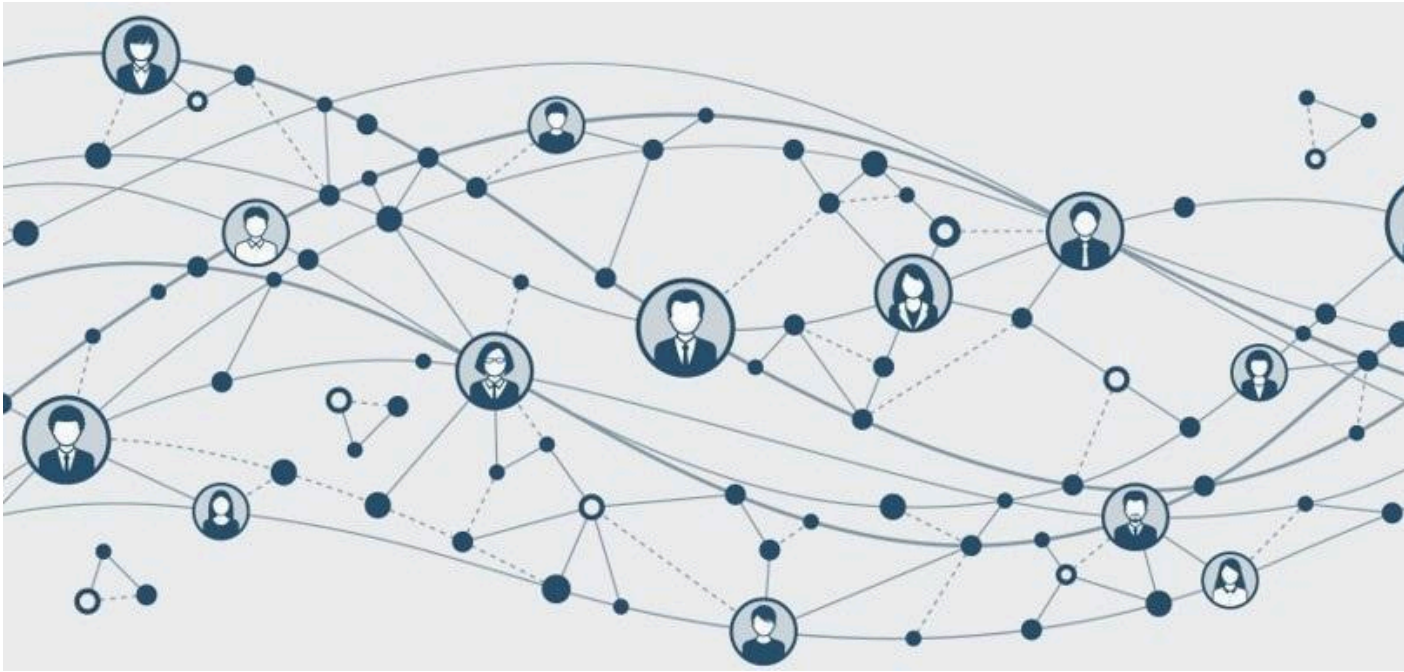
Funded by
the European Union

DIGITAL COMMUNITY
ENGAGEMENT ACCELERATOR
FOR STUDENT LEARNING
AND SOCIO-ECONOMIC IMPACT

Digital Accelerator Piloting Evaluation Report

WP4 - A4

Prepared by ACEEU and UAH



TECHNICKÁ UNIVERZITA

Universidad de Alcalá

IUL

ACEEU
ACCREDITATION COUNCIL

helixconnect

CONTENT

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

INTRODUCTION

The DICE project aims to answer two of the greatest challenges of higher education institutions. First, advance in digital transformation by fostering digitalization and the use of new digital tools. Secondly, fulfilling the Third mission of universities, contributing to society through knowledge exchange and community engagement.

In WP4, DICE has taken a step forward to achieve this objective by moving traditional university community engagement courses to the digital space, aligning them with the digital habits and environments of today's learners and community needs. Our main path to achieve this in WP4 is to equip educators with the knowledge and competences to enable them to excel in digital community engagement, an innovative practice with an increasing value for student learning and social impact.

This report presents the pilot of the DICE Accelerator (WP4-A4), highlighting how it has been integrated into academic courses across participating institutions and the experiences of educators and students. Lessons learned will be part of a more detailed and visual report, the Best Practice Report. This pilot marks a crucial milestone in demonstrating the feasibility, benefits, and future potential of the digital accelerator supporting digital community engagement in higher education.

A4 - DICE Piloting Validation

The cornerstone of this effort is the Digital Accelerator, a methodology and digital support tool designed to equip educators with the necessary knowledge, digital competencies, tools, and pedagogical strategies to design and deliver effective digital community engagement experiences. By doing so, WP4 promotes teaching practices that enhance student learning, foster civic responsibility, and generate positive social impact.

Before launching the pilot phase, a series of structured and collaborative activities were carried out to ensure its successful implementation across partner institutions. In A1, the project defined a solid operational framework through the creation of the DICE Piloting Plan, which established procedures, KPIs, timelines, and clear guidelines for participants, ensuring consistency and comparability across piloting contexts. A2 provided targeted training to selected university educators through a three-day Digital Accelerator Workshop, equipping them with the necessary skills and knowledge to implement the methodology confidently. In A3, the trained educators applied the Digital Accelerator in real teaching contexts, engaging students and communities, and generating practical insights and user feedback. Together, these activities ensure that A4 can be carried out with robust data, meaningful user experiences, and clearly defined evaluation criteria, enabling a comprehensive validation of the Digital Accelerator and its impact on digital community engagement in higher education.

Throughout A2 and A3, the entire process was monitored and supported by two mentors from the University of Alcalá (UAH), ensuring consistent guidance and alignment across HE institutions. Additionally, all DICE partners, and in particular the academic institutions TUKE, IUL, and UAH, played an active role in supervising the implementation of the piloting in their respective contexts. This collaborative monitoring approach guaranteed that educators received ongoing support, challenges

were addressed in real time, and data collection for evaluation remained coherent and aligned with the goals of the pilot phase.

1 Mentors' Report, DICE Activities

Over the DICE pilot, nine teachers involved in this WP4 applied the methodology developed within the DICE Digital Accelerator in their lectures, incorporating digital community engagement. The activities done are summarised in the table below.

N.	Institution	Date	Area of Application
1	TUKE	February 10th - April 30th	Project Management
2	TUKE	February 10th - April 30th	Digital marketing
3	TUKE	February 10th - April 30th	AI and digital mapping
4	IUL	February 25th - April 30th	Digital campaigns
5	IUL	February 25th - April 30th	Online communication strategies
6	IUL	February 25th - April 30th	Online adult education
7	UAH	February 10th - April 30th	Translation of digital information for migrants
8	UAH	February 10th - April 30th	Journalism and digital information literacy
9	UAH	February 10th - April 30th	Chemical submission risks for young people, online materials, and campaign

The following section describes the summary of activities implemented in each course:

Activity 1. Through a sustainability-focused initiative using digital tools, students were led to engage in real community issues. Students worked in small groups using Value Finders to identify and evaluate the kind of social impact applied to their projects. They needed to initiate conversations with the community about their election and try to establish cooperation with them. In the case of two groups of students, they could establish it by the creation and implementation of a social media campaign and the creation of a small online hub with a local NGO.

Activity 2. Students needed to support local small businesses to improve their marketing. Therefore, they applied digital tools, including social media, online communication, content creation, and Google Analytics for performance tracking and to improve visibility and outreach. To help them on the development of their marketing strategies, making this process more engaging and digitally connected,

they were introduced to Digital Brainstorming and Polling to collaboratively identify the elements given value for a responsible marketing and societal impact.

Activity 3. An online volunteering initiative was developed for students to participate and involve them in addressing specific community needs. This program covered the benefits and types of online volunteering employing Value maps resources, and covered community need assessment using AI and digital mapping. Students conducted online research and user crowd-sourced mapping tools to identify local and global communities and explored other volunteering platforms to understand the kind of issues that attract community support.

Activity 4. Eight students participated in developing digital campaigns and audiovisual content for startups focused on sustainability. Using tools like Google Classroom, Audacity, and a dedicated webpage, they created podcasts, posters, and other multimedia resources to promote innovative initiatives. This activity not only enhanced students' digital skills but also provided valuable communication and visibility tools for local entrepreneurs.

Activity 5. Students collaborated with the IUL Virtual Incubator to develop digital communication strategies for startups. Students critically analysed startups' websites to assess digital communication strategies and digital infrastructures, and then developed strategies applying SEO and social media techniques, and explored how technologies like machine learning and cloud services could support startups' growth.

Activity 6. Students, along with the IUL Virtual Incubator, designed a multichannel e-learning module for adult education. Students needed to focus on analysing the key e-learning tools, methodologies, and best practices for managing online courses, to implement a course for startups focused on adult education. They used open-source tools and integrated multimedia educational materials for effective adult learning. The initiative included user testing with startup teams to analyse if the tool meets their needs.

Activity 7. In coordination with the "Clinica Legal" (Legal clinic) at UAH, small groups of students were created to be involved in the translation of digital public service documents to assist migrants. During the process, it is encouraged for students to choose how to make an impact in their area and reflect on their environments, exploring the public services that are offered in their local areas to check whether allophone populations have equal access to them, and to search for associations or other organisations that take care of language barriers.

