



Experts workshop on descriptors of

# Digital Competence

## Criteria for establishing levels

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# Criteria for unravelling levels

From the case studies, 3 main criteria:

- age of target group
- cognitive complexity
- width or depth of the application related content

# Age of target group

- the older the learner/user, the higher the level
- contradicts “digital natives” rhetoric
- notable exception: elderly
- autonomy of learners: support from teachers or peers is foreseen at lower levels, for higher levels independent work

# Cognitive complexity

- most widespread
- capability to evaluate own work/needs
- for some frameworks: technical skills as the basis, communication and information management as higher skills
- knowledge > use > creation

## Width or depth of the application-related content

- the higher the level, the higher the number of application that the user is expected to know/be able to use
- the higher the level, the higher the functions of a given application the user is expected to know/be able to use
- highest level: programming skills



# European Qualification Framework

## Skills:

In the context of EQF, skills are described as **cognitive** (involving the use of logical, intuitive and creative thinking) and **practical** (involving manual dexterity and the use of methods, materials, tools and instruments).

- 1 basic skills required to carry out simple tasks
- 2 basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- 3 a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- 4 a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- 5 a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- 6 advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- 7 specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- 8 the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice



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## Which criteria for establishing levels?

- Case studies analysis, 3 criteria: age, cognitive complexity, application-related content
- EQF: 2 main criteria (from 'basic skills' to 'evaluation'; from 'carry out tasks' to 'solve critical problems')
- Participant definition: active use vs passive use
- Any other criteria?

## Discussion

- define criteria for establishing levels
- take one area of digital competence and develop possible level descriptors



Thank you for your attention

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<http://is.jrc.ec.europa.eu/pages/EAP/DIGCOMP.html>