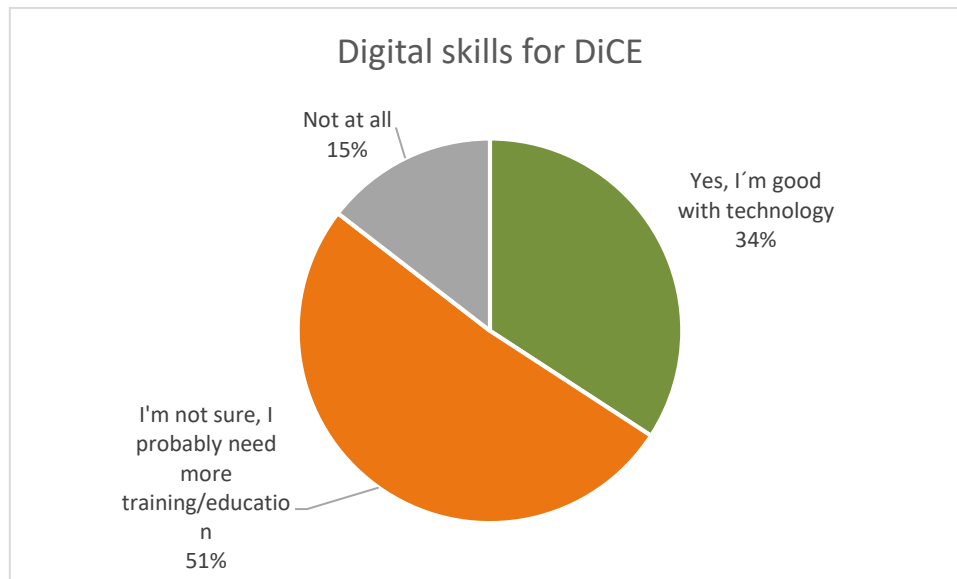


Figure 6. Sample distribution by level of digital skills

Only 28% of the participants have some form of digital skills certification: 13% had formal higher education or vocational education and training certificate, 5% a MOOC diploma, 8% had an ICDL certification and 3% other official certification. However, the detailed analysis of the relation between perception of skills and reality of recognised qualification discards a strict relation between answers to both questions although there are some clear observations:

- 100% of those declaring their current digital skills are insufficient for a digital community engagement project do not hold any type of certification
- 68.3% of those declaring not being sure but wanting more training do not hold any type of certification
- 25% of those who are totally confident in their technical capacity also hold a certification: this is lower than 31.7% of certifications among those not being sure of their skills.

3.2 Data Analysis

Based on the results of literature review, the DiCE consortium included in this field research some statements representing the value of DiCE and its benefit for students. The objective is that students, as beneficiaries of the project, could express their opinion and agreement or disagreement about that value and benefits.

3.2.1. DiCE Value for Students

This section collects the results and opinions of students on the value of DiCE brings to themselves.

- **Value 1: I believe that using digital technology in community work allows students to think out of the box and come up with creative solutions.**

A significant proportion of participants, 81%, either agree or totally agree that DiCE activities are a way to foster creativity within students. The results highlight a positive attitude towards the use of digital technology in community work as this statement is one of the highest ranked (see Table 7).

Table 7. Level of agreement with Value 1

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
1%	3%	11%	40%	41%	4%

- **Value 2: In my opinion, DiCE helps students to discover their interests and self-awareness.**

69% of the participants agreed or totally agreed that DiCE helps students to discover their interests and self-awareness, while only 1% disagreed with the statement. However, 30%, responded "neither agree nor disagree" or "do not know," suggesting that they may need more information or have limited experience with the DiCE (see Table 8).

Table 8. Level of agreement with Value 2

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	1%	15%	41%	28%	15%

- **Value 3: I think that DiCE develops students' personal moral and ethical principles.**

The survey results indicate that 56% of participants either agreed or totally agreed that DiCE develops students' personal moral and ethical principles. This suggests a moderately positive attitude towards the potential impact of DiCE on students' personal moral and ethical principles, albeit with a significant proportion of neutral or unsure responses (see Table 9).

Table 9. Level of agreement with Value 3

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	4%	24%	40%	16%	15%

- **Value 4: Working in the community gives students a sense of fulfilment and meaning.**

Results reveal that a vast majority of participants, 86%, either agree or totally agree with the statement, making it the statement with the highest level of agreement among those asked in the survey. It is also the one that receives the fewest neutral or unsure responses (see Table 10).

