

Digital competence should be approached five angles, which are:

- cultural competence, which covers the understanding of the digital cultures and “being a digital native” and being able to navigate and work in the digital environments
- information and knowledge retrieval and assessment competence, which covers the skills required to find, critically assess and use the digital content
- active digital participation competence, which covers the skills of producing, validating, editing, enriching and updating digital content
- fair and rightful digital citizenship competence, which covers the fair use of digital content – e.g. the rightful way to use copyrighted content and to provide own content for the use of others (e.g. by cc-licenses)
- competence in using right it tools for rights purposes, which covers the technical skills in using the various tools provided (e.g. mobile platforms and devices etc.) and understand their potential and limitations.

Digital competence is the ability to keep abreast with the rapid changes in the area of ICT. It comprises the related knowledge and skills you need have to exploit ICT efficiently for your own purposes, be it for your personal or professional life.

Thus, digital competence can comprise very different knowledge, skills and attitudes depending on each person, their needs and their willingness or intrinsic motivation to participate in the information society.

Digital competence development is part of lifelong learning and a key competence.

From a personal perspective it comprises for example:

- the use ICT for specific professional purposes from basic user skills (word, excel, etc), or learn/use new applications as they are required (e.g. virtual conference tools, questionnaire tools, to have knowledge about pedagogical use of ICT.
- be able to use the social networking tools, I am interested in and have sufficient knowledge to protect my privacy;
- to keep updated/be aware about latest developments that could have implications for me and my family.
- ability to pass on knowledge to my children about ICT and possible dangers;
- make informed choices when to use ICT and when not.

Digital Competence as set of knowledge/tools necessary to be able for a given person to play an active role on using ICT. This would imply the capacity to produce a minim set of content, of different format, the capacity to modify content produced by others (and available to be modified) and the understanding of the fact that ICT does not only mean browsing or reading a post (e.g. passive use).

Digital Competence: mastering ICT is part of the wider common grounding for lifelong learning. Digital competence postulates a progressive appropriation of digital tools and of communication and information seeking modes, through a responsible, civic and critical approach. It is the role of schools to insert it among its educational priorities.

Digital competence encompasses the knowledge and skills required to use ICT competently in a particular social, educational and work context. In order to be digitally competent, an individual must have first attained a required level of digital literacy, which encompasses the knowledge and skill required to participate in essential ICT user activities.

There are rapid and major changes in the field of technology and learning. therefore, it seems important with a broad understanding of the concept of digital literacy, as situated along an axis ranging from the more basic use of ICT to more a more critical investigative and complex problem solving. the concept of digital literacy is defined as 'the application of acquired knowledge, skills and attitudes through the use of ICT to perform a task satisfactorily in a particular context' this definition is in alignment with a more scholastic perspective on digital literacy, and the definition contains both the functional use of ICT and more advanced problem-solving with ICT. Further, the definition is relevant to how digital literacy goals are described in the lower secondary school curriculum.

A citizen is digital competent if he/she is able to make use of digital means to reach personal goals.

Digital literacy to enable constructive and creative social action which entails:

- understand both how and why media messages are constructed, and de-constructed and for what purposes and underlying interests
- examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors and underlying reasons for this
- apply some fundamental self-directed guidelines of the ethical/legal issues surrounding the access and use of media and understanding that these may vary in different social constructs
- understand and utilize the most appropriate media creation tools, characteristics and conventions efficiently, creatively and purposefully
- use and understand the properties of different digital technologies to efficiently, creatively and purposefully as a tool to research, structure/restructure, evaluate, manage, communicate, problem solve; create and co-create and share content and prototypes in different social contexts

elements – linked to key competences:

cognitive, cultural, constructive, communicative, self-efficacy, resilience, self confidence ,
creative, critical civic, collaborative

Digital competence:

a demonstrated ability to apply knowledge, skills and attitudes in a way that increases

- quality of life**
- quality/ effectiveness of work**

supported by digital tools and media.

Digital competence

the digitally competent adult will be able to integrate in a holistic way:

- a conceptual understanding (let's say a mind map) of the digital world – what can be created, stored, edited, integrated and shared and what kinds of transactions can be mediated...and...where (locally on my own device or on a network or in the cloud) and under whose control (questions of trust, identity, privacy etc.)
- choice from the menu of possibilities of the particular set of digital activities that is personally relevant and matched to each individual:
“i know what is possible”. “i know what i personally want to do”.
- mastery of the basic (core) digital literacy skills for engagement with ict and the internet on fixed or mobile devices
- mastery of the skills needed to engage with public and private service providers...relating to both needs (egov services, book flights, hotels, pay bills etc.) and interests (social media, skype friends, play online games, learn online...etc.)
- mastery of specific skills pertinent to each activity the individual wishes to engage in
- mastery of specific, work-related eskills (basic to advances depending on occupation).

