

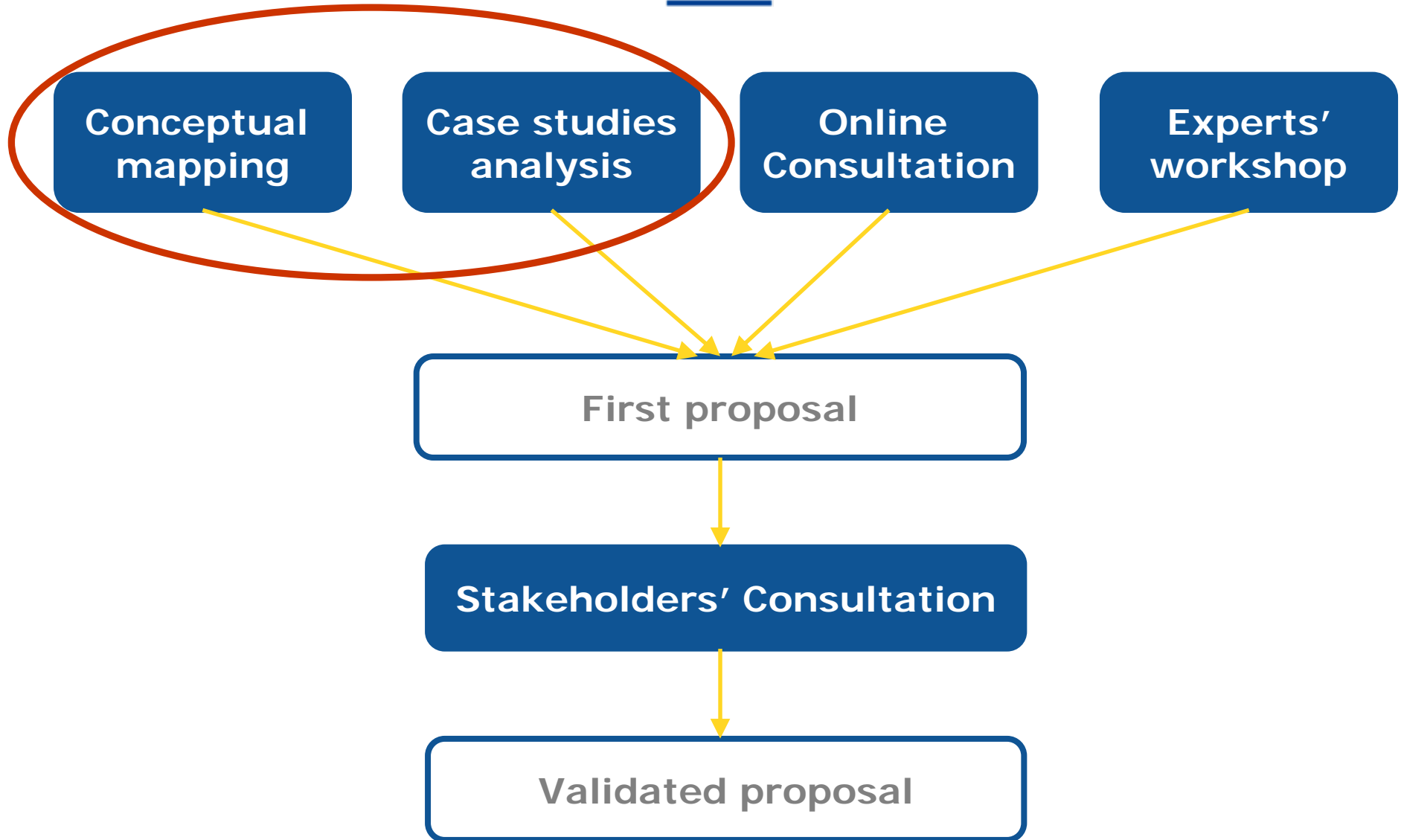


Experts workshop on descriptors of

Digital Competence

DIGCOMP project: state of the art

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1 March 2012



Methods

Conceptual mapping

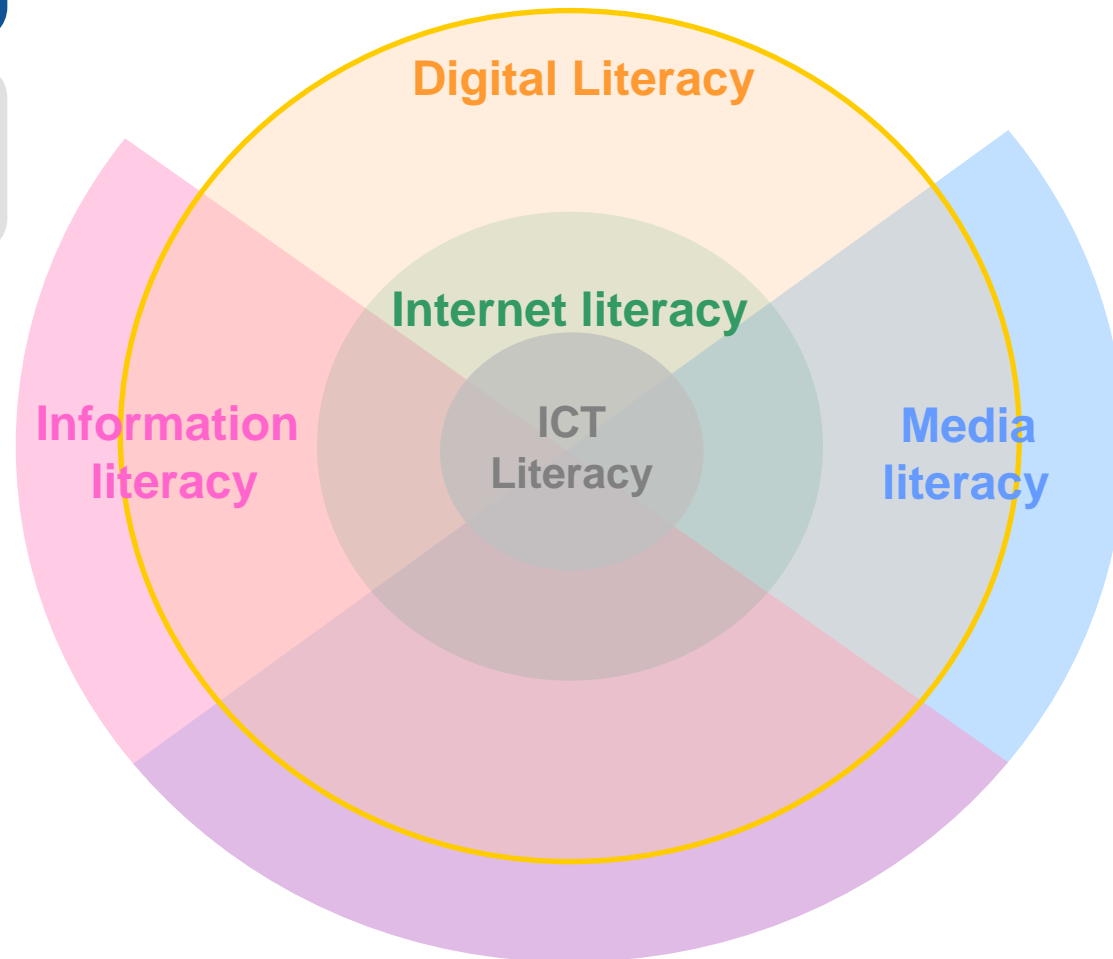
- *Scan of main literature*
 - *Workshop with policy-makers*
 - *Peer reviewed*
- > *Building blocks summarising competences*

Case studies analysis

- *Review of about 100 cases*
 - *Selection of 15*
 - *Reviewed by case owners*
- > *Comparing competence areas and definitions*

Conceptual
mapping

Case studies
analysis





Manage incoming information

Search and locate information
Communicate information and knowledge

Communicate and express through visual and dynamic media

Adapt and participate to digital intercultural communication

Benefit from a variety of people networks

Knowing and using relevant software

Using computer equipment

Locate, process and manage information in hyperlinked non-linear form

Critical evaluation of information content vs media presentation

Create personal information strategy with incoming information management

Awareness and openness to potential and limitations of ICT

Motivation and interest to use ICT for personal and community benefit

Willingness for sharing and collaboration

Acceptance and appreciation of diversity

Use digital tools for information

Evaluate media production circumstances

Evaluate information content

Ongoing personal development in digital and non-digital aspects

Sensible and correct behaviour in digital communications (privacy, security)

Responsible and ethical attitude for digital media use

Understanding of information sources

Knowledge of the role and uses of networked resources

Create new content and activities by mixing and matching existing information sources

Use networked information and communications for personal knowledge building.