Table 10. Level of agreement with Value 4

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	4%	7%	50%	36%	3%

- **Value 5: DiCE allows students to learn how to apply for different kinds of grants or fund schemes.**

49% of the participants show some level of agreement with the statement. However, a considerable proportion of participants, 26%, neither agreed nor disagreed and 21% do not know, indicating uncertainty or lack of familiarity with the topic. We see that only 4% disagreed with the statement, and 15% totally agreed with it, indicating a positive attitude towards the potential of DiCE in teaching students about grant applications (see Table 11).

Table 11. Level of agreement with Value 5

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	4%	26%	34%	15%	21%

- **Value 6: Working with communities is a good preparation for the job market and future employment.**

The survey results suggest that a large proportion of participants, 82%, either agree or totally agree with the statement. This indicates that there is a belief among the respondents that community work can provide valuable experience and skills that are transferable to future employment opportunities and highlights the importance of promoting community work as a means of preparing students for the job market. This statement is one of the highest ranked in the survey (see Table 12).

Table 12. Level of agreement with Value 6

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	3%	12%	44%	38%	3%

- **Value 7: DiCE offers many opportunities for students to make and expand new contacts (with peers, colleagues, businesses, community leaders, etc.).**

According to the survey, a significant number of participants agree that DiCE offers many opportunities for students to make and expand contacts. More specifically, 73% of participants show some level of agreement with the statement, while only 2% disagree with it. This indicates that participants recognize the importance of networking and establishing new connections with peers, colleagues, businesses, community leaders, and others, as an integral part of personal and professional growth.

See Table 13 below for full details on the data.

Table 13. Level of agreement with Value 7

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	2%	14%	45%	28%	11%

- **Value 8: When working with people of different perspectives, values, and lifestyles, students develop deeper understanding and empathy.**

A wide majority of participants, 85%, agree or totally agree with this statement. This indicates that engaging with diverse communities through DiCE can be an effective way for students to learn about and appreciate different cultural and societal perspectives, leading to a more empathetic and inclusive society. This statement is the one that shows the highest level of agreement among interviewees. The low percentage of participants who disagree or totally disagree with this statement suggests that the benefits of engaging with diverse communities through DiCE are widely recognized by those surveyed. See Table 14 below for full details on the data.

Table 14. Level of agreement with Value 8

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	2%	12%	44%	41%	2%

- **Value 9: I think DiCE fosters students to be more interested in political events at a local level.**

According to the survey results, a significant proportion of participants, 53%, agree or totally agree that DiCE fosters students to be more interested in political events at a local level. However, more than a quarter of the participants, 28%, neither agree nor disagree with the statement, and 17% declare not knowing, indicating a lack of clarity or mixed opinions on the topic. Nevertheless, the survey shows a considerable level of agreement that DiCE can have a positive impact on students' political engagement at a local level. See Table 15 below for full details on the data.

Table 15. Level of agreement with Value 9

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	2%	28%	38%	15%	17%

- **Value 10: I believe that DiCE gives students a chance to use their theoretical knowledge in practice.**

The majority of the participants in the survey agree or totally agree that DiCE gives students a chance to use their theoretical knowledge in practice, with a combined agreement rate of 66%. Only 19% of participants were neutral, indicating a lack of opinion on the statement, while the remaining 15% did not know. This statement has the lowest rate of disagreement. These results indicate that participants perceive DiCE as a valuable opportunity to apply the knowledge they acquired in their academic studies to practical situations. See Table 16 below for full details on the data.

Table 16. Level of agreement with Value 10

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	0%	19%	46%	20%	15%

- **Value 11: DiCE helps students to practice and develop their digital skills.**

The survey results show that most participants agree that DiCE helps students to practice and develop their digital skills. Specifically, 41% of participants agreed with the statement, while 32% totally agreed. The remaining participants are divided between the option of disagree, neither agree nor disagree, and do not know. This suggests that DiCE may be an

effective tool for enhancing students' digital skills and preparing them for the demands of the modern workforce. However, it is important to note that a significant proportion of participants, 35%, did not express a clear opinion on the matter. See Table 17 below for full details on the data.

Table 17. Level of agreement with Value 11

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	1%	10%	41%	32%	15%

3.2.2. DiCE Benefits for Students

This section collects the results and opinions of students on the benefits of digital community engagement for themselves.

