Experts workshop on descriptors of

Digital Competence

DIGCOMP project: state of the art

Anusca Ferrari
Project manager
JRC-IPTS
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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

UNESCO ICT Competence for Teachers

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

AIMS:

• to analyse how DC is currently developed and acquired
• to map sub-competences
• to compare current definitions
<table>
<thead>
<tr>
<th>Name</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ECDL</td>
<td>All citizens</td>
</tr>
<tr>
<td>2 ICT framework for schools in Ireland</td>
<td>Primary and lower secondary schools</td>
</tr>
<tr>
<td>3 UNESCO ICT Competency Framework for Teachers</td>
<td>Teachers</td>
</tr>
<tr>
<td>4 eSafety Kit</td>
<td>4 to 12 years old children</td>
</tr>
<tr>
<td>5 ACTIC</td>
<td>All citizens above 16</td>
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<tr>
<td>6 CML MediaLit Kit</td>
<td>Adult</td>
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<tr>
<td>7 Information literacy project – Scotland</td>
<td>Secondary schools</td>
</tr>
<tr>
<td>8 DigEuLit</td>
<td>All citizens</td>
</tr>
<tr>
<td>9 eLSe-Academy</td>
<td>Elderly</td>
</tr>
<tr>
<td>10 IC3 Internet and Computer Core Certification</td>
<td>All citizens</td>
</tr>
<tr>
<td>11 BECTA's review of Digital Literacy</td>
<td>Children up to 16 years old</td>
</tr>
<tr>
<td>12 iSkills</td>
<td>Adults</td>
</tr>
<tr>
<td>13 DCA</td>
<td>Secondary school students</td>
</tr>
<tr>
<td>14 Eshet-Alkalai's conceptual framework</td>
<td>All citizens</td>
</tr>
<tr>
<td>15 Pedagogic ICT licence</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
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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- 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)
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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
Focus on factual knowledge
Focus on operational skills
Erstad: 3 phases of digital literacy

1st (60s - 80s)
Mastery phase
Professionals only
Programming languages
eSkills

2nd (mid 80s - 90s)
Application phase
Educated
Graphic user interfaces
Mass certification

3rd (90s - today)
Reflective phase
Digital inclusion
Natural user interfaces
Critical/transversal skills

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

<table>
<thead>
<tr>
<th>Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>basic - to be determined -</td>
<td>medium - to be determined -</td>
<td>advanced - to be determined -</td>
</tr>
</tbody>
</table>

**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

Anusca.Ferrari@ec.europa.eu

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