Ethical use of information and media

Access and find media in different formats and platforms

Apply offline skills and competences in digital environments

Plan and execute goal-oriented activities in internet

Benefit from ICT for personal objectives in work, leisure and life in general.

Plan, execute and evaluate own digital actions

Critical attitude towards information and answers found

Reflective attitude to media influence and own digital competence

Create and store media

Select and use appropriate media

Benefit from co-existence of digital and traditional tools

Engage in and participate in digital media

Creating and managing digital identities

Collect and manage personal connections and resources

Confidence to improve and innovate with ICT

Autonomy in creating communications and expressions

Awareness of ICT opportunities for citizen participation

Confidence and interest in creating content



Conceptual mapping

Case studies analysis

UNESCO ICT Competence for Teachers

The United Nations, through the Millennium Goals (MDGs) and the UNESCO Educational World Summit for the Information Society Literacy Decade initiatives, has set a goal of improvement of education world-wide.



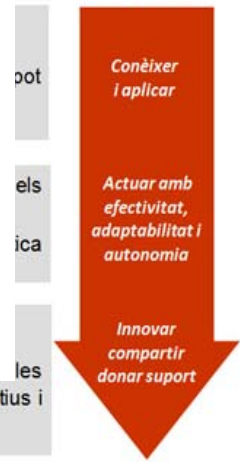
iSkills™



AIMS:

- to analyse how DC is currently developed and acquired
- to map sub-competences
- to compare current definitions

Per a què capacita?



Avançat

prestacions de les TIC, de construir usos alternatius i de donar suport a altres persones

ECDL

ECDL Foundation

International Actions

ECDL Foundation is the certifying authority of the leading international computer skills certification programme – ECDL / ICDL.

ECDL Foundation Position Paper on e-Productivity: How investing in ICT skills can boost productivity and drive economic growth. Read more



- Security
- Communication
- Cyberbullying
- Entertainment

	Name	Target group
1	ECDL	All citizens
2	ICT framework for schools in Ireland	Primary and lower secondary schools
3	UNESCO ICT Competency Framework for Teachers	Teachers
4	eSafety Kit	4 to 12 years old children
5	ACTIC	All citizens above 16
6	CML MediaLit Kit	Adult
7	Information literacy project – Scotland	Secondary schools
8	DigEuLit	All citizens
9	eLSe-Academy	Elderly
10	IC3 Internet and Computer Core Certification	All citizens
11	BECTA's review of Digital Literacy	Children up to 16 years old
12	iSkills	Adults
13	DCA	Secondary school students
14	Eshet-Alkalai's conceptual framework	All citizens
15	Pedagogic ICT licence	Teachers

An encompassing definition

Digital competence is the set of knowledge, skills, attitudes, abilities, strategies and awareness that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socialising, consuming and empowerment.



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to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge

effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively

for work, leisure, participation, learning, socialising, consuming, & empowerment



Learning domains



Tools



Competence areas



Modes



Purpose



2006 Key competences definition

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (EC, 2006)

2006 Key competences definition

Digital competence involves the confident and critical use of Information Society Technology (IST) **for work, leisure and communication**. It is underpinned by **basic skills in ICT**: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (EC, 2006)

To communicate

online and off-line
identities

behaviour in chats
and instant
messaging

online privacy

safe online profiles

sharing content

online and off-line
networking

Disseminate information
tailored to a particular
audience in an effective
digital format by:

- 1) Formatting a document to make it useful to a particular group;
- 2) Transforming an email into a succinct presentation to meet an audience's needs;
- 3) Selecting and organizing slides for presentations to different audiences;
- 4) Designing a flyer to advertise to a distinct group of users

Computer Hardware,
Peripherals and
Troubleshooting.

