

Digital village

Participants attend a digital information day designed as a digital marketplace in their neighbourhood. They bring their own questions and devices, such as smartphones, tablets and laptops. At the event, they receive individual support from digital experts and educators who are familiar with the use of emerging technologies.



Learning objectives

This scenario

- Promotes democratic discourse and enables digital participation
- Reduces barriers to using Emerging Technologies
- Fosters self-efficacy and empowerment
- Strengthens security awareness: Recognition of personal and public risks (e.g. downloads, data protection, fraud, fake news)

Target group

People with limited digital skills and people who are uncertain about using digital technologies and AI. Their skill level is heterogenous and unknown in advance.

Level

Advanced 

Length

3 x 120-180 min

Mode

In-person



To study and prepare before the scenario



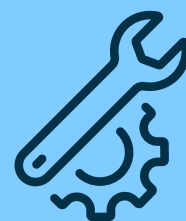
The tools and resources collected by the ETHLAE project serve to support the preparation of local mediators/experts, who ideally should be both IT experts and experienced adult basic skills educators. Educators can use the following resources to get familiar with AI and democracy topics before organising the digital village info day:

- INFINITE Erasmus + project by All Digital: [AI literacy toolkit](#)
- [Online training on AI in Education](#)
- EU Academy: [Adopting Emerging Technologies in Education](#)
- [Experience AI](#)
- YouTube video: [How teachers are taming AI](#)
- [Welcome to the world of fair AI](#)
- [AI toolkit by Raspberry Pi Foundation](#)
- [Digital empowerment in the age of AI and other emerging technologies for adult educators](#)
- UNESCO: [Guidance for generative AI in education and research](#)
- [Demooc course on democracy](#)
- [EBmooc 2025 – Onlinekurs für Erwachsenenbildner*innen](#)
- [Magazin Erwachsenenbildung: Künstliche Intelligenz und Erwachsenenbildung](#) (Online Adult Education Journal: Issue 55, June 2025: AI and Adult Education)
- [The AI Pedagogy Project](#)

The mediators should be flexible enough to respond to visitors' questions that are unknown in advance, to adapt to the needs and interests of the visitors, but also to take advantage of and encourage their willingness to engage in discussion.

Further resources needed

- Mobile market stalls with Wi-Fi, laptops, information material
- Multilingual advice
- Flyers and word-of-mouth advertising



This scenario is based on the 'Digital Village' project by [Lernraum Wien](#) | Alfacentrum (Die Wiener Volkshochschulen) and was transformed to a learning scenario by Austrian Adult Education Association (VÖV). It is aimed at residents of Vienna who need support in using digital devices and applications as well as new technologies (ET). The learning activities take place in neighbourhood centres, parks, and courtyards.



Description of the learning scenario

Typical activities at the digital information day

- Installing apps and managing storage space
- Using AI, prompting
- Transferring photos from smartphone to laptop
- Scanning QR codes and setting up mobile phone signatures
- Booking appointments online (e.g. doctor, authorities); Digital Participation (Social media à Elections)
- Current topics: Green Pass, climate bonus entry on FinanzOnline
- Use European Digital Identity (EUid) and discuss its usefulness

Roles

- Learners: Bring your own questions and devices, try out solutions for yourself
- Facilitators / Educators: Offer support, explain in simple terms, encourage independent action

Things to note

What is required from facilitators?

- Facilitators should be experienced adult educators with knowledge of digital tools as well as democratic participatory teaching/learning concepts and multilingualism.
- The demands on the facilitators are high: flexibility, acceptance of the equality of the visitors and the relevance of their questions, willingness to engage in discussion.
- Facilitators need to have administration rights in order to install programmes and apps.

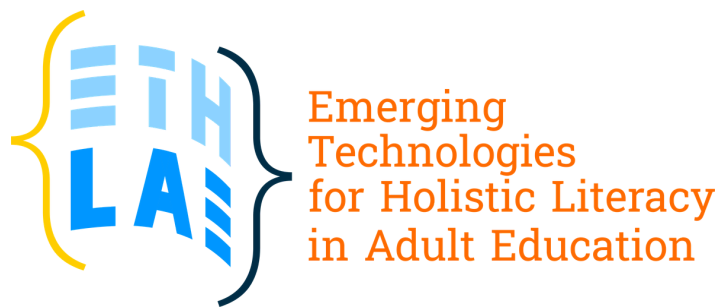
How is the learning outcome evaluated?

- Informal: Observation of independence in solving tasks and lively debate
- Indicators: Participants can complete digital tasks independently (e.g. making appointments, checking data)

What else should the educator take into account?

- Outreach education: Learning opportunities come to the people, not the other way around.
- Low-threshold access: No course registration necessary, open consultation.
- Needs-oriented: Content is based on the current concerns of the participants.





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