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DigiTrain
digