

# YOUNG DIGITAL SOCIAL INNOVATORS



## YDSI Innovative Trainers Manual

MMS, Ireland





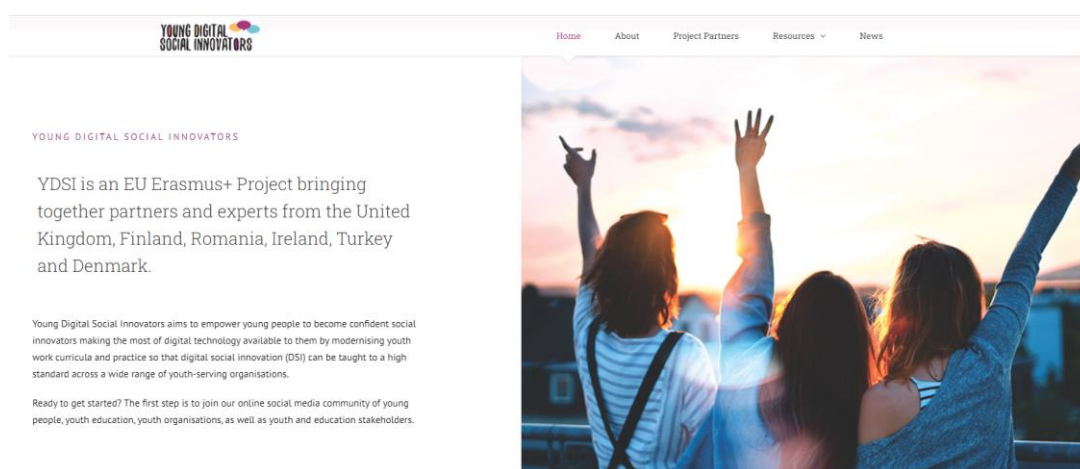
## Table of Contents

|   |     |
|---|-----|
| Young Digital Social Innovators                     | P2  |
| YDSI Course Curriculum (OERs)                       | P5  |
| YDSI Curriculum (OERs) Instructions for Educators   | P8  |
| Overview of YDSI Course Modules                     | P9  |
| Innovative Teaching to Motivate and Engage Learners | P19 |
| Innovative Teaching Methods and Digital Tools       | P22 |
| Sample YDSI Training Timetable (11 Days)            | P35 |
| Useful Links to YDSI Online Resources               | P38 |
| YDSI Project Development Partners                   | P40 |

## Young Digital Social Innovators Erasmus Project

### *Introduction to Young Digital Social Innovators*

*Young Digital Social Innovators aims to empower young people to shape the world around them. Young social innovators need to be equipped and enabled with key competencies such as creativity, problem-solving, empathy, and communication which they apply in ways that develop their active citizenship and connection to their local community.*



*Click for YDSI Website <https://www.ydsi.eu/>*



YDSI is an EU Erasmus+ Project bringing together partners and experts from the United Kingdom, Finland, Romania, Ireland, Turkey and Denmark.

Young Digital Social Innovators aims to empower young people to become confident social innovators making the most of digital technology available to them by modernising youth work curricula and practice so that digital social innovation (DSI) can be taught to a high standard across a wide range of youth-serving organisations.

### *Why is Digital Social Innovation Important?*

Across Europe, a growing movement of people is developing inspiring digital solutions to solve or assist social challenges. These range from social networks for those living with chronic health conditions, to online platforms for citizen participation in policymaking, to using open data to create more transparency about public spending. We call this phenomenon digital social innovation (DSI).

DSI offers the possibility to deliver social impact more efficiently and to empower people to take more control over the issues they face. But DSI has so much potential it is yet to fulfil, but once it enters mainstream consciousness, the public service and third sector will open up so many possibilities.

DSI aims to harness technology to improve people's lives, empower citizens, make government bodies more accountable and transparent and create a more environmentally sustainable society. To accomplish this, the initiative explores the different fields of digital social innovation and engages in research and supporting activities that help people and organisations across Europe tackle social challenges with digital technologies.

### *YDSI Target Groups*

*The project is designed to be delivered by Youth Workers and Youth Educators in Community Based Youth Work Organisations and Enterprise Development Agencies.*

End-users of the course are young people especially NEETS\* which has dictated the pitch and tone of the course content and learning materials

*\*NEETS Not in Education, Employment, or Training*

- **Professional educators and trainers in NEETs** who deliver and design training programs and activities to suit the further personal and educational developmental needs of young people in their communities
- **YDSI's primary target audience young people** across Europe in partner countries are invited to get engaged with YDSI's online platform, resources and as part of the project, a number of young people were invited to attend the YDSI live training week and events, June 2021. The target audience interacted with each other learned from each other and accessed the resources with added impact from key speakers and market leaders.
- **Representatives of stakeholder organizations** are invited to participate to use and integrate the project resource to achieve wider economic development initiatives. This includes those who work directly and indirectly with youth programs, training and organisations. As



part of YDSI events showcases, they were invited to attend the Official Launch, meetings and project seminars.

### *Empowering Young People*

YDSI will impact young people's local communities by improving the quality and accessibility of social innovation education for young people from the most disadvantaged backgrounds, communities will experience an increase in social and knowledge capital, with young people feeling more part of their communities and more empowered as leaders of projects which contribute to a more inclusive and just society. On a European level, the project will impact positively on the ongoing work of EU bodies to develop robust yet practical frameworks for competence development and importantly, to see these being used transversely across all types of education, not just in VET or schools.

Against a backdrop of rising inequality, cutbacks in public services, and marginalisation (and/or radicalization) of disadvantaged young people, YDSI makes a significant contribution to enabling, equipping, engaging, connecting, and empowering young people to be the social change-makers in their communities and EU societies. Social innovation empowers young people to shape the world around them. Young Digital Social Innovators develops young people's key competencies such as creativity, problem-solving, empathy and communication which they apply in ways that develop their active citizenship and connection to their local community.

Digital technology can take social innovation to the next level: *"Digital technologies pervade every part of our lives. We need to understand how they work to make the world work better. But we risk another generation growing up as passive digital consumers rather than confident digital makers."* (Young Digital Makers, 2015, NESTA) However, currently, our youth organizations are poorly equipped to engage young people in digital social innovation.

Finnish authorities have also identified this issue as highly pertinent to youth work: *"the process of technologisation has irreversibly changed the civic skills that are required of young people in the future. What follows is that the digitalisation of youth work is an absolute requirement to keep up with the times."* (Verke, Finnish Centre of Expertise for Digital Youth, 2017).

### *Young Digital Social Innovators Resources*

In response, Young Digital Social Innovators aims to empower young people to become confident social innovators making the most of digital technology available to them. To do so, we will modernise youth work curricula and practice so that digital social innovation (DSI) can be taught to a high standard across a wide range of youth-serving organisations. Hence our project involves the following stages and free resources for recipients:

1. *"All you need to know" Guide* to Digital Social Innovation for Young People. A comprehensive and user-friendly digital publication that makes a clear case for the relevance of DSI, how it relates to key competencies, and how it can be taught effectively in non-formal education. [English](#), [Turkish](#), [Finnish](#), [Romanian](#)



2. **Young Digital Social Innovators' Toolkit.** An interactive, digital resource to guide youth educators through 10 free tools/apps useful for social innovation, highlighting their specific strengths and appropriate pedagogic strategies. [English](#), [Turkish](#), [Finnish](#), [Romanian](#).
3. **Curriculum & OERs.** Including a curriculum, learning objectives, lesson plans, assessment guides, and access to a variety of original teaching content in digital format these free resources provide educators with a complete toolkit for introducing DSI activities, especially for at-risk young people. [English](#), [Turkish](#), [Finnish](#), [Romanian](#).
4. **Young Social Digital Innovators' Online Course & Knowledge Exchange Platform.** Based on the OERs, a free, open online learning resource that develops young people's digital social innovation skills in a multilingual, user-friendly format. <https://www.ydsi.eu/>

YDSI resources will strengthen the capacity of its educators, youth serving organisations and young people by boosting educators' knowledge and providing easy-to-use tools, guides, online and downloadable resources that can be easily integrated into youth programs.

## YDSI Course Curriculum (OERs)

### *First Some Quick Reminders!*

**Social Innovation** is about creating ideas for change ([Social TrendSpotter](#) 2018) and developing solutions to improve the well-being of people and society.

**Digital Social Innovation** is a smart/technology-driven form of social innovation (Social Innovation 4.0) that uses the power and potential of digital technology to create ideas and develop/implement social solutions for change.

[Click for YDSI Course Curriculum \(OERs\)](#)

**The Young Digital Social Innovators Online Educational Resources (OERs)** are designed to develop the digital social innovation skills and confidence of young people when setting up their social innovation projects or business. Digital Social Innovation is the chosen key topic as it is a key driver for young people to make positive and compelling contributions to the communities they reside. Young Digital Social Innovators will empower young people to become confident social innovators making the most of digital technology available to them. They will be enabled to create their own impact statement and roll out initiatives that can make a real difference to the world and its societies. YDSI is a one of its kind course because it is tailored to young people's needs today and





in the future. YDSI is developed with a set of key drivers and approaches.

**Innovative Approach** because the YDSI resources take into consideration the needs and challenges faced by youth educators. Educators will be equipped with a course developed to be flexible in a blended, online or offline learning capacity. Using lesson plans, materials, nugget sized information and fellow young social innovators as best practice examples they will cater to all forms of prior knowledge and understanding. There is also an Educators Guide with step-by-step instructions on how to potentially use this course to suit your learner's needs and educational learning environment.