- **Benefit 1: Personal development and improvement of interpersonal skills (such as leadership, critical thinking, ethics, communications etc.,) that lead to better employability.**

The survey results indicate that a majority of participants, 82%, agree or totally agree with this benefit. Only a small percentage of participants, 18%, disagreed or were unsure about this benefit. This is the most valued benefit among the interviewees. This suggests that community engagement programs such as DiCE have a positive impact on students' personal and professional growth, including leadership, critical thinking, ethics, and communication skills. These skills are highly valued by employers and can contribute to better employability for students after graduation. See Table 18 below for full details on the data.

Table 18. Level of agreement with Benefit 1

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	1%	9%	43%	39%	8%

- **Benefit 2: Deeper understanding of the complex social, economic, cross-cultural and environmental challenges within the community.**

The majority of participants, 78%, agree or totally agree that community engagement provides a deeper understanding of complex challenges within a community. Only a small percentage, 2%, disagree or totally disagree with the statement, while the rest neither agree nor disagree, 10%, or do not know, 9%. This suggests that most participants recognize the importance of community engagement in gaining a better understanding of the social,

economic, cross-cultural, and environmental challenges faced by communities. This understanding can lead to more effective and impactful solutions, which is an essential skill for students who want to contribute positively to society (see Table 19).

Table 19. Level of agreement with Benefit 2

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
1%	1%	10%	51%	27%	9%

- **Benefit 3: Strengthened relationships with communities and improved social responsibility and citizenship skills.**

According to the survey, most participants, 77%, agree or totally agree that community engagement helps students strengthen relationships with communities and improves social responsibility and citizenship skills. Only a small percentage of participants (2%) disagree with this benefit. This result suggests that community engagement is perceived as an effective way to foster social responsibility and citizenship skills among students, which could lead to more active participation and contribution to the community (see Table 20).

Table 20. Level of agreement with Benefit 3

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	2%	12%	50%	27%	9%

- **Benefit 4: Increased motivation and satisfaction with academic pursuits through community-based research.**

Results show that a large percentage of participants agree that community-based research can increase motivation and satisfaction with academic pursuits. Specifically, 45% agreed and 30% totally agreed with the statement. Only 2% disagreed, and 13% neither agreed nor disagreed. The results suggest that community-based research may be an effective way to engage students in their academic work and promote their enjoyment of learning (see Table 21).

Table 21. Level of agreement with Benefit 4

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
0%	2%	13%	45%	30%	10%

- **Benefit 5: Understanding of one's role in society.**

According to the survey, a significant percentage of participants agreed or totally agreed that engaging with the community helps them to understand their role in society. Only 4% disagreed with the statement, while 18% remained neutral. Even though this is the benefit with less agreement, it is highly enough ranked to be considered. This result highlights the potential impact that community engagement can have on students' self-awareness and understanding of their responsibilities in society (see Table 22).

Table 22. Level of agreement with Benefit 5

Totally disagree	Disagree	Neither agree, nor disagree	Agree	Totally agree	I don't know
1%	3%	18%	44%	25%	10%

3.2.3. Comments from Interviewees

At the end of the survey, there was a free text space so respondents were able to provide their comments and suggestions to the value and benefits presented in this survey.

The bulk of responses (74%) did not provide new information or identified missing values or benefits. One-third (33%) left this question unanswered, while a 20% said they could not think about new and meaningful elements. Another 21% used this free text space to highlight some of the previously mentioned statements. Those benefits and value highlighted here are related to preparation for the job market, the importance of developing digital skills, practical approach to theoretical concepts and the development of life-skills and personal growth.

We have analysed the rest of the comments provided and they mostly refer to two different categories. The first group refers to soft skills with special and reiterated mentions of teamwork, communication and self-esteem. The other big category is about general benefits to society, highlighting the opportunity of gathering students around European and civic values as well as learning how to function in society and awareness of how to reach groups at risk.

4. CONCLUSIONS

As explained in the previous sections, the presented statements of value and benefits of DiCE activities for students have been widely appreciated by those who participated in the field research and completed DiCE's survey. Figure 7, see at the end of this section, serves as a summary of the results. It shows that all the identified statements for value and benefits are relevant enough for students, as no value received agreement below 50% and none of the benefits under 68%.

The following values and benefits are the best recognised by respondents of the survey, as the rate of agreement is higher or very close to 80%:

- Value 1: I believe that using digital technology in community work allows students to think out of the box and come up with creative solutions.
- Value 4: Working in the community gives students a sense of fulfilment and meaning.
- Value 6: Working with communities is a good preparation for the job market and future employment.
- Value 8: When working with people of different perspectives, values, and lifestyles, students develop deeper understanding and empathy.
- Benefit 1: Personal development and improvement of interpersonal skills (such as leadership, critical thinking, ethics, communications etc.,) that lead to better employability.
- Benefit 2: Deeper understanding of the complex social, economic, cross-cultural and environmental challenges within the community.

The least clear results are linked to the following list of values and benefits:

- Value 3: I think that DiCE develops students' personal moral and ethical principles.
- Value 5: DiCE allows students to learn how to apply for different kinds of grants or fund schemes.
- Value 9: I think DiCE fosters students to be more interested in political events at a local level.

Students participating in the survey highly recognised values related to soft skills as creativity, empathy or deeper understanding of social challenges as they are a good preparation for the job market. Related statements are those on which more than 80% of the participants declared some level of agreement. Not only the development of skills is endorsed, but also the practical application of theoretical knowledge is seen as relevant. This aligns with the idea that experiential learning provides a more holistic and comprehensive approach to education, helping students to develop practical skills and abilities that they can use in their future careers. Digital activities with the community are a way of starting a net of contacts that help their future personal and professional development. Digital community work can provide valuable experience and skills that are transferable to future employment opportunities and highlights the importance of promoting community work as a means of preparing students for the demands of the modern workforce.

The survey results suggest that community engagement programs offer a range of benefits for students that are recognised and appreciated among them. These benefits include personal development, interpersonal skills improvement, a deeper understanding of complex social and economic challenges, strengthened relationships with communities, and increased motivation and satisfaction with academic pursuits through community-based research. Additionally, community engagement programs help students to understand their role in society and to develop social responsibility and citizenship skills.

Overall, the majority of participants agree or totally agree with the values and benefits of community engagement programs, with very few participants disagreeing or completely disagreeing. It is also noteworthy that some participants expressed neutrality or uncertainty on certain statements, which may indicate a need for more information or experience in these areas. In the sample, only 13% of the participants had participated in DiCE activities, so those ones would need further explanations or develop more experience on this kind of programmes.

Nevertheless, the survey results suggest that digital community engagement programs have a positive impact on student learning and preparation for the job market and empower students to become a sensible member of a sustainable society.