Activity 8. Students would ensure the reliability of Wikipedia articles through review and updates, providing partial results in April 2025, as it would continue during May when students would document and share their learning process as well as the social value from their contributions, with the idea of increasing the visibility of their work at the same time they reinforced their public impact. Therefore, they needed to train

on Wikipedia editing tools and norms, work on small teams to simulate real-world online collaborations, and consult external Wikipedia editors to obtain feedback.

Activity 9. A prevention and awareness campaign was developed for high school students focused on educating them about chemical submission risks through digital materials. The prevention activity was carried out among peers by setting university students with young students, with the idea of a vertical transfer of knowledge from postgraduate students and junior researchers, letting them get to know better the activities developed over six different university degrees during each academic year.

2 Pilot Survey Responses

This section presents the outcomes of the pilot survey conducted as part of the evaluation of the DICE Digital Accelerator. The survey targeted the nine lecturers involved in the piloting phase, aiming to collect their perspectives on both the content of the Digital Community Courses and the functionality of the Accelerator platform. Responses were collected between 28.04.2025 and 05.05.2025 and analysed in mid-May using both quantitative and qualitative methods.

The purpose of this analysis is to identify what worked well, what can be improved, and how the tool can better support educators in future iterations. The findings are presented in two subsections: the first focusing on the Digital Community Courses, and the second on the Accelerator as a digital tool.

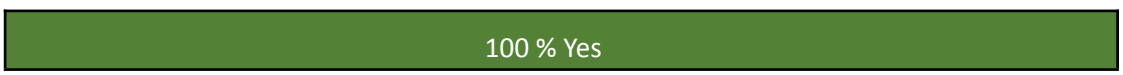
2.1 Digital Community Engagement Courses

2.1.1 How satisfied are you with the overall DICE Courses experience?

2.1.2 Were the objectives of the DICE Courses clearly achieved?

2.1.3 How satisfied are you with the support and guidance provided by the DICE staff throughout the DICE Courses?

2.1.4 Did you successfully develop a solution for implementation using the Digital Accelerator?



The following additional qualitative comments were provided:

"I introduced DICE elements in several phases of my already existing engagement activities. This was very useful to organise key elements and push digital community engagement further."

"The digital accelerator supported the implementation of the course"

"The instructions have been clear and supported all the process"

"I face the importance of selecting social impact values and the selection of student learning values for the conceptualization of a course and the planning of its objectives and methodology; identifying new stakeholders (agents) involved in the evaluation of service-learning projects; how to obtain feedback to improve the course."

"Yes, the solution for implementation was successfully developed using the Digital Accelerator. During the course, we leveraged the platform to design and implement an e-learning module specifically tailored to support startups, focusing on digital skills and sustainable business practices. The Digital Accelerator provided the necessary resources, such as tools and guidelines, which were crucial in aligning the course structure with the needs of the startups. The phase-by-phase approach guided the development of a comprehensive and accessible learning module that can be implemented by the startups within the IUL Virtual Incubator."

"A solution was successfully developed using the Digital Accelerator. The platform facilitated the creation of digital strategies for startups, allowing students to design multimedia communication tools and implement them in real-world scenarios. The use of the accelerator enabled seamless integration of web-based campaigns and multimedia content, supporting startup initiatives focused on sustainability and education."

"It helped me to polish my methodological approach."

"A solution was successfully developed for implementation using the Digital Accelerator. The students were able to design multimedia content, such as podcasts, digital books, and posters, while integrating the digital tools learned during the course, like Audacity and Inkscape."

"I think we managed to develop a course that fosters community engagement in students (by creating project proposals that target real community issues) and at the same time integrates digital tools in almost every phase (from using Moodle, Slack for communication, reels to enhance students' interest etc)."

2.1.5 Are you confident in applying the knowledge gained from the DICE Courses to future courses?

2.1.6 Do you have any final feedback or comments regarding the DICE Courses?

These are the raw comments provided. For a structured analysis, please see section 3.1.

"Thank you for developing the training. It helped me enhance my knowledge and reinforce the presence of digital methodologies."

"Maybe just a few more case studies"

"Well prepared, easy to use"

"Make access to each section easier and more intuitive. Sometimes I struggle to find the resources (I admit I'm someone with digital difficulties)"

"The DICE courses have been an enriching experience, offering practical tools and insights into designing digital community engagement initiatives. The structure provided by the platform was effective in guiding us through the different phases, allowing for a well-rounded understanding of how to integrate digital engagement strategies into educational practices. However, an area for improvement could be more interactive elements in the platform itself, such as collaborative spaces for educators to share experiences and resources."

"One area for improvement could be streamlining the feedback process to ensure more timely input from all participants, which would further enhance the final outcomes. Overall, it was a positive and enriching experience."

"Unfortunately, I missed some of the talks at the event at UAH, but I feel I could have profited from more applied knowledge, i.e., presentation of projects in which the accelerator has been employed."

"The DICE courses provided an excellent opportunity to integrate digital tools with practical applications, helping students engage with real-world challenges while supporting startups. The hands-on approach, combined with the use of digital platforms and collaborative activities, enriched the learning experience. Future iterations could benefit from a more streamlined feedback process to ensure quicker adjustments and enhanced engagement."

2.2 Accelerator

2.2.1 How satisfied are you with the DICE Accelerator platform overall?

2.2.2 To what extend do you agree with the following statements regarding the content of the DICE Accelerator Platform?

2.2.2.1 The content provided by the DICE Accelerator platform is relevant to my academic needs.

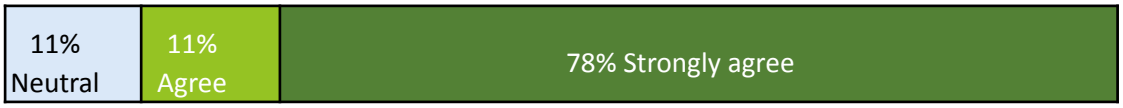
2.2.2.2 The contents of the DICE Accelerator platform are accurate and reliable.

2.2.2.3 The description, videos, resources, and tools are useful for developing a course with digital community engagement.

2.2.3 To what extend do you agree with the following statements regarding the usability of the DICE Accelerator Platform?

2.2.3.1 The platform's user interface is intuitive and easy to navigate.

2.2.3.2 The materials are easily accessible and user-friendly.



2.2.3.3 The design and aesthetics of the platform enhance the learning experience.

2.2.4 Which phase did you find most interesting and useful?

2.2.4.1 Value Selection

"The most interesting was definitely the Value selection, due to the tool being concepted as a quiz. By asking all those questions it makes you think and conceptualise better what the real focus of the course is. Also, Content development provided many different tools."

2.2.4.2 Learning Objectives

See 2.2.4.7 Multiple

2.2.4.3 Methodology Design

"I mostly used the accelerator for methodology design"

2.2.4.4 Content Development

"The Content Development phase was the most interesting and useful for me. This phase allowed me to focus on creating relevant and engaging materials for the course, which directly contributed to building impactful e-learning solutions. It provided the opportunity to apply the knowledge gained in earlier phases by selecting and adapting digital tools to meet the specific needs of the startups we were supporting. This practical application of content creation was essential in helping students design effective digital courses and educational resources tailored to real-world business needs."

"The most interesting and useful phase was Content Development. This phase allowed students to apply theoretical knowledge in practical, real-world contexts, such as designing digital communication strategies and analysing the technological needs of startups. It encouraged them to create solutions that were both innovative and aligned with the goals of supporting startups, enhancing their ability to engage in meaningful digital projects."

"The most interesting and useful phase was Content Development. This phase allowed students to apply their knowledge in creating practical digital solutions, such as multimedia materials and e-learning modules. It was particularly valuable as it involved real-world projects, helping students connect theoretical concepts to tangible outcomes. Additionally, the opportunity to collaborate on content creation for startups added a practical and impactful element to the learning experience."

2.2.4.5 Assessment

See 2.2.4.7 Multiple

2.2.4.6 Feedback & Motivation

"Feedback and Monitoring. This was an aspect I had not worked on a lot previously."

2.2.4.7 Multiple

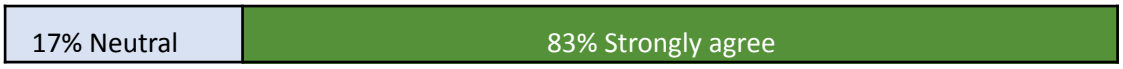
*"I liked **all phases**"*

*"Videos that explain each part of the DICE Phases; the **value finder** impact tool; resources for the **learning objectives**; DICE accelerator resources for the **assessment** tools."*