**A Modern Resource** with a purpose to provide youth workers and young people with structure, guidance and activities so they can practically develop their Digital Social Innovation project or business.

**Interactive And Digital Technologies** are incorporated to allow for adaptive digital pedagogic strategies. As a result, both educators and young people have access to update their knowledge and skills in digital technologies in the high demand field of social innovation.

**Young People Will Be Empowered** to design and implement their own projects or businesses. The Young Digital Social Innovation project puts young people in the driving seat for positive change; it enables leadership and paves the way for active citizenship. It also changes the narrative about what young people are capable of, especially important for disadvantaged youth who can stop feeling like part of the problem and show they are part of the solution.

**Young People Will Be in A Position To Engage** in their communities prompting them to identify and understand the problems around them, to express opinions on human rights, economic or social issues, and to engage with community groups and public servants as key instigators in the areas of digital social innovation and the opportunities it presents.

**Young People Will Be Educated** in social innovation issues and understand how they can assist or alleviate in some way, such as; social problems, environment, consumption, justice, accessible advanced health care and education, assisting those with disabilities, combat crime, poverty, bullying, isolation, segregation, addictions, environmental sustainability, climate change, illiteracy, unemployment...and the list goes on.

### **Overall Learning Objectives of YDSI**

*As this is the first of its kind Curriculum each learner will benefit from the learning goals, examples of pedagogic strategies, case studies, and teaching materials.*

- The objective of the course and the learnings is **to improve the capacity of NEETs educators, trainers,** and other educators to deliver a transformational digital social innovation course content to young people so they can be change-makers in their communities through digital innovation
- Learners will **learn tailored information responding to local education and skills gaps** that have become evident from our stakeholder engagements. As a result, learners will become



competent in digital, and technology tailored to social innovation

- The course will **meet the learning needs of NEETs and disadvantaged social sectors and regions** by providing best practices and locally configured flexible learning pathways
- Concrete **examples in the Modules provide an innovative high-quality edge** to the course benchmarked against existing innovative best practices to demonstrate what works and how it works
- For all the stakeholders involved in delivering the course, they will benefit by **improving access and understanding to quality supportive information from the social innovation and entrepreneurship education ecosystem** for young people who are NEETs
- For learners, the impact will be immense as they now have **access to highly relevant and pioneering entrepreneurship skills in Digital Social Innovation** that will transform the way their lives and the businesses or projects, they now have the opportunity to develop
- **Educators, leaders, and teachers will be better able to use digital social innovation teaching techniques** to promote their role more effectively to young people and better reflect the levels of innovation in their region as well as having greater capacity and understanding to take that new knowledge to new cohorts of potential young entrepreneurs and community changemakers
- The concrete **examples in the course are innovative, successful, and high-quality** learnings provided through robust delivery modules making the course responsive to individual and regional needs

ICT has already shown that it has the capacity to change social systems quickly and significantly: most jobs that will be created in the coming decades will require advanced digital skills. Continuing education and training services, health services, financial, entertainment, and civic participation will mainly be provided through ICT. In most countries, digital skills have already become an eliminatory criterion in the selection of candidates for employment, and for young people, especially those from disadvantaged categories (young people leaving school early, young people with disabilities, young people in rural areas, etc.) who do not have such skills, ICT is a barrier to their active participation in the labour market

[How Digital Inclusion Increase Opportunities for Young People](#)



## YDSI Curriculum (OERs) Instructions for Educators

### *Who Can Deliver the YDSI Course?*

*The course is designed to be delivered by leaders, educators, and trainers in NEETs* using an innovative teaching approach so that they can easily adapt the YDSI training Modules, materials, resources to deliver high-quality high participation content which has been developed, tested, and reviewed in Turkey, Romania, Finland, Northern Ireland, Denmark, and Ireland. The other intended users of the course are enterprise centers, incubators, young entrepreneurs, and wider stakeholders. An innovative approach is also the process of making lives better while Innovative Teaching is the process of making teaching and learning experiences better. There are many reasons why Innovative teaching is required today – some of these are:

- Our society today needs people who are flexible, creative, and proactive – people who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups
- Technological and pedagogical advances are changing the way we learn and consume knowledge

In the context of the project, there are a few key areas of Innovative Teaching that are particularly interesting:

- The trend for a course to incorporate **more social learning, more active learning**, and more real-world assessments
- The **collaboration angle** on all fronts from faculty members working with colleagues and instructional designers to develop courses collaboratively to learners utilising the power of peer connections
- The shift towards **optimized class time** – which is seeing an increasing percentage of formal instruction now taking place online with a view to web-enhanced and blended classes soon expected to become the norm.

YDSI provides all the necessary resources and materials to successfully deliver the course in several settings and formats, see Section 6 Page 22 for course delivery options.

### *Instructional Approach*

*The Curriculum and corresponding Course Materials provide educators with practical knowledge, skills, and resources to help them ensure their students are educated in digital social innovation and how they can become changemakers in their communities and regions.* The Curriculum recognises that educators and young people lack clarity and understanding of digital social innovation particularly when they are not in employment, education, or training. Regarding this task and it offers a clear, concise methodical approach empowering NEETs leaders and educators to educate young people to be able to start their own business from where they are in life. YDSI aims to educate them in the primary priority areas that affect their





lives including poverty, inclusion, politics, education, health, justice, disabilities, isolation, addictions, climate change, unemployment...and more. Please read this guide thoroughly before conducting the training. For whatever method you chose to deliver the resources (traditional classroom, flipped, blended or other innovative training deliveries) please:

- **Download, review, and revise** course resources for the training as necessary
- Allow adequate training **time** for sessions
- **Localise training** content with case studies and information on local supports for entrepreneurial students
- Ensure that each **participant utilises** the YDSI downloads from and completes exercises embedded in each Module– these provide valuable learning
- Allocate regular time for **review** during the training course

## Overview of YDSI Course Modules

The Curriculum comprises six modules structured as a journey through the key young digital social innovator topics. The Curriculum and Course Materials have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- a) Topics are introduced in a simple, concise way
- b) Information and current best practice on the topics are presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- c) Knowledge is reinforced, and skills are developed as students participate in practical exercises or study questions.

YDSI recommends that the ideal and most comprehensive approach is to follow the course sequence as laid out. However, course designers have been careful to allow for the interdependence of topics meaning the order can be adjusted or modules can be accessed independently. See on the next page our Course Module by Module with information on the content and topics covered.

**Module 1** Digital Social Innovation Introduction - the potential at the intersection of technology and new media

**Module 2** Where are the opportunities for young people? Social issues solutions in health, democracy, consumption, money, transparency, education...and more.

**Module 3** Mastering and Implementing Design Thinking to Your Social Innovation Idea

**Module 4** Driving Your Business Forward and Creating Partnerships with Purpose

**Module 5** How to Finance and Fund Your Digital Social Innovation Idea

**Module 6** Social Innovation Mission Marketing – Reaching Hearts and Minds!



## Module 1

Digital Social Innovation - The Potential at the Intersection of Technology and New Media!

1. What Is Digital Social Innovation?
2. **An Exciting and Progressive Sector:** How Digital Social Innovation Is Changing The World!
3. **Young People Are Leading the Way!** Spotlight On How Young People Are Already Becoming Leaders in Digital Social Innovation
4. **Are You a Young Digital Social Innovator In The Making?**

## Module 2

Digital Social Innovation –Where are the Opportunities for Young People?

1. **Understand Existing and Future Global Social Innovation Issues** such as waste consumption, food sustainability, accessibility to education, social injustice
2. **Learn How to Foster Social Innovation to Address Social Challenges**
3. **Explore the Opportunities for Young People** in health, democracy, consumption, money, transparency, education. A look at the different solutions that can be provided to solve the issues in these social spaces
4. **Spotlight on Young Social Innovators Already Leading the Way** to Address Global and European Social Issues

## Module 3

What is Design Thinking and way and how you should apply Design Thinking to Your Social Innovation Idea

1. **Design Thinking – THINK – INVENT - INNOVATE** How to confirm the problem and create the innovative solution(s): Introduction to Design Thinking and the Five Stages
2. **Mastering and Implementing Design Thinking** Design Thinking and the Collective Impact and how to meet unmet customer needs by putting them at the centre of the problem

## Module 4

What you need to maximize the impact of your digital social innovation project and drive it forward!

1. **How to set up a digital social innovation project or business** This section you will learn how to set up your start up beginning with the most important decisions first and directing you to your first business meeting – with your local enterprise board!
2. **Partnerships with Purpose** Learn how to advance your project by joining or networking with some of the most dynamic and creative innovations spaces across Europe
3. **Accessing Resources, Supports and Tools** To help you drive your business and savvy idea forward in an innovative way



## Module 5

### How to Fund and Finance A Digital Social Innovation Idea: Different Ways to Access Funding, Finance & Support

1. **Lean Start-Ups** – sometimes less is more!
2. **Finding Your Local Cheerleader** – who is going to hold your hand and support you along the way!
3. **Frugal Innovation meets Social Innovation**
4. **Impact Investors, Crowd Funding...** – spark investors and the public's interest and get their funding support!
5. **Social Innovation Competitions, Grants & Awards** – not only brings acknowledgement but funds too! Join their networks for support.
6. **THE PERFECT PITCH: How to pitch to potential funders;** governments, agencies, equity investors, investment organisations who provide funding for projects that support digital social innovation

## Module 6

### Marketing Your Digital Social Innovation – Reaching Hearts and Minds!

1. **How Storytelling is Critical to Promoting Your Social Innovation Business/Project:** How storytelling is the perfect way to reach the hearts and minds of your target audiences. How to get people to understand and connect by integrating empathy in your messaging and marketing activities.
2. **Mission Marketing:** How your Mission and Storytelling together can help you generate awareness, get support, and motivate action and gain support from your target audiences and extended communities
3. **The Power of Storytelling Platforms & Digital Tools:** How to communicate and tell your story through different online and offline methods reaching your audiences on a global scale.