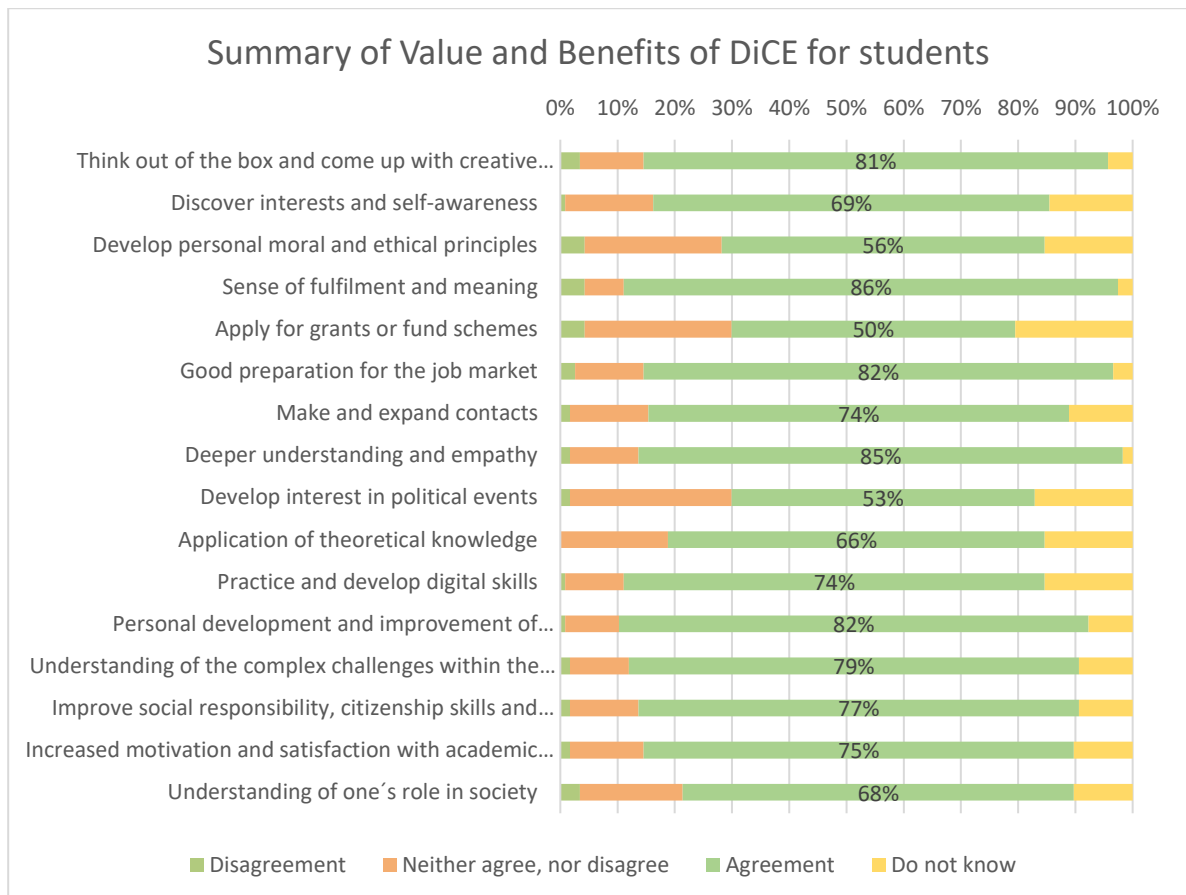


Figure 7. Summary of agreement of students on Value and Benefits of DiCE for them

5. ANNEXES

5.1 Annex A. Online Survey Questionnaire

Dear Respondent,

As part of the DICE - Digital Community Engagement Accelerator for Student Learning and Socio-economic Impact (project number: 2022-1-SK01-KA220-HED-000087668) project, we are researching Digital Community Engagement (DICE) in university environments and would like to get your opinion on what value you think DICE brings to students.

By digital community engagement, we mean the use of digital technologies (platforms, apps, social media, etc.) to facilitate interaction, communication and collaboration between universities and communities. Examples of DICE in practice: universities using social media to organise community events; psychology students providing crisis intervention using social media; universities offering online mentoring to women entrepreneurs in the local community, etc.

Local community is made up of people who have something in common (going to the same church, living in the same neighbourhood, going to school together etc.)

The questionnaire will take you no more than 10 minutes to complete. All your answers are completely anonymous. If you have any questions, please feel free to contact us at DICE@gmail.com or visit our [website](#).

Thank you for your time, we greatly appreciate your input.



* Please select your nationality:

- Slovak
- Italian
- Spanish
- German
- Romanian
- Other

* I identify as:

- Male
- Woman
- Other
- I prefer not to say

* My field of study is:

- Law
- Economy/economics/management
- Political science / public administration
- Other social science and humanities
- Natural science / technical science
- Healthcare
- Technical sciences
- Other

* I'm currently studying for my

- Bachelor's
- Master's
- PhD degree
- Vocational education and training
- Other

* Do you have any experience with digital community engagement?

- Yes, I have participated in DICE activities before
- I know what it is, but I've never participated
- No

* Do you think your current digital skills allow you to prepare a digital community engagement project?

- Yes, I'm good with technology
- I'm not sure, I probably need more training/education
- Not at all

Do you have any certificate of your digital skills?

- Formal higher education or vocational education and training
- ICDL
- MOOC
- Other official certificate
- None

Next

DiCE value

Please indicate the extent to which you agree with the following statements about the value of **digital community engagement (DiCE)** for students

* I believe that using digital technology in community work allows students to think out of the box and come up with creative solutions.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* In my opinion, DiCE helps students to discover their interests and self-awareness.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* I think that DiCE develops students' personal moral and ethical principles.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* Working in the community gives students a sense of fulfilment and meaning.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* DiCE allows students to learn how to apply for different kinds of grants or fund schemes.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* Working with communities is a good preparation for the job market and future employment.

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know



* DICE offers many opportunities for students to make and expand new contacts (with peers, colleagues, businesses, community leaders, etc.)

- Totally agree
- Agree
- Neither agree, nor disagree
- Disagree
- Totally disagree
- I don't know

* When working with people of different perspectives, values, and lifestyles, students develop deeper understanding and empathy.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* I think DICE fosters students to be more interested in political events at a local level.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* I believe that DICE gives students a chance to use their theoretical knowledge in practice.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* DICE helps students to practice and develop their digital skills.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

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Next

DICE benefits to students

Please indicate to what extent do you agree that DiCE can bring the following benefits to students:

* Personal development and improvement of interpersonal skills (such as leadership, critical thinking, ethics, communications etc.) that lead to better employability.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* Deeper understanding of the complex social, economic, cross-cultural and environmental challenges within the community.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* Strengthened relationships with communities and improved social responsibility and citizenship skills.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* Increased motivation and satisfaction with academic pursuits through community-based research.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

Understanding of one's role in society.

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree
- I don't know

* What other values or benefits do you think DiCE can bring to students?

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