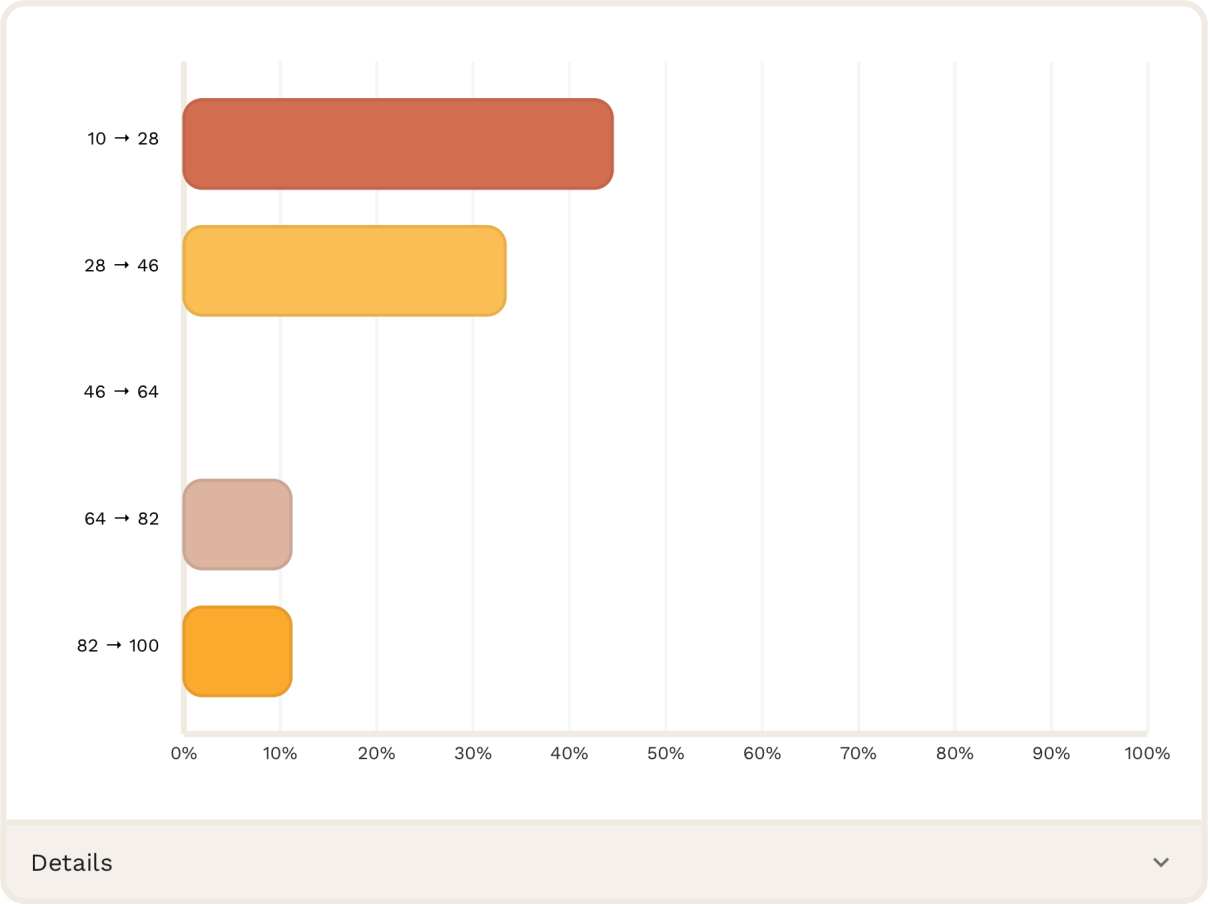
*"**Objectives** and **Methodology Design** were the ones I found most relevant for my individual experience"*