English <https://www.ydsi.eu/online-educational-resources>

English, Turkish, Finnish, Romanian.

SiG defines social innovation as: *"a process, product or program that profoundly changes the way a given system operates, changing it in such a way that reduces the vulnerability of the people and the environment in that system. As a consequence of a positive social innovation, a system grows more resilient"* (SiG, 2014).



### EXAMPLE YDSI

Charity, Environment, Consumption



Ronán Ó Dálaigh, Rahil Nazir, Timur Negru of Thriftify

Thriftify is an online charity shop. Buy ethically & help charity with our range of books, clothes, films, games & more at bargain prices.

### Young People Are Leading The Way!

*'We want to disrupt how and why people shop. Faced with ecological crises, we need to give people the option of purchasing from the most sustainable sources.'*

*'We also need to shift our value system from a materialistic basis to one driven by positive social impact.'*

*'We want to help charity shops move from a €2 billion bricks and mortar-based industry to a €20 billion digital commerce-based industry.'*

| Module 1               | Digital Social Innovation - The Potential at the Intersection of Technology and New Media!   |
|------------------------|--|
| Educators Overview     | <p>In this module, you will learn how social innovation is about creating ideas for change and how digital technologies have disrupted and will continue to transform the social innovation sector as we face a whole new world post-Covid-19.</p> <p><b>Module 1</b> focuses on youth opportunities in the realm of digital social innovation and puts the spotlight on some young people who are leveraging the power and potential of digital social innovation to change their communities, regions, and indeed the world!</p> |
| Topics                 | <p>Digital Social Innovation - the potential at the intersection of technology and new media</p> <ol style="list-style-type: none"> <li>1. What Is Digital Social Innovation?</li> <li>2. <b>An Exciting and Progressive Sector:</b> How Digital Social Innovation Is Changing The World!</li> <li>3. <b>Young People Are Leading the Way!</b> Spotlight On How Young People Are Already Becoming Leaders in Digital Social Innovation</li> <li>4. <b>Are You A Young Digital Social Innovator In The Making?</b></li> </ol>       |
| Learning Outcomes      | <ol style="list-style-type: none"> <li>1. <b>Create</b> social innovation ideas for change and develop solutions to improve the well-being of people and society</li> <li>2. <b>Investigate</b> how other young digital social innovators have changed the world</li> <li>3. <b>Discover</b> if you have the skills, traits, and characteristics of a Young Digital Social Innovator</li> <li>4. <b>Explore</b> the advances in digital knowledge, technologies, that are transforming lives and communities</li> </ol>            |
| Exercises & Activities | <b>Module 1</b> focuses on introducing Young Digital Social Innovation by  |



using loads of videos. At the end, there is an Assessment where potential learners find out if they are most likely already a YDSI

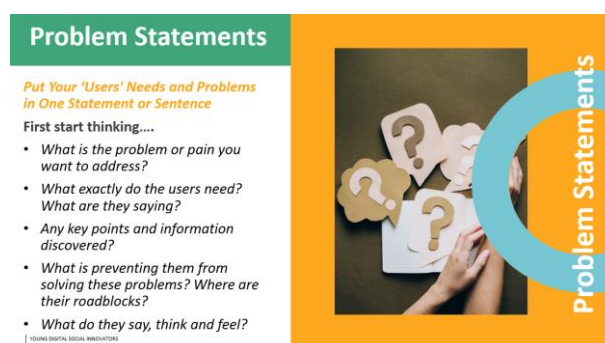
‘Social innovations are new ideas that *meet social needs, create social relationships and form new collaborations*. These innovations can be products, services or models addressing unmet needs more effectively’. [europa.eu](http://europa.eu)



| Module 2           | Digital Social Innovation –Where are the Opportunities for Young People?  |
|--------------------|---|
| Educators Overview | <p>In <b>Module 1</b>, you learned how young people are perfectly poised to become Digital Social Innovators. They are Digital Natives - most cannot remember life without smartphones. They are also very socially responsible and feel a strong mandate to save/improve the world.</p> <p>In <b>Module 2</b>, you will learn how young people are perfectly poised to assist and alleviate 17 of the World’s critical global issues and challenges through digital social innovation. They are already perfectly equipped, technically skilled, are very socially responsible and already feel a huge inclination to save and improve the world for everyone.</p> |
| Topics             | <ol style="list-style-type: none"> <li><b>Understand Existing and Future Global Social Innovation Issues</b> such as waste consumption, food sustainability, accessibility to education, social injustice</li> <li><b>Learn How to Foster Social Innovation to Address Social Challenges</b></li> <li><b>Explore the Opportunities for Young People</b> in health, democracy, consumption, money, transparency, education. A look at the different solutions that can be provided to solve the issues in these social spaces</li> <li><b>Spotlight on Young Social Innovators Already Leading the Way</b> to</li> </ol>   |



|                        |  |
|------------------------|--|
|                        | Address Global and European Social Issues  |
| Learning Outcomes      | <ol style="list-style-type: none"> <li>1. <b>Understand</b> existing and future social issues that are already impacting people and communities on a global scale. Learn why young people are key 'change makers' to building a better future for the existing and future generations</li> <li>2. <b>Explore</b> how young people can make a profound difference and interrupt current archaic systems to solve social issues from a social innovation capacity</li> <li>3. <b>Discover and learn</b> from other YDSI's who are already leading the way demonstrating how they are the best generation to combat progressing social problems through digital transformation and social entrepreneurship</li> </ol> |
| Exercises & Activities | Learn as a group how you can tackle critical global issues with your mobile device   |



|          |   |
|----------|---|
| Module 3 | What is Design Thinking and way and how you should apply Design Thinking to Your Social Innovation Idea   |
| Overview | <p><b>THINK – INVENT – INNOVATE</b></p> <p>Our world is changing more rapidly now than perhaps ever before, making staying ahead of the innovation curve even more critical. In this section, you will learn what is necessary to integrate the needs of people, the possibilities of technology, and the requirements for business success with design thinking, systematic inventive thinking, and strategy that will enable you to build products and services that drive your digital social innovation business forward.</p> |
| Topics   | <ol style="list-style-type: none"> <li>1. <b>Design Thinking – THINK – INVENT - INNOVATE</b> How to confirm the problem and create the innovative solution(s): Introduction to Design Thinking and the Five Stages EMPATHISE – DEFINE – IDEATE – PROTOTYPE – TEST</li> </ol>  |





|                                 |   |
|---------------------------------|---|
|                                 | 2. <b>Mastering and Implementing Design Thinking</b> Design Thinking and the Collective Impact and how to meet unmet customer needs by putting them at the center of the problem  |
| <b>Learning Outcomes</b>        | <ol style="list-style-type: none"> <li>1. <b>Learn and apply</b> Design Thinking principles to form the digital ultimate social innovation outcome, be that to improve existing processes, remove or reduce barriers that prevent successful implementation</li> <li>2. <b>Learn how to develop</b> better solutions to social problems e.g. by adapting a human-centered approach and making sure they are relevant to unique cultural contexts and specific situations.</li> <li>3. <b>Learn how to interpret</b> the world and work with real people as design participants, safely take creative risks, learn from prototypes, and be agile and iterative. You will develop a stack of capabilities necessary for being “social innovation change agents”.</li> </ol> |
| <b>Exercises and Activities</b> | <ol style="list-style-type: none"> <li>1. Design Thinking; Empathise Exercise</li> <li>2. Define and Evaluate Your Social Innovation Problem</li> <li>3. Six Thinking Hats Ideas Exercise</li> <li>4. Paper Prototyping Exercise</li> </ol>   |



|                 |  |
|-----------------|--|
| <b>Module 4</b> | <b>What You Need to Maximize the Impact of Your Digital Social Innovation Project and Drive It Forward!</b>  |
| <b>Overview</b> | <p>In this Module, you will learn how to set up your digital social innovation project and then drive your project forward through collaboration and creating partnerships with purpose. <b>Module 1</b> and <b>Module 2</b> were designed to inspire and ignite your social innovation passions and ideas. <b>Module 3</b> builds on this by offering five actionable phases (Empathize, Define, Ideate, Prototype and Test) to guide you in developing your social innovation mission.</p> <p><b>Module 4</b> focuses on how you will drive your project forward through social and business collaboration and creating a network of</p> |



|                        |  |
|------------------------|--|
|                        | young digital social innovators, realise the different and relevant support systems in your communities in terms of business and social innovation. How to work within partnerships, pool resources, get the most out of networking, and volunteer and attracting resources. How to with nonprofits to accelerate true community impact.   |
| Topics                 | <ol style="list-style-type: none"><li>1. <b>How to set up a digital social innovation project or business</b> This section you will learn how to set up your start up beginning with the most important decisions first and directing you to your first business meeting – with your local enterprise board!</li><li>2. <b>Partnerships with Purpose</b> Learn how to advance your project by joining or networking with some of the most dynamic and creative innovations spaces across Europe</li><li>3. <b>Accessing Resources, Supports and Tools</b> To help you drive your business and savvy idea forward in an innovative way</li></ol>  |
| Learning Outcomes      | <ol style="list-style-type: none"><li>1. <b>Take action</b> – build on the steps involved in setting up a digital social innovation project or business</li><li>2. <b>Understand</b> how you don't have to go through it alone – how there are multiple different types of spaces across Europe both on/offline to talk out and overcome the obstacles to your digital social innovation idea. There are experts there that can support you even if you have limited resources of funding.</li><li>3. <b>Become inspired</b> as you learn how other inspiring young people built their game-changing initiatives with the support of Incubators, Accelerators...</li><li>4. <b>Learn how to develop your idea</b> by getting advice, thoughts and feedback from collaborative networks and potentially your classmates. How to bring your crazy and potentially world-changing idea to life!</li></ol> |
| Exercises & Activities | <ol style="list-style-type: none"><li>1. Create a Makerspace</li></ol>   |