Digital competence is a concept describing technology-related skills, and more widely, ability to function in a digitalized world.

Technology related skills sum up from technology-, ICT- and digital skills & understanding of digital devices. more generic life skills in digitalized world (information society) consists of combination of learning skills, leadership skills, entrepreneurship skills, organisational skills, social & communications skills, and finally awareness of ethics, security and culture.

Digital competence refers to a person's knowledge and skills concerning her/his interaction with digital media.

Digital competencies are mainly domain-specific; these are related to

a) different forms of digital media

computer, internet, white board, video projectors

b) different modes of interaction with digital media

looking for information,

presenting information,

acquiring knowledge and skills (=learning) using econtent,

problem solving using computer simulations,

communicating with others, synchronous and asynchronous,

collaborating in online communities,

participating in social web sites, chats and fora.

First of all, I would rather talk about "digital competencies", not a single "digital competence". The latter can be defined as a generic agency which is expected from any member of a digital society. On the other hand, digital competency is an integrated set of personal characteristics (e.g. knowledge, skills, attitudes, experiences, social capital) of a person, which represents his/her ability to perform certain tasks using digital technologies in a typical or new work/learning context and also to compare his/her performance with that of the other persons. there are several digital competencies which can be specified for different work/learning contexts (e.g. teacher, student, school principal). For instance, the main digital competencies of **primary school students** are:

- searching, categorising and evaluating information for a science project using digital tools
- recording and storing digital video, photos and audio during a class trip
- editing, sharing, annotating and remixing digital art pieces
- reflecting on one's learning experiences during a Comenius project using digital storytelling
- understanding and avoiding the threats to one's privacy and safety while communicating and collaborating with others online.

Digital competencies of teachers might include:

- finding, evaluating and using digital learning resources for her/his subject
- documenting and analysing the process and results of learning process using digital tools
- using learning management system moodle for teaching a course in blended mode
- planning and reflecting on one's professional development using personal e-portfolio
- leading online groupwork
- facilitating students' inquiry-based learning projects using online project management tools

Digital competence entails different dimensions. We should always have in mind the subject digitally competent, and the context in which this person develops his/her life professionally and socially. There are then levels of digital competence that depend on the age, the socio-cultural context, as well as the technical dimensions.

A dimension is “attitude”; attitude for using a digital tool to improve a process, a product, my personal life. so, the attitudinal aspect is key in competences, and of course in digital competencies.

Digital competence has also a social dimension; it can be part of a society, or not. So beyond the individual dimension, you can be digitally competent for the society in which you develop yourself as an individual. Summing up digital competent individuals does not guarantee the digital competence of a society, it is a necessary condition, but not sufficient. There should be a cultural background that allow for individuals to be digitally competent. And this is related to societal values, to the production system, to the position of the individual in this particular society, etc.

Digital competence refers to an individual's ability to use technologies to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in the community.

It is context-specific and it relies on the idea of technologies as tools (mediators). Given a specific task, a digitally competent person is able to choose the right "tool" to accomplish it and to use this tool in the most effective way.

Being competent is a disposition, meaning that someone can only show to be competent if that person behaves in a way that experts consider competent (or lives up to particular objective criteria) when put in particular circumstances. Thus being a competent baker means that, when put in a bakery shop, one can bake breads that live up to particular standards and one can do so in a way that satisfies expert bakers.

This story only applies in part to digitally competent behaviour. Being digitally competent is a key competence or a transversal competence in that it does show up in a lot of different contexts. It is similar in this sense to being entrepreneurial or creative. So, I may be a digitally competent researcher, whereas someone else is a digitally competent journalist or physician. We share abilities, but I could not be a digitally competent physician nor could the digitally competent journalist be a digitally competent researcher. What we share is the ability to easily uncover relevant content and be able to assess its reliability, or decide that such content is missing. What we also share is the ability to move about in social networks and converse with our peers, not just people we already know (our strong links) but also with people we do not know yet but are relevant and useful for our purposes (our weak links). So, there are two elements to being digitally competent, which coincide to being competent with respect to the web 1.0, the information web, and the web 2.0, the social web. To reiterate my point, I need to know my profession in order to be able to be digitally competent in either these senses. This probably also implies that there are profession specific aspects to being digitally competent, but I would need to explore that further through use cases and examples.

A digitally competent person has effective **ict skills**, an ability to **critically evaluate information**, and **social awareness**.

that is to say, they can use the most common technologies to safely find and/or publish digital resources, commonly via the internet. They can critically evaluate what they find, remembering that people and knowledge - even with good intention - can be fallible. They understand internet 'etiquette', and consider the appropriateness, consequences and longevity of information before broadcasting information online.