2.2.5 How likely are you to recommend the DICE Accelerator platform to a colleague?

2.2.6 The DICE Accelerator had a positive impact on my academic work.

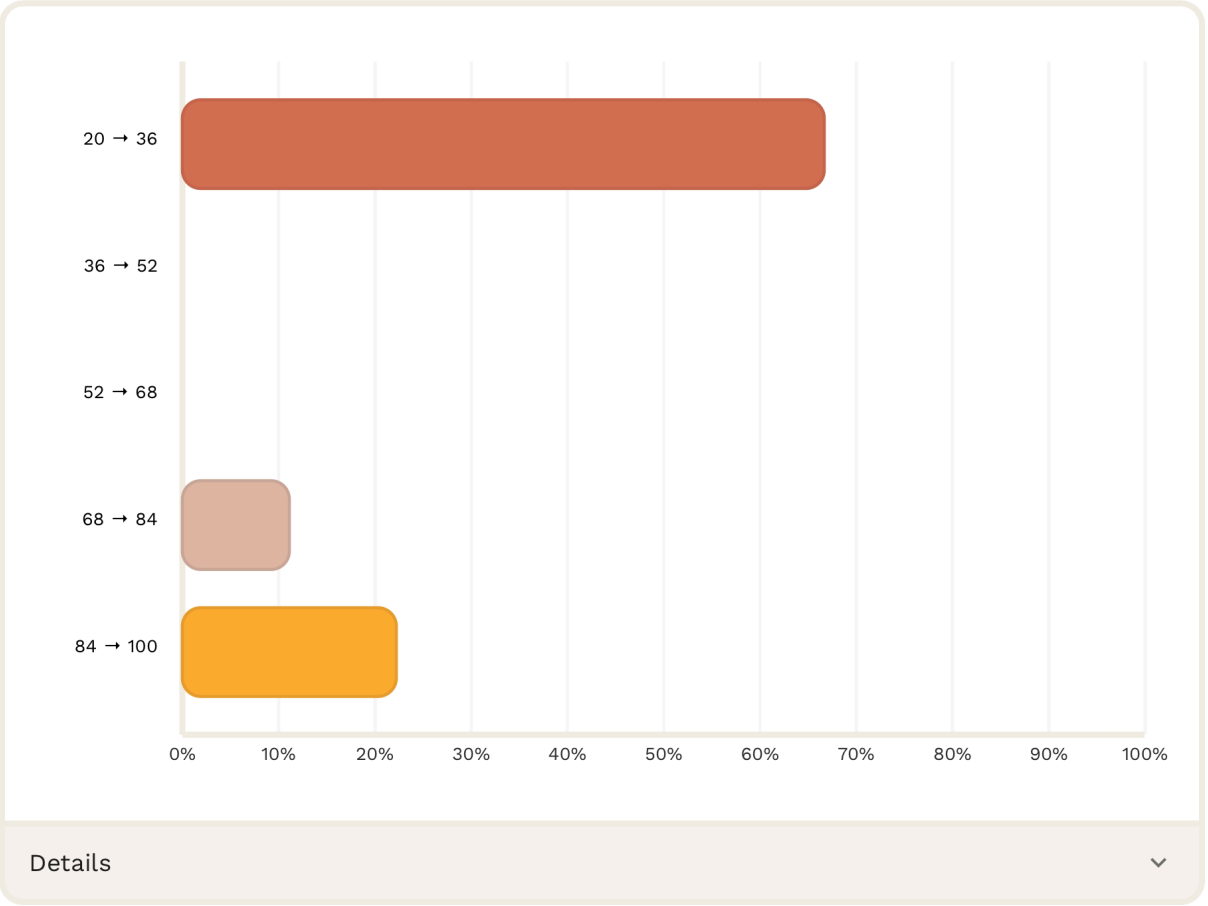


2.2.7 By approximately what percentage do you think your digital skills have improved after using the DICE Accelerator?



Range	Count	Percentage
10 → 28	4	44.44%
28 → 46	3	33.33%
46 → 64	0	0%
64 → 82	1	11.11%
82 → 100	1	11.11%

2.2.8 By approximately what percentage do you think using the DICE Accelerator increased and improved your community engagement?



Details

Range	Count	Percentage
20 → 36	6	66.67%
36 → 52	0	0%
52 → 68	0	0%
68 → 84	1	11.11%
84 → 100	2	22.22%

2.2.9 How has the platform influenced community engagement in your courses? Please provide examples.

2.2.9.1 Community Engagement

"Students started to be more community needs aware."

"The students started to work with the community more closely. They understood how important community engagement is and how they can influence community in positive way"

"The platform has significantly enhanced community engagement in my courses by enabling more interactive and collaborative learning experiences. For example, students have been able to collaborate on projects related to the development of e-learning modules for startups, using the platform to share ideas, discuss strategies, and gather feedback. This has allowed for greater cross-disciplinary interaction, fostering a more community-driven learning environment. Additionally, the integration of digital tools for course creation and collaboration has helped students feel more connected to the broader entrepreneurial community, particularly those involved with the IUL Virtual Incubator."

"The platform has significantly influenced community engagement in my courses by facilitating collaborative projects and promoting active participation. For instance, students worked together on tasks such as analysing the digital tools used by startups and designing digital communication strategies. The platform provided a space for students to share their findings and receive real-time feedback from peers, fostering a collaborative environment. Additionally, by engaging with real-world startups through the IUL Virtual Incubator, students were able to contribute to practical solutions that impacted the community, enhancing the relevance and applicability of their work."

"The platform facilitated community engagement by providing a collaborative environment for students to share, discuss, and refine their multimedia projects. Tools like GIMP, Inkscape, and Audacity allowed students to create content that directly supported startup initiatives. The shared web page and digital resources helped foster communication between students, professors, and the community, ensuring that students' work contributed to real-world applications, such as promoting startups and raising awareness on relevant social issues."

2.2.9.2 Reflection and Target Group Clarification

"It has made the group reflect upon the potential of their project."

"The platform forced us (educators, but also students) to think and clarify what the target group is - what exact community do we want to have the impact on and how. What is really feasible in our environment? What networks can we utilize to each the communities? How can we intertwine academia and broader society? Using the digital solutions, what would be the best approach? I think it clarified a lot of questions for students, but also for us as educators."

2.2.9.3 Multiple

"1. Through the tools selected by DICE and the examples provided, I have discovered experiences from other courses and disciplines that have helped me to learn new methodologies and inspiring processes for my own teaching.

2. I have introduced by proper name, the social impact values that are developed in my course.

3. DICE has inspired me with ideas that I plan to apply to my own courses, especially in terms of how to better conceptualize the objectives and how to better evaluate student learning by introducing more agents. in the assessment phase

4. It has motivated me to seek collaboration with other teachers and has given me greater confidence and a clearer sense of the value I can bring to the design of service-learning courses by better identifying the different phases of the process.

5. Sharing experiences has led me to participate in an international proposal to collaboratively design a digital course where teachers are motivated to design service-learning courses by valuing value selection and collaboration among all parties, with great support from digital tools.