### Think with a Frugal Innovation Mindset

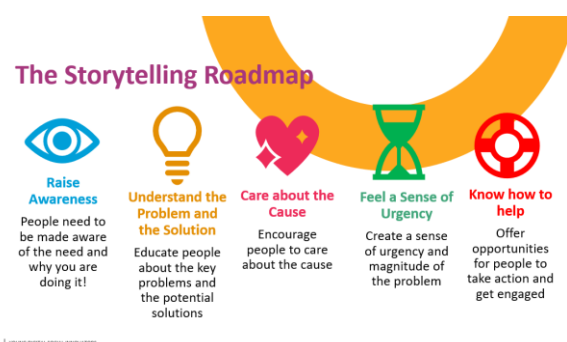
- How to improve competitiveness while reducing costs and improving quality?
- What are the existing local social problems e.g. no money, only basic infrastructure...
- How to solve big social problems by thinking small (with limited resources)?
- How to provide value sensitive innovations without sacrificing user value?
- How to develop frugal innovations to fit local circumstances and cultures in order to be successful for both suppliers and demanders?

YOUNG DIGITAL SOCIAL INNOVATORS

| Module 5          | How to Fund and Finance a Digital Social Innovation Idea: Different Ways to Access Funding, Finance & Support  |
|-------------------|--|
| Overview          | Now that you have a good idea of what Digital Social Innovation is through inspiring and motivating young people who have already implemented their passionate social innovation missions. You understand Design Thinking and its actionable phases in developing, testing and implementation. You are aware of how to leverage through collaboration, support, and networks. In <b>Module 5</b> you will learn the different ways you can innovatively fund your social innovation idea. The funding mechanisms presented in this module are designed with the young innovator in mind; starting frugally to maximise leverage and impact.  |
| Topics            | <ol style="list-style-type: none"> <li>1. <b>Lean Start-Ups</b> – sometimes less is more!</li> <li>2. <b>Finding Your Local Cheerleader</b> – who is going to hold your hand and support you along the way!</li> <li>3. <b>Frugal Innovation meets Social Innovation</b></li> <li>4. <b>Impact Investors, Crowd Funding...</b> – spark investors and the public's interest and get their funding support!</li> <li>5. <b>Social Innovation Competitions, Grants &amp; Awards</b> – not only brings acknowledgement but funds too! Join their networks for support.</li> <li>6. <b>The Perfect Pitch: How to pitch to potential funders;</b> governments, agencies, equity investors, investment organisations who provide funding for projects that support digital social innovation</li> </ol> |
| Learning Outcomes | <ol style="list-style-type: none"> <li>1. <b>Learn</b> to be innovatively frugal. Get your social innovation business or idea off the ground using minimal resources and frugal innovation, a tour of where to get the right start up</li> </ol>   |



|                                   |  |
|-----------------------------------|--|
|                                   | <p>supports for starting a lean start up</p> <ol style="list-style-type: none"> <li>2. <b>Understand</b> the different funding approaches and ways to finance your business. How starting small and frugal and starting local is often the best way to go. How you can fund your business without getting out a loan or a finance package.</li> <li>3. <b>Learn</b> how to pitch in 3 mins to potential investors, funding agencies, support agencies and the public so you can articulate and sell your idea and get them onboard.</li> </ol> |
| <b>Exercises &amp; Activities</b> | <ol style="list-style-type: none"> <li>1. Develop a 3 Minute Investor Pitch</li> </ol>   |



| <b>Module 6</b> | <b>Marketing Your Digital Social Innovation – Reaching Hearts and Minds!</b>  |
|-----------------|---|
| <b>Overview</b> | <p>It's time to tell your community and the world about your idea through marketing. Module 6 teaches effective marketing techniques that are unique to social innovation and its promotion. The focus is that learners understand the powerful impact of effective storytelling, brand development and digital marketing. <b>Module 6</b> demonstrates and illustrates how to make a good story great and the different compelling ways it can be delivered to your audience both online and offline.</p>  |
| <b>Topics</b>   | <ol style="list-style-type: none"> <li>1. <b>How Storytelling is Critical to Promoting Your Social Innovation Business/Project:</b> How storytelling is the perfect way to reach the hearts and minds of your target audiences. How to get people to understand and connect by integrating empathy in your messaging and marketing activities.</li> <li>2. <b>Mission Marketing:</b> How your Mission and Storytelling together can help you generate awareness, get support, and motivate action and gain support from your target audiences and extended communities</li> <li>3. <b>The Power of Storytelling Platforms &amp; Digital Tools:</b> How to communicate and tell your story through different online and</li> </ol> |



|                        |  |
|------------------------|--|
|                        | offline methods reaching your audiences on a global scale.   |
| Learning Outcomes      | <ol style="list-style-type: none"><li>1. <b>Understand</b> the importance and power of authentic storytelling and that delivering it across multiple platforms and in different ways will ensure you reach your mission and goals.</li><li>2. <b>Explore</b> how other YDSI's and global brands have developed amazing stories that connect to the hearts and minds of their audiences and extended audiences</li><li>3. <b>Discover and learn</b> how to develop your Mission Marketing and Storytelling talents in a cost-effective and easy, step by step way so you too can reach global audiences and more importantly get your Mission underway....!</li></ol> |
| Exercises & Activities | <ol style="list-style-type: none"><li>1. Developing Your Social Innovation Mission Statement</li><li>2. Developing Your Story</li><li>3. Telling Your Story</li></ol>  |

## Innovative Teaching - Motivating and Engaging Learners

**Learner motivation** is a condition that activates and sustains a behaviour towards a learning goal. *Learners who are motivated tend to be engaged, persist longer, try harder, perform better, and have better learning outcomes (Pintrich, 2003).* **Learner engagement** is different, it refers to the degree of attention, curiosity, involvement, optimism, and passion that learners display while being taught, which improves how much they learn and retain, as well as their persistence and enjoyment in completing work. Therefore, if learner motivation and engagement play a significant role then educators must utilise innovative teaching strategies to enhance learner engagement.

### *Young People and NEETs Motivation to Learn*

To engage with young people and NEETs and be successful in your learning delivery or methods it is always good to understand their motivations and aspirations. Young learners and particularly NEETs want to **achieve their future aspirations**, gain employment, develop their skills, experience or knowledge and enhance their personal development. They do best in a relaxed learning environment, shorter courses, and the provision where teachers treat them as adults.

They have strong motivations to learn and take part in education or training as a gateway to securing employment or a long-term career, especially if they can **achieve qualifications** they use as a steppingstone to their future career.

Although many young people left school with a negative attitude towards learning, they have now begun to **see the benefits of taking part in education** and training, as well as the negative consequences of not doing so.



Based on their previous experiences of education, it is important to keep in mind that many low-skilled learners have concerns about the academic and theoretical elements of learning and are unlikely to continue to engage unless they are interested in the topic and see it as fulfilling their needs. They are usually fully committed once they **understand the benefits they can gain**. Many may lack confidence in their ability to take charge of their own learning. Providing support, feedback, guidance, and relevant training along the way is key to their success.

While learners need to have the motivation to learn, ultimately this will come in time as learners gain interest and confidence in something e.g., motivation is having a desire to learn something new, but a purpose occurs when they understand it will help them carve out a better livelihood.

Therefore, **PURPOSE is the most important aspect that youth educators must focus on**, making digital social innovation skills learning relevant and practical for NEETs and young learners will increase the motivation of young people to learn. Questions educators should keep in mind and try to answer:

- Why are these learners here? How can this programme help benefit their career or personal life?
- How will these digital social innovation resources and skills benefit their immediate environment?
- Does my programme include active learning, involvement, immediate relevance, and problem centred approaches?

Educators are therefore tasked with making their educational programme as relevant to the learners as possible, this is to ensure the learners see the clear purpose in undertaking the training.

### *Innovative Teaching Involves Digital Technologies and Tools*

Innovation is important for today's education. It involves the use of digital technologies such as electronic tools, systems, devices, and resources that generate, store or process data. Well known examples; digital readers and tablets, apps, 3D printing, virtual reality, gamification, cloud technology, artificial intelligence, and mobile technology. Innovative teaching using digital technologies makes collaboration and learning easier. Students and teachers can communicate, discuss, and engage easier. It helps to build technology-based and digital skills allowing students to learn how to embrace and take advantage of the tools and technology provided. Educators need to be innovative and creative to deliver innovative technologies if they want to bring about interest, motivation and engaged better learning. In the next section, this guide goes through different innovative teaching methods, technologies, and digital tools.

