Transnational Digital Competence Frameworks

Dr. Riina Vuorikari
Lead for the DigComp 2.2 update

Anastasia Economou
Lead for SELFIEforTEACHER

Joint Research Centre (JRC)
European Commission
Legal status of EU reference frameworks

e.g. DigComp and DigCompEdu
• The *subsidiarity concept* in the EU
e.g. in education and training the EU has no legislative powers

• **Open Method of Co-ordination**
  =an EU tool in policy areas that remain the responsibility of national/regional governments

  • Based on the *voluntary cooperation of its member states* - no directives, no official sanctions, the European Commission has primarily a monitoring role

  • Creates a *common understanding of problems* and helps to build consensus on solutions and their practical implementation.

  • *Soft law mechanisms* such as guidelines and indicators, benchmarking and sharing of good practice
Digital competence involves confident, critical and responsible use of, and engagement with digital technologies for learning, at work, and for participation in society.

(Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, ST 9009 2018 INIT)
Key features of DigComp and DigCompEdu
The Digital Competence Framework for Citizens (DigComp)

- **Information and data literacy**
  - 1.1. Browsing, searching and filtering data, information and digital content
  - 1.2. Evaluating data, information and digital content
  - 1.3. Managing data, information and digital content

- **Communication and collaboration**
  - 2.1. Interacting through digital technologies
  - 2.2. Sharing information and content through digital technologies
  - 2.3. Engaging in citizenship through digital technologies
  - 2.4. Collaborating through digital technologies
  - 2.5. Netiquette
  - 2.6. Managing digital identity

- **Digital content creation**
  - 3.1. Developing digital content
  - 3.2. Integrating and re-elaborating digital content
  - 3.3. Copyright and licences
  - 3.4. Programming

- **Safety**
  - 4.1. Protecting devices
  - 4.2. Protecting personal data and privacy
  - 4.3. Protecting health and well-being
  - 4.4. Protecting the environment

- **Problem solving**
  - 5.1. Solving technical problems
  - 5.2. Identifying needs and technological responses
  - 5.3. Creatively using digital technologies
  - 5.4. Identifying digital competence gaps

## European Framework for the Digital Competence of Educators

<table>
<thead>
<tr>
<th>Educators’ professional competences</th>
<th>Educators’ pedagogic competences</th>
<th>Learners’ competences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL ENGAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Organisational communication</td>
<td>2. Selecting</td>
<td>6.1 Information &amp; media literacy</td>
</tr>
<tr>
<td>1. Professional collaboration</td>
<td>2.1 Creating &amp; modifying</td>
<td>6.2 Communication</td>
</tr>
<tr>
<td>1. Reflective practice</td>
<td>2.2 Managing, protecting, sharing</td>
<td>6.3 Content creation</td>
</tr>
<tr>
<td>1. Digital CPD</td>
<td>2.3 Analysing evidence</td>
<td>6.4 Responsible use</td>
</tr>
<tr>
<td></td>
<td>2.4 Feedback &amp; planning</td>
<td>6.5 Problem solving</td>
</tr>
<tr>
<td><strong>DIGITAL RESOURCES</strong></td>
<td>3. Teaching</td>
<td></td>
</tr>
<tr>
<td>3.1 Teaching</td>
<td>3.2 Guidance</td>
<td></td>
</tr>
<tr>
<td>3.2 Collaborative learning</td>
<td>3.3 Self-regulated learning</td>
<td></td>
</tr>
<tr>
<td>3.3 Actively engaging learners</td>
<td>3.4 Facilitating learners’ digital competence</td>
<td></td>
</tr>
<tr>
<td><strong>TEACHING AND LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1 Accessibility &amp; inclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.2 Differentiation &amp; personalisation</td>
<td></td>
</tr>
<tr>
<td><strong>EMPOWERING LEARNERS</strong></td>
<td>5.3 Actively engaging learners</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>4.1 Assessment strategies</td>
<td></td>
</tr>
<tr>
<td>4.2 Analysing evidence</td>
<td>4.3 Feedback &amp; planning</td>
<td></td>
</tr>
</tbody>
</table>

Key features and functions of reference frameworks

What?
- Identify and describe key components in a conceptual reference model (e.g. areas + competences)
- Additional proficiency levels; examples of knowledge, skills and attitudes; etc. to guide curriculum development and (self-) assessment

Why?
- Provide an overall, complete and shared understanding of what digital competence is
- Shared vision and vocabulary enables sharing good practices among MS
- Measurement/monitoring of digital skills (e.g. Digital Skills Index)

Method:
- Strong scientific underpinning
- Consensus building with multiple stakeholders
- Updating and revising
Actions to encourage uptake
DIGCOMP FAMILY FRAMEWORKS AND TOOLS

INDIVIDUALS
- DigComp
  2013 - 2016 - 2017 - 2022 - JRC
- DigCompSAT Item Bank
  2020 - JRC

PROFESSIONALS
- DigComp Edu
  2017 - JRC
- SELFIE for TEACHERS
  2021 - JRC

ORGANISATIONS
- DigComp Org
  2015 - JRC
- SELFIE
  2018 - JRC

TOOLS

European Commission
SELFIEforTEACHERS items

**PROFESSIONAL ENGAGEMENT**
- Organisational communication
- Online learning environments
- Professional collaboration
- Digital technologies and school level infrastructure
- Reflective practice
- Digital life
- Professional learning (through digital technologies)
- Professional learning (about digital technologies)
- Computational thinking

**DIGITAL RESOURCES**
- Searching and selecting
- Creating
-Modifying
-Managing and protecting
-Sharing

**TEACHING AND LEARNING**
- Teaching
- Guidance
- Collaborative learning
- Self-regulated learning
- Emerging technologies

**ASSESSMENT**
- Assessment strategies
- Analysing evidence
- Feedback and planning

**FACILITATING LEARNERS’ DIGITAL COMPETENCE**
- Information and data literacy
- Communication and collaboration
- Content creation
- Safety and wellbeing
- Responsible use
- Problem solving

**EMPOWERING LEARNERS**
- Accessibility and inclusion
- Differentiation and personalisation
- Actively engaging learners
- Blended learning

**PROFICIENCY LEVELS**
- **A1** Newcomer – I am aware
- **A2** Explorer – I have tried
- **B1** Integrator – I use
- **B2** Expert – I analyse / reflect / redesign
- **C1** Leader – I support (others) / involve students
- **C2** Pioneer – I initiate/contribute (to the school or community)

Reflect on digital competence in six different areas
Exchange ideas and practices with colleagues
Plan professional development pathways
Different uses of reference frameworks in education, training and employment

- Policy formulation & support
- Instructional planning
- Assessment & certification
A user guide to the European Digital Competence Framework with 38 inspiring practices!

https://publications.jrc.ec.europa.eu/repository/handle/JRC110624
Monitoring policy targets that are high on the EU agenda...

EU wants 80% of adults to have digital skills by 2030

By EUOBSERVER

Twin Transitions: Green and Digital

Each recovery and resilience plan will have to include

- a minimum of 37% of expenditure for climate investments and reforms
- a minimum of 20% of expenditure to foster the digital transition

The Commission will assess national plans against these targets.