6. Surely DICE will be among the example experiences and recommended to know the phases of the process and reference for case studies."

2.2.9 Do you have any specific improvements or suggestions to improve the Digital Accelerator Platform or the content?

Find the raw comments here, see section 3.1 for a structured analysis.

"Maybe it could be translated into other languages to make it more accessible."

"As suggested more case studies"

"My suggestion is to make the videos of the DICE phases more easily visible. Perhaps by also linking these same videos (in addition to how they are currently displayed) under the 'Look at our case study' tab in each phase. Basically, I learned a lot! Congratulations"

"Providing more templates or pre-built course structures for specific use cases, such as startup education or adult learning, would make it easier for educators to implement the platform quickly. In terms of content, incorporating more interactive elements like quizzes, surveys, and gamified activities directly into the platform would help increase engagement and learning outcomes."

"One potential improvement for the Digital Accelerator Platform could be the integration of more interactive features, such as live workshops or real-time collaboration tools, to further enhance engagement among students and between students and instructors."

"Providing more customizable templates for content creation could further support student creativity and streamline project development."

"No"

"No"

"Not at the moment"

3 Analysis

3.1 Accelerator Recommendations

To support the ongoing improvement of the DICE Accelerator platform, we have compiled a set of recommendations based on user feedback collected through free text responses in the survey. These recommendations are organized in the tables below, each structured around four elements:

- A recommendation distilled from recurring themes in the feedback
- A positive aspect that users highlighted, affirming the platform's existing strengths
- A direct quote from the survey to ground the insight in the user's own words
- A concrete action, which is our proposed interpretation of how the recommendation could be implemented in practice

It is important to note that the concrete action is not a user request verbatim, but rather a suggestion developed through our analysis of the feedback. These action points are meant to guide discussion and decision-making about the future development of the platform. To support prioritization, we have grouped the recommendations into two categories: near-term feasible changes and potential future improvements.

3.1.1 Feasible Changes

Recommendation	**Positive Aspect**	**Direct Quote**	**Concrete Action**
Enhance Platform Accessibility	The platform's user interface is considered intuitive by most users (88.89% agree or strongly agree)	"Make access to each section easier and more intuitive. Sometimes I struggle to find the resources (I admit I'm someone with digital difficulties)"	Implement a simplified navigation system with clear pathways (i.e. a site map)
Improve Video Content Organization	Videos are considered valuable tools for understanding the platform (77.78% strongly agree that resources and tools are useful)	"My suggestion is to make the videos of the DICE phases more easily visible. Perhaps by also linking these same videos (in addition to how they are currently displayed) under the 'Look at our case study' tab in each phase"	Reorganize video content with multiple access points and create a centralized video library with phase-specific categorization

3.1.2 Potential Future Improvements

Recommendation	**Positive Aspect**	**Direct Quote**	**Concrete Action**
Add More Case Studies	Users find the content accurate and reliable (100% agree or strongly agree)	"Maybe just few more case studies"	Create a dedicated case study library with diverse examples across different disciplines and community engagement contexts
Create Customizable Templates	The platform enhances learning experiences through good design and aesthetics (100% agree or strongly agree)	"Providing more templates or pre-built course structures for specific use cases, such as startup education or adult learning, would make it easier for educators to implement the platform quickly"	Develop a template library with customizable designs for different educational contexts and learning objectives
Enhance Feedback Mechanisms	Feedback and Monitoring phase was highlighted as particularly valuable by some participants	"One area for improvement could be streamlining the feedback process to ensure more timely input from all participants, which would further enhance the final outcomes"	Create an integrated feedback system that enables real-time input from multiple stakeholders and automated reminders for feedback collection
Provide Translations	The materials are easily accessible and user-friendly. (89% agree or strongly agree)	"Maybe it could be translated into other languages to make it more accessible."	Provide translation of the platform and materials into partner languages.

3.2 KPIs

The project consortium developed a set of Key Performance Indicators (KPIs) based on the project proposal in order to ensure a structured and measurable implementation of the activities within WP4. These KPIs serve to assess the preparation of the piloting, the performance, and the impact of the piloting process, and the Digital Accelerator Platform. Detailed information on the KPIs and their corresponding results is presented in the following sections of this report.