*Researchers defined digital learning innovations as "technologies or ideas that improve access, equity and learning." ([source](#))*





Innovative teaching enables youth educators to step outside the box and avoid teaching “*the skills that are easiest to teach and easiest to test*”. They are now in a position to broaden the learner experience, motivating, engaging and supporting them to acquire skills in.

- ways of **thinking** (creativity, critical thinking, problem-solving, decision-making, and learning)
- ways of **interacting** (communication and collaboration)
- tools for **managing information** (including information and communications technologies)
- **citizenship, life** and career and personal and social responsibility

*“Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways.” – Mischelle.*

### *What traits does an innovative educator have?*

1. **Reflective**: with regards to what is working and what is not? Constant evaluation/examination of processes and concepts are needed to ensure it is the best for your learners. Be brutally honest to yourself on what does not work.
2. **Learning**: always learning, reading, and listening, professional development is an opportunity that must be grasped at any time.
3. **Creative**: in thinking and approach. Using unconventional approaches to engage and motivate learners. Business as usual is not their thing.
4. **Connected**: to learners and trends in their future profession as well as education in general. Knowing the trends allows educators to prepare students better.
5. **Collaborative**: working together with other educators, sharing what you know, one alone is not smarter than the group. Peer learning is an important aspect for them.
6. **Inquisitive**: always asking questions. It is about asking the right questions not about having all the answers. (How can I improve? What went wrong? How to adapt this? .....)

*“Innovation in education means allowing imagination to flourish and not be afraid to try new things. Sometimes these new things fail but it’s awesome when they are a success. Without the right attitude, innovation would just be a word and the art of education would miss out on some great accomplishments.” – Valerie*



*“Innovation, to me, means finding any way you can to reach all of your students. This means being willing and flexible to adjust what you teach and how you teach. We have to keep our students engaged and excited to learn. We have to create a safe place for them to make mistakes, take risks, and ask questions.” – [Ashley](#)*

## Innovative Teaching Methods and Digital Tools

COVID 19 has made it abundantly clear that innovative learning and access to the internet is so important now more than ever to take advantage of and to participate in today’s digital economy. Before the COVID-19 pandemic, a growing trend towards digital technology was already changing the way we do things as a society – with access to services, information and support increasingly going ‘digital by default’. The outbreak of coronavirus and the subsequent lockdown has accelerated this shift to digital technology. Our ability to learn, work from home, search for a job, stay connected with family or friends and all our other life actions have had to be conducted online. But the challenge of access to education is prominent, to tackle it connectivity must be made affordable and accessible to vulnerable populations.

### *Innovative Learning*

As discussed in the previous section the need for innovative teaching methods is about purposeful learning, learners are conscious of their time and so teaching methods that are not engaging or not relevant will ultimately leave them questioning the relevance ‘what am I going to use this for?’, lack of interest ‘this is boring and not worth learning’. There is an abundance of innovative teaching methods that facilitates the engagement of learners with different kinds of stimuli and creates an environment of activity-based learning. In the next section, we go through a few options with corresponding digital tools that will make for a very innovative classroom, examples; Flipped classroom, Problem based learning, Jigsaw Method and Inquiry-based learning, Collaboration Learning, Peer Learning...and more. We will start with traditional classroom and online learning both of which can incorporate easily innovative teaching methods.



## Traditional Classroom Training



*Classroom training remains one of the most popular training techniques for building skills capacity.* Typically, it is instructor-centred face-to-face training that takes place in a fixed time and place. YDSI resources and the online course suggests using the additional resources provided and use in the following ways.

| <i>Classroom Tool</i>                  | <i>Suggested Use in the Classroom</i>   | <i>Additional Resources Required</i>         |
|--|---|--|
| <b><i>PowerPoint@ presentation</i></b> | Training materials are developed in PowerPoint. We suggest that these will be displayed on a large screen for classroom delivery. | Laptop/Computer<br>Projector<br>Large Screen |
| <b><i>Videos</i></b>                   | Videos are used to explain certain sections of the training content and to present case studies for discussion.                   | Audio/sound system                           |
| <b><i>Whiteboard</i></b>               | Invite learners to write on the board or ask for feedback that you write on the board   | Pens and so on                               |

### *Suggested delivery mechanisms:*

- ***Small group discussions.*** Break the students down into small groups and give them case studies and Social Innovation topics, challenges or situations to discuss or solve. This is allowing for knowledge transfer between learners.
- ***Q & A sessions.*** Informal question-and-answer sessions are most effective with small groups and for learning something new and updating existing knowledge.
- ***Multimedia.*** Multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the student's mind. Educators should ensure that these are used to their full potential.
- ***Interactive tools.*** The engagement of students can be easily achieved by using interactive tools. An example of a free tool is [Kahoot!](#) which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.



## Online Learning



*Online Learning as a delivery method uses Internet technologies embedded in the YDSI learning platform <https://www.ydsi.eu/> to deliver a broad array of solutions to enable learning. The YDSI course is provided as an online learning programme for direct access by all stakeholders including NEETs educators and trainers and others interested in acquiring new skills to either*

- 1) support those who do not currently have and need resources in entrepreneurship or upskilling or
- 2) would like to enhance and update an existing educational program in the same field that is already in place

Technology and Online Learning provides boundless access for learners to connect with others, explore topics of interest and be a part of opportunities and events across the globe. Online learning exposes learners to a wide range of resources available online, covering their areas of interests, which they can learn at their own pace, personally. Taking charge of your own education like this can be very empowering and can give learners a sense of self-confidence that helps them to do even better.

The online learning facility incorporates best practices in online learning so that while the learning objective remains the same (or similar) the user interface and experience can be radically different as befits the medium. The first step is to join our online social media community and knowledge exchange platform of educators, teachers, trainers, and advocates of socially disadvantaged young people. The next step is to review and select one or many of the different innovative delivery methods in the following section to deliver the YDSI course materials and open Online Educational Resources (OERs).





## Flipped Classroom or Inverted Classroom



In flipped classrooms, also known as inverted classrooms, learners review class materials before lessons as homework. In-class time is dedicated to diving deeper and understanding the materials better through discussions, interactive exercises, and independent work that would have previously been completed at home — all under the guidance of the educator, who is present and available to

respond to any questions that may arise.

|                      |  |
|----------------------|--|
| <i>Benefits</i>      | <ul style="list-style-type: none"><li>• <b>Learning by Doing</b> Focuses on learning by doing and applying knowledge to a real setting. Perfect for young NEETs who might learn better by applying real-life knowledge or experiences or role-playing</li><li>• <b>Personalised</b> Allows for valuable face to face time for practical applications and a more personalised experience for learners. It is also self-paced when students study in their own time, which is particularly effective for slower learners. Students can research and learn through videos, stories, articles if they want to understand better.</li><li>• <b>Retention</b> Research is indicating that courses that move to the ‘flipped’ model achieve much higher rates of retention and completion.</li><li>• <b>Deeper Understanding</b> students can spend more time in class on group work and collaborate to dig deeper and gain a deeper understanding by discussion, engaging activities, peer-reviewing, watch videos for visual and audio learning.</li></ul>  |
| <i>Digital Tools</i> | <ol style="list-style-type: none"><li>1. <b>TED-Ed</b> enables teachers to create and upload their own customised lessons, animations, videos, assessments, and quizzes. Educators can use the videos already online presented by some of the best minds and create their lessons around them. The platform is extremely user friendly, free, easy to set up and easy for students to follow. There is a reporting aspect, instant notification for feedback, replies to discussions. TED-Ed is known for its THINK (assess), DIG DEEPER (learn more) and PEER to PEER LEARNING.</li><li>2. <b>Padlet</b> is a student engagement cross-platform tool that can be used in-class or for remote teaching. Padlet allows the teacher to post a variety of different types of content on a bulletin board and collaborate in real time. Students, for example, can collaborate on a project, share research sources on the board, and comment on posts. You can also add a link to an assignment you created using a different digital tool e.g., Edpuzzle or Nearpod. A learner does not need a Padlet account to participate, however, posts will appear as anonymous unless your student signs up for their free account.</li></ol> |



|                  |   |
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|                  | <p>3. <a href="#">Google Docs</a> and <a href="#">Google Classroom</a> managing and organising learning, sharing videos, slides, documents and readings as announcements in the classroom stream for students to view prior to coming to class. Google Docs allows you to create documents, edit and share with others remotely or live from any location from various devices. Changes are automatically saved in documents as being typed upon and members can also share documents, chat, and comment on the same.</p> <p>4. <a href="#">LessonUp</a> Interactive lessons that empower learning anywhere and inspire students everywhere. Educators can build engaging material, track real time student learning, and share best practice online with thousands of other educators.</p> |
| <i>Resources</i> | <p>Jeff Dunn (2014) wrote a short article on “The 6-step guide to flipping your classroom”, which presented 6 easy steps for implementing flipped classroom, <a href="#">READ this Article</a></p>  |

## Blended Learning



Blended Learning combines online digital media with traditional classroom methods. Blended learning is a method of teaching that integrates technology and digital media and the traditional instructor or educator. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It gives students a more flexible customised learning experience.