Computer Software.

Using an Operating System.

**computing
fundamentals**

Communication Networks
and the Internet

Electronic Communication
and Collaboration.

Using the Internet and the
World Wide Web.

The Impact
of
Computing
and the
Internet on
Society.

Common Program
Functions.

Word Processing Functions.

Spreadsheet Features.

Communicating with
Presentation Software.

**Key
applications**

living online

Question

All of the following represent good design principles when designing presentation slides EXCEPT:

→ Focus on factual knowledge

- A Use a single font size for all text in a presentation.
- B Avoid the use of too many colors on a single slide.
- C Do not include too many graphic elements in a single slide.
- D Use bulleted or numbered lists to organize lists or steps in a process.

Answer Complete

Question

Click and drag each cell address to the location of the cell in a worksheet.

→ Focus on operational skills

Location in Worksheet

the first row

J1

the fifth row

C5

the first column

A3

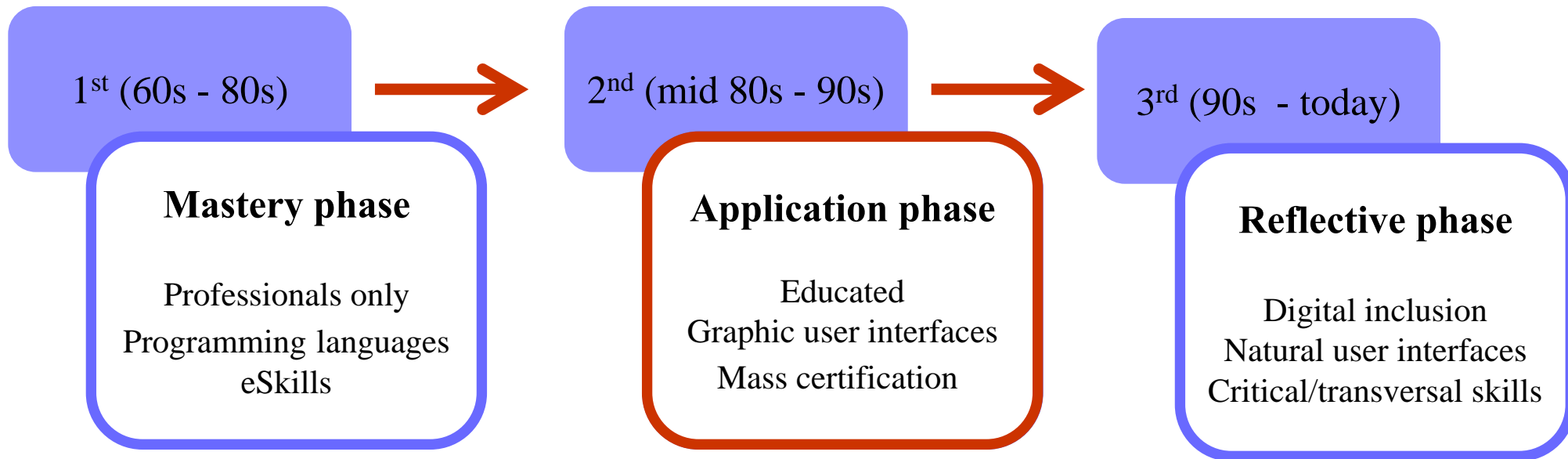
the fifth column

Cell Address

E4

Answer Complete

Erstad: 3 phases of digital literacy



**Many frameworks are based only on the assumptions
and needs of the second phase**

Reflective practices and prospective skills





INFORMATION MANAGEMENT

Description of Competence Identification, location, access, retrieval, storage, organisation and evaluation of information

Levels	Level 1	Level 2	Level 3
	basic - to be determined -	medium - to be determined -	advanced - to be determined -

Knowledge identifies information needs
understands digital information sources
interprets information
assesses and articulates information needs

Skills is able to retrieve information from search engines
knows how to store and manage digital information

Attitudes is critical about information sources
is aware of the limits of information retrieval mechanisms
searches from and selects resources effectively



Thank you for your attention

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