3.2.1 Digital Accelerator Workshop and Piloting

3.2.1.1 Qualitative KPIs

KPI	**Target**	**Result**
Participants understand the value-based management approach and the process of designing a digital CE course	Positive assessment	88.9% of respondents strongly agree or agree that the objectives of the DICE Courses were achieved
Participants will bring to their institutions a deep knowledge on value-based management approach and on how to design a digital CE course	Positive assessment	89% of respondents are confident or very confident in applying the knowledge gained to future courses
Participants follow and understand the process described in the acceleration platform	Positive assessment	100% of respondents report being satisfied with the platform contents accuracy, reliability and usefulness in developing a CE course

3.2.1.2 Quantitative KPIs

KPI	**Target**	**Result**
Digital Accelerator workshop is attended by 3 participants from each academic partner	3 participants from each partner	3 participants from each academic partner (UAH, TUKE, IUL)
At least 70% of surveyed participants assess the workshop as a positive learning experience	≥ 70%	100% of respondents reported being satisfied or very satisfied with the support and guidance provided by the DICE staff throughout the DICE Courses, as well as the overall DICE Courses experience

At least 70% of the workshop participants complete the Digital accelerator program (develop solutions for implementation)	≥ 70%	100% of respondents successfully developed a solution for implementation

3.2.2 Piloting Evaluation and Digital Accelerator Validation

3.2.2.1 Qualitative KPIs

KPI	**Target**	**Result**
The point-score system of evaluation is clear and understandable by all partners	Positive assessment	Evaluated positive from partners
The evaluation is complete and extensive in covering all areas of assessment	Positive assessment	Evaluated positive from partners
The Digital accelerator is fully digital and autonomous	Positive assessment	100% of participants successfully used the platform
Reported increased awareness of the benefits, opportunities, challenges and issues related to increased student digital CE for learning and social impact	Positive assessment	Evident through qualitative responses about community engagement
Reported increased awareness of the value-based management approach	Positive assessment	Evident through qualitative feedback
University educators and course directors' perception of increased community engagement of their institutions	Positive assessment	89% of respondents agreed the platform had a positive impact on their academic work

3.2.2.2 Quantitative KPIs

KPI	Target	Result
At least 2/3 of the piloting results exceed the 70% point-score	≥ 2/3	100% (14/14) Likert-scale questions answered above 70% point-score
At least 70% of surveyed participants give the Digital accelerator positive feedback	≥ 70%	100% of respondents were satisfied or very satisfied with the DICE Accelerator platform
Level of satisfaction of university educators and course directors in creating digital community engagement courses	Positive assessment	100% satisfaction rate with the overall DICE Courses experience
% of increase of digital skills of university educators and course directors	Positive increase	See Section 2.2.8
% of increase on community engagement after the courses	Positive increase	See Section 2.2.9

4 Conclusion

From the report, it can be concluded that the DICE Piloting and the Digital Accelerator Platform have successfully met their primary objective: empowering educators to design and implement digitally enhanced community engagement initiatives. The training and practical application of the platform enabled university staff to integrate digital tools and methodologies into their curricula in a meaningful and impactful way. Educators reported a high level of satisfaction with the usability and relevance of the Accelerator, highlighting the platform's adaptability to different teaching contexts and its potential to enrich student learning while reinforcing civic responsibility and social impact.

Moreover, data shows significant improvements in participants' digital skills, as well as a stronger understanding of how to structure and manage community engagement activities in virtual or hybrid settings. Educators expressed a strong intention to continue using the Digital Accelerator and to recommend it to peers, indicating the sustainability and scalability of the approach. All these results indicate that the platform and the methodology are fulfilling their intended purpose and providing valuable resources to educators across various disciplines, and also provide a solid foundation for institutionalizing digital community engagement within higher education.

In addition to these core outcomes, the final version of the Digital Accelerator, which is scheduled for release on May 31st, 2025, will incorporate several refinements based on user feedback gathered during the evaluation phase. These include minor but meaningful updates to accessibility and UI/UX to enhance overall navigation, clarity, and responsiveness. These changes aim to make the platform even more user-friendly and adaptable to the diverse needs of educators working in different contexts.

The lessons learned throughout the piloting process, along with a collection of good practices reported by the educators involved, will provide valuable insights into the effective integration of digital community engagement in higher education. These practical examples reflect diverse teaching approaches, digital tools used, challenges encountered, and innovative solutions implemented across different institutional contexts. All of these contributions will be compiled and shared in the forthcoming Best Practices Report, which aims to serve as a reference and inspiration for other educators and institutions seeking to adopt or enhance digitally supported community engagement initiatives.

Funded by
the European Union

dice

Funded by
the European Union

dice

DIGITAL COMMUNITY
ENGAGEMENT ACCELERATOR
FOR STUDENT LEARNING
AND SOCIO-ECONOMIC IMPACT

TECHNICKÁ UNIVERZITA V KOŠICIACH

Universidad de Alcalá

IUL
UNIVERSITÀ TELEMATICA DEGLI STUDI

ACCEU
ACCREDITATION COUNCIL FOR ENTREPRENEURIAL & ENGAGED UNIVERSITIES

helixconnect

DIGITAL COMMUNITY ENGAGEMENT ACCELERATOR FOR STUDENT LEARNING AND SOCIO-ECONOMIC IMPACT

Project N°: 2022-1-SK01-KA220-HED-000087668. Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.