|                 |   |
|-----------------|---|
| <i>Benefits</i> | <ul style="list-style-type: none"> <li>• <b>Efficient</b> Is more efficient as it can help teachers more accurately access the student's knowledge and help teach concepts more efficiently</li> <li>• <b>Accessibility</b> Makes education more accessible through online learning apps and technologies. Students no longer need to purchase books</li> <li>• <b>Self-Paced</b> Students can pace themselves as they can tackle the materials and assessments at their own individual pace. It, therefore, can promote deeper learning, reduce stress, and increase student satisfaction</li> <li>• <b>Engagement</b> Teachers can become more engaged as they can now communicate and connect via email, online progress reports or message boards. Students can ask more questions and gain deeper knowledge</li> <li>• <b>Fun and Excitement</b> Its more fun and exciting to learn through interactive quizzes, team discussions, multiple-choice boards, team</li> </ul> |
|-----------------|---|





|               |  |
|---------------|--|
|               | workshops, apps, games and creativity exercises  |
| Digital Tools | <ul style="list-style-type: none"><li>• <a href="#"><u>Edpuzzle</u></a> is a student engagement cross-platform tool that allows the teacher to customise the video content you show to your students. You can cut sections of a video, add voiceover, or add questions throughout your video. It is a wonderful tool to formally assess learners and check for understanding. You will also be provided with a report on learner activity.</li><li>• <a href="#"><u>Kahoot</u></a> is a free game-based learning platform that makes it fun to learn on any device and is suitable for all ages. Kahoot can be used in-class or for remote teaching and has many existing interactive lessons and a question bank of preloaded questions. It is a great interactive tool to re-enforce learning through quizzes and formatively assess your learners.</li><li>• <a href="#"><u>Nearpod</u></a> is a student engagement cross-platform tool that can be used in-class or for remote teaching and turns a presentation into an engaging interactive experience for the learner. Nearpod is useful for all levels of learning and it's great for Content Acquisition, Practice and is wonderful for formative assessment. It has a reports function that allows you to view details on student progress and engagement with the lesson.</li><li>• <a href="#"><u>Mentimeter</u></a> is easy-to-use presentation software that can be used to create interactive presentations. As you can build in quizzes, word clouds, etc, it is good for formative assessment or feedback on a class or activity. This short video will help you get started with Mentimeter.</li></ul> |





## Collaborative and Peer to Peer Learning



Collaborative learning is engaging, social and fun! Collaborative learning is a situation in which two or more people learn or groups attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources, knowledge, and skills. Learners actively engage with each other to problem solve, conversations and discussions take place, synthesise information, see different viewpoints from people with varied backgrounds. This can lead to deep academic learning or transformative learning. Collaborative learning as a result can also directly support the development of a range of high-level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age.

For Peer-to-Peer Learning, students learn from each other. This is usually facilitated through teaching and learning activities such as student-led workshops, study groups, peer to peer learning partnerships, group work and collaborative learning. Peers are other people in a similar situation or social group. The peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.

|                      |  |
|----------------------|--|
| <b>Benefits</b>      | <ul style="list-style-type: none"><li>• <b>Develops Individual Learning Skills</b> Development of higher-level thinking, oral communication, self-management, and leadership skills.</li><li>• <b>Promotes Interaction</b> Based on student experience and knowledge using activities that facilitate reflective learning opportunities promotes student interaction.</li><li>• <b>Self-motivate and self-directed</b> learning that offers minimum instruction and maximum autonomy increases ownership. Therefore, increases student retention, self-esteem, and responsibility.</li><li>• <b>Goal-oriented</b> activities and discussions that motivate inquiry and further research increases exposure to and increases understanding of diverse perspectives</li><li>• <b>Relevancy orientated</b> Students include practical application of what they are learning it prepares them for real-life social and employment situations. They can easily move from theory knowledge to hands-on problem solving autonomously.</li></ul> |
| <b>Digital Tools</b> | <ul style="list-style-type: none"><li>• <u><a href="#">Answer Garden</a></u> is a new minimalistic feedback tool. Use it for real-time audience participation, online brainstorming, and classroom feedback. Post it in a tweet or you can embed it on your website or blog to use it as a poll or guestbook.</li><li>• <u><a href="#">Diigo</a></u> is one of the best tools in regard to extensions for annotating, archiving and bookmarking webpages. Additionally, it allows users to</li></ul>   |



|                  |  |
|------------------|--|
|                  | <p>highlight any part of a webpage and attach sticky notes to specific highlights or a whole page.</p> <ul style="list-style-type: none"> <li>• <a href="#">Flinga</a> whiteboard offers versatile visualization tools for collaborative knowledge building. The entire classroom can simultaneously participate in a new, easy, and fun way. Students can easily produce content together directly via a browser. With FLINGA Wall it is possible to collect learners' comments, questions, and answers quickly and easily for all to see.</li> <li>• <a href="#">Dropbox</a> is a file hosting platform that can be shared with other people via a link without sharing large attachments. Participants are invited to engage, view, share and collaborate.</li> <li>• <a href="#">Zoom</a> is a secure, reliable video platform for all types of collaborative communication, meetings, chat, instant messaging, phone, webinars, online events. Primarily used as a face-to-face collaboration tool</li> </ul> |
| <i>Resources</i> | <a href="#">How to Optimise Your Deliver of Collaborative Learning</a>   |

### Jigsaw Method



The jigsaw technique is a method of organizing classroom activity that makes learners dependent on each other to succeed. Jigsaw is a tried and trusted cooperative learning technique that allows students to create their own learning. Learners are divided into groups and each group is given different pieces of information that they have to learn sufficiently to teach to another

group. This allows learners to become experts in what they have learnt as they teach others. When every group has learnt their information, they are arranged into new groups, made up of a member of each of the small groups, like a jigsaw of different information pieces coming together into each new group. Every member then shares what they have learnt, bringing the lessons to life, and enabling students to create their own learning by engaging with one another and the material.

|                 |   |
|-----------------|---|
| <i>Benefits</i> | <ul style="list-style-type: none"> <li>• <a href="#">Direct engagement</a> Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding</li> <li>• <a href="#">Learn self-teaching</a> Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn</li> <li>• <a href="#">Learn peer teaching</a>. Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam. They learn how to promote discussion, collaboration and problem-solving. <i>'Peer teaching involves one or more students teaching</i></li> </ul> |
|-----------------|---|



|                      |   |
|----------------------|---|
|                      | <p><i>other students in a particular subject area and builds on the belief that “to teach is to learn twice” (Whitman, 1998)</i></p> <ul style="list-style-type: none"><li>• <b>Active Learning</b> Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions</li><li>• <b>Build Collaborative Skills</b> Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique teachers can now focus on building comprehension, teach problem solving, improve listening skills and develop cooperative ‘team’ learning.</li></ul>  |
| <i>Digital Tools</i> | <ul style="list-style-type: none"><li>• <b>Padlet</b> is a virtual “wall” or ‘bulletin board’ where students and teachers can collaborate, reflect, share links and pictures in a secure location. Students can post their answers for the whole class to see. Teachers can then collate answers for discussion, clarification, and future review. Padlet allows users to create a hidden wall with a custom URL. Padlet creators can also moderate posts, remove posts, and manage their board 24/7.</li><li>• <b>Pearltrees</b> is a free, visual and collaborative library that lets you organize web pages, files, photos and notes to retrieve and share them anywhere easily. This tool helps collate research online in a visual manner, it is easy to share with other learners and educators and it is easy to adopt. Leverage Pearltrees' community to discover amazing stuff related to your interests and enrich your account.</li><li>• <b>Diigo</b> is one of the best tools in regard to extensions for annotating, archiving and bookmarking webpages. Additionally, it allows users to highlight any part of a webpage and attach sticky notes to specific highlights or a whole page.</li></ul> |

### *Problem-Based Learning*



PBL is one of the most empowering ways to seat students at the forefront of their own educational experience. PBL engages students by using real-world challenges, problems, and scenarios to evoke critical thinking, problem-solving, collaboration, and self-management. It pushes students to be innovative, creative, open-minded, and logical. It also offers opportunities to collaborate with others in a hands-on, active way. The learners then present their solutions to the group and class. PBL is an effective teaching strategy in that it engages learners and makes students more aware of real-world issues. It develops deeper learning competencies that learners can use throughout their studies and careers.



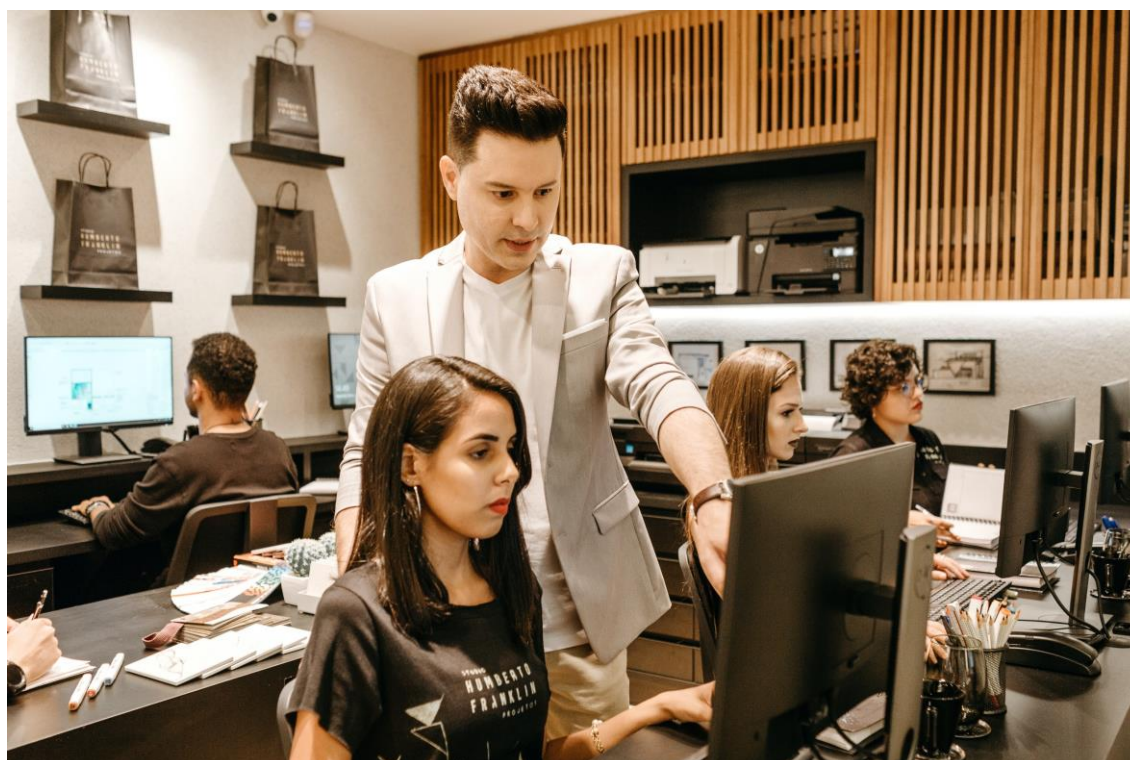
|                      |  |
|----------------------|--|
| <i>Benefits</i>      | <ul style="list-style-type: none"><li>• <b>Promotes self-learning</b> As a student-centred approach, problem-based learning pushes learners to take initiative and responsibility for their own learning. Students take control of their own learning as they are pushed to use research and creativity, they develop skills and become more effective and efficient in performing tasks, solving conflicts, and evaluating decisions in their lives as opposed to other forms of education that focus on preparing one for life (Smith, 1999)</li><li>• <b>Highly engaging</b> Instead of sitting back, listening, and taking notes, problem-based learning puts students in the driver's seat. They must stay sharp, apply critical thinking, actively engage their minds to think outside the box to solve real-world problems.</li><li>• <b>Develop transferable skills</b> The abilities students develop don't just translate to one classroom or subject matter. They have an increased rate of retention of content and can apply the skills to future learning as well as life beyond, from taking leadership to solving real-world dilemmas.</li><li>• <b>Improve teamwork abilities</b> Many problem-based learning projects have students collaborate with classmates to come up with a solution. This teamwork approach challenges learners to build skills like motivation, lifelong learning, collaboration, communication, compromise, and listening.</li><li>• <b>Encourage intrinsic rewards</b> With problem-based learning projects, the reward is much greater than a grade on an assignment. Students earn the self-respect and satisfaction of knowing they've solved a riddle, created an innovative solution, or manufactured a tangible product. They can study and learn in the context and gain the acknowledgement almost immediately, meaning learning feels good.</li></ul> |
| <i>Digital Tools</i> | <ul style="list-style-type: none"><li>• <b>Educurious</b> is a website with supplemental apps that aims to turn students into “developing experts” by connecting them with real-world mentors. The site includes a Common Core-aligned curriculum that works to include 21<sup>st</sup>-century technology, problem-based learning skills, and connections with experts.</li><li>• <b>NewsELA</b> is an incredible website that offers news articles from several major publications in several different reading levels. It works well with encouraging students to think critically and ask meaningful questions about the world around them. Plus, it features articles on all different subjects, such as science, math, and history.</li><li>• <b>Padlet</b> When students are engaged in collaborative work, Padlet is a great tool for the classroom. It works like an online bulletin board where students can post ideas, images, videos, and more. With problem-based learning, Padlet works as an excellent starting point</li></ul>  |





where students can post research questions and post the answers they find as they research.

- [Problem Based Learning Experience](#) This unique app features a collection of starter questions to help students and teachers begin problem-based learning activities. Each starter question also contains links to other resources to help students work to solve the problem in a real-world way.
- [Project Foundry](#) is a popular learning tool that enables students to plan their own learning and track their progress. It also makes organizing student projects much easier for students and teachers. Schools also love that Project Foundry gives students the chance to build digital portfolios – a necessary skill in today’s evolving technological culture.
- [TED Ed](#) is a fantastic resource for helping students gain insights into real-world problems. The site’s collection of engaging videos works well to inspire students to want to learn more and take the initiative – both are components necessary for problem-based learning.
- [The Knowledge Compass](#) is a wonderful way to help students formulate questions and begin the research process. The website provides several different types of questions to help students ask the right questions to guide their research.







## *Inquiry Based Learning*



Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing

facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion.

IBL is useful as we retain 75% of what we do compared to 5% of what we hear and 10% of what we read. Inquiry-based learning allows students to better understand and recall material by actively engaging with it and making their own connections!

|                      |   |
|----------------------|---|
| <i>Benefits</i>      | <ul style="list-style-type: none"><li>• <b>Preps" the Brain for Learning:</b> Starting class with a short activity helps students absorb information throughout the day. Piquing their curiosity through an activity that makes them inquire about something at the beginning of class prepares their brain for learning through intellectual stimulation.</li><li>• <b>Cultivates Skills for All Areas of Learning;</b> students build their comprehension, critical thinking, and communication skills. Continuous use of their cognitive skills helps not only in class but in day-to-day life.</li><li>• <b>Deepens Understanding;</b> their curiosity helps them engage and gain a deeper understanding of topics and content, instead of primarily memorizing and recalling rules, ideas or formulas. Students can make their own connections about what they learn.</li><li>• <b>Creates Ownership;</b> Students explore topics of interest to them, in addition to others, reinforcing autonomy in learning. They engage and learn in the style that works best for them. The use of open questions promotes students to utilize their own methods and thinking styles to solve problems, putting themselves at the centre of the experience.</li><li>• <b>Promotes Engagement;</b> This active learning method encourages students to immerse themselves in the learning process. Through the exploration of different topics, they make connections, ask questions, and learn more effectively as they reach their conclusions.</li><li>• <b>Enhances Learning;</b> Students learn transferable skills which reinforce initiative and self-direction. They learn how to ask questions, discuss topics, collaborate on assignments, cooperate and reach their own conclusions.</li><li>• <b>Creates a Love of Learning;</b> When students can exercise autonomy over their learning process, they become more engaged, which helps develop a passion for exploration and learning on a higher level.</li></ul> |
| <i>Digital Tools</i> | <ul style="list-style-type: none"><li>• <b><u>Edpuzzle</u></b> allows you to use only what you need from any video, insert</li></ul>  |



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|--|--|
|  | <p>audio notes or record over a video with your voice, and add questions at any point in the video.</p> <ul style="list-style-type: none"><li>• <a href="#">Canva</a> is a graphic design platform, used to create social media graphics, presentations, posters, documents, and other visual content. The app includes templates for users to use.</li><li>• <a href="#">MindMeister</a> is a very good tool students can use to create mind maps and brainstorm complex topics. Mind maps can include a wide variety of multimedia including text, images, icons, links, and attachments. It also supports offline editing and syncing. Mind maps can be exported to Word, PowerPoint, PDF, and in the form of an image.</li><li>• <a href="#">Prezi</a> is a powerful web tool that allows you to create visually appealing presentations. You can start with a professionally designed template from Prezi's library then use images, text, videos and zooming features to enhance your presentation. You can also collaborate with colleagues to build presentations.</li></ul> |
|--|--|

### *What Educators Should Consider When Creating Your Innovative Learning Content and Delivery Techniques*

Based on what you have just learned when designing successful innovative learning, techniques, and delivery it is worth considering:

- The **appropriate tool, app or technology** (for example, software that allows for threaded discussions)
- Include **clear guidelines** on learner/participant behaviour, such as written codes of conduct for participating in discussions, and ensuring that they are enforced
- Learner **orientation and preparation**, including technology orientation and explaining the purpose of group
- Learning or group understanding of what the **clear goals and learning objectives** are
- The choice of **appropriate topics** should complement and expand issues in the study materials and are relevant to answering assessment questions
- Set an appropriate 'tone' or requirements for discussion (for example, respectful disagreement, evidence-based arguments);
- Clearly define the learner(s) **roles and expectations**, such as 'you should log in at least once a week to each discussion topic and make at least one substantive contribution to each topic each week
- **Monitoring the participation of individual learners**, and respond accordingly by providing the appropriate scaffolding or support, such as comments that help learners develop their thinking around the topics, referring them back to study materials if necessary, or explaining issues when students seem to be confused or misinformed
- **Regular, ongoing instructor 'presence'**, such as monitoring the discussions to prevent them getting off-topic or too personal, and providing encouragement for those that are making



real contributions to the discussion, heading off those that are trying to hog or dominate the discussions, and tracking those not participating, and helping them to participate

## Sample YDSI Training Timetable (11 Days)

The below table is designed to deliver the complete YDSI OER Modules. The YDSI OERs are designed in a way that they can be downloaded, modified shortened, mixed up or become part of an existing or new curriculum. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the OERs and modules can be downloaded and printed or accessed via student mobile devices.

**Resources** depend on what is available and what your learner's individual needs are. At a minimum, you will need a reliable mobile, laptop or computer device with internet access and a comfortable environment with a chair and working space for each learner. Other optimal resources; printer and paper, earphones, traditional school supplies, television screen, white screen, whiteboard with markers and butcher paper.

### Module 1 (3 Days, 79 Slides) Digital Social Innovation

#### Introduction (Slide 1 -5)

Day 1

**Topic 1 What Is Digital Social Innovation?** Explains and defines each of the above Young Digital Social Innovation, providing examples, case studies, solutions, and further research material (loads of links for further reading) (Slide 6 – 22)



22 Slides, 3-4 hours

Day 2

**Topic 2 Young People are Leading the Way!** Spotlight on the skills characteristics, skills & traits of YDSI's. (Slide 23 – 52)



29 Slides, 3-4 hours

Day 3

**Topic 3 How YDSI is Changing the World for the Better!** Explains the different types of technologies in DSI with examples of how they are already impacting the world in profound ways. (Slide 53 – 73)



20 Slides, 3-4 hours



## Module 2 (2 Days, 75 Slides) Opportunities For Young People

### Day 4

#### Introduction (Slide 1 -5)

**Topic 1** Fostering Digital Social Innovation to tackle the biggest global issues through SDGs 1 – 5: Poverty, Hunger, Wellbeing, Education and Equality (Slide 6 – 55)



55 slides, 6-7 hours

### Day 5

**Topic 2** Fostering Digital Social Innovation to tackle the biggest global issues through SDGs 6-11: Clean Water, Energy, Employment, Industry & Infrastructure, Inequality and Sustainable Communities (Slide 56 – 62)

**Topic 3** Fostering Digital Social Innovation to tackle the biggest global issues through SDGs 12-17: Consumption & Production, Climate Change, Oceans, Land, Society and Partnership. (Slide 63 – 75)



19 slides, 3-4 hours

## Module 3 (1 Day, 61 Slides) Applying Design Thinking to DSI

### Day 6

#### Introduction (Slide 1 -17)

**Topic 1** Mastering and Implementing Design Thinking: Empathise – Define – Ideate – Prototype - Test (Slide 17 – 61)



61 slides, 7 – 8 hours



## Module 4 (2 Days, 66 Slides) Driving Your Business Forward

### Introduction (Slide 1 -5)

Day 7

**Topic 1** How to Set Up a DSI Business: Get Online, Who to Contact, Company Type, Registration and Collaboration (Slide 6 - 15)

**Topic 2** The Power of Being Part of an Innovative Space: Understanding Incubators, Accelerators, Dedicated European Social Innovation Support Spaces, Communities of Changemakers, Scholarships, Programs, Digital Makerspaces (Slide 16 – 37)



37 slides, 4-5 hours

Day 8

**Topic 3** The Power of Being Part of an Innovative Space: Collaborative Networks and Platforms, Y Combinator, Living Labs, Makerspaces and Fab Labs, European Level Support (Slide 38 – 66)



19 slides, 3-4 hours

## Module 5 (2 Days, 67 Slides) Finance and Funding Your DSI

Day 9

### Introduction (Slide 1 -4)

**Topic 1** How to Start a Lean Social Innovation Business or Project: Understand Your Market, Get Advice, Your Mission, Funding, Business Plan, Find Your Cheerleader. (Slide 5 - 10)

**Topic 2** Frugal Innovation Meets Social Innovation: The Difference Between Digital and Frugal Innovation, Frugal Innovation Mindset, ICT Approaches (Slide 12 – 29)



29 slides, 4-5 hours

Day 10

**Topic 3** Funding Your DSI: Impact Investors, Crowd Funding, Challenge Prizes, Start-Up Social Innovation Networks, Enterprise Agency Funding and Supports, Pitching to Investors (Slide 30 – 67)



37 slides, 4-5 hours



## Module 6 (1 Day, 61 Slides)

### Finance and Funding Your DSI

Day 11

#### Introduction (Slide 1 -3)

**Topic 1** The Power of Storytelling Reaching Hearts and Minds: Telling Stories of Impact, Connecting with Your Audience, Creating a Story, Storytelling Platforms and Digital Tools, How to Be a Digital Story Teller (Slide 4 - 61)



61 slides, 7-8 hours

Since the learning materials are quite intense and new to the teachers and learners, it is recommended to spread the information across multiple days. We have developed the timetable above as a recommendation to help split up the topics and allocate the required or suggested delivery time over 11 recommended days. It may take you longer or less time depending on the type of innovative learning you adapt the modules to or if you engage in the exercises as part of the delivery or separate. For the best processing, you can choose to spread the days across weeks, so for example one day per week.

## Useful Links – YDSI Online Resources

| YDSI Website                      | <a href="https://www.ydsi.eu/digital-social-innovation/">https://www.ydsi.eu/digital-social-innovation/</a>  |
|-----------------------------------|--|
| YDSI “All you need to know” Guide | <p>The “All you need to know” Guide to Digital Social Innovation for Young People raises awareness and commitment to introducing Young Digital Social Innovation (YDSI) into work with young people. This document is aimed at youth educators, managers of youth-serving organisations and youth/education stakeholders. We want everyone to be inspired and motivated by introducing DSI education into their organisations.</p> <p>The YDSI “All you need to know” Guide is a comprehensive and user-friendly digital publication that makes a clear case for the relevance of DSI, how it relates to key competencies, and how it can be taught effectively in non-formal education.</p> <p><i>The Guide is available in <a href="#">English</a>, <a href="#">Turkish</a>, <a href="#">Finnish</a>, <a href="#">Romanian</a></i></p> |
| YDSI Toolkit                      | <p>The objective of the YDSI Toolkit is to provide practical guidance and tools for youth educators (and managers of organisations) wishing to incorporate Young Digital Social Innovation (YDSI) activities into their youth work strategies, with a particular focus on increasing their confidence in using digital tools and apps.</p>   |





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|  | <p>The <b>Young Digital Social Innovators' Toolkit</b> is an interactive, digital resource to guide youth educators through 20 free tools/apps useful for social innovation, highlighting their specific strengths and appropriate pedagogic strategies.</p> <p>The <b>Toolkit</b> provides information about each tool – how they work, strengths and weaknesses, how to get started and an overall review.</p> <p><i>The Toolkit is available in <a href="#">English</a>, <a href="#">Turkish</a>, <a href="#">Finnish</a>, <a href="#">Romanian</a>.</i></p>  |
| <b>YDSI Curriculum &amp; OERs</b>                            | <p><b>YDSI Curriculum &amp; OERs</b> is a suite of learning resources designed to benefit disadvantaged young people who will learn high-quality digital social innovation education. They will develop to be a social innovation leader, changemakers or entrepreneur and develop their digital and entrepreneurial skills to bring their ideas to life. The OERs are designed to instil confidence through structured, interactive, and engaging content that is practical and relevant to their existing lives and experiences. Young people will be inspired and motivated to develop, connect, market, and manage their social innovation enterprise or project!</p> <p><b>YDSI Curriculum &amp; OERs</b> include learning objectives, learning outcomes, videos, case studies, activities, quizzes, discussion topics and so much more to further ensure the learning is adaptive, engaging, relevant and flexible to innovative learning methods. These resources are designed to be used together or separately to deliver youth focused DSI learning, especially for at-risk young people.</p> <p><i>The OERs are available in <a href="#">English</a>, <a href="#">Turkish</a>, <a href="#">Finnish</a>, <a href="#">Romanian</a>.</i></p> |
| <b>YDSI Online Course &amp; Knowledge Exchange Platform.</b> | <p><b>Young Social Digital Innovators' Online Course &amp; Knowledge Exchange Platform.</b> Based on the OERs, this is a free, open online learning resource that develops young people's digital social innovation skills in a multilingual, user-friendly format.</p> <p><a href="https://www.ydsi.eu/">https://www.ydsi.eu/</a></p>   |
| <b>Facebook</b>  | <p>@youngdigitalsocialinnovatorseu</p>   |



## YDSI Project Partners

### European Partners Involved in the Development of the YDSI Course and Resources

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| <b>Omagh Enterprise</b><br><i>Northern Ireland</i>                  | <b>Omagh Enterprise</b> promotes enterprise and support start-up, growth and social economy businesses in the area. The company's vision is to be a world-class local enterprise agency for the entrepreneurs and small businesses of the region.  |
| <b>Momentum</b><br><b>[educate+innovate]</b><br><i>Ireland</i>      | <b>Momentum</b> is one of Ireland's leading entrepreneurship specialists. Although competent in all aspects of training, they especially employ a rigorous approach to curriculum development, authoring tools, and creative content generation.   |
| <b>Burged</b><br><i>Turkey</i>                                      | <b>Burged</b> is an education, training and knowledge-based application partner which is actively involved in the development of education technologies, entrepreneurial education, and the development of e-learning training courses.  |
| <b>Olemisen</b><br><i>Finland</i>                                   | <b>Olemisen</b> is a research-based entity and conducting research and development studies in the fields of formal education, training, establishing national and international networks, combining theoretical and methodological studies with real-life field studies.   |
| <b>EUEI</b><br><i>European<br/>E-learning Institute<br/>Denmark</i> | <b>European E-learning Institute (EUEI)</b> specialises in the creation of powerful online platforms, immersive educational environments and provision of resources and tools to create truly valuable learning experiences. As an organisation, EUEI places tremendous worth on the informal and flexible nature of continuing education and crafting flexible, online learning courses for those wishing to improve themselves and stay ahead in their careers and business. |
| <b>IDEI</b><br><i>Romania</i>                                       | <b>IDEI</b><br><br>IDEI is designed to be a source of ideas, development and innovation in the education and wellbeing of young people. IDEI specializes in offering young people accessible educational resources and opportunities meant to help them reach their full potential while embracing cultural diversity, gender equality and understanding and commitment to European values.  |



More Information on YDSI Partners Click [Here](#)



*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein 2019-2-UK01-KA205-062298.*

Co-funded by the  
Erasmus+ Programme  
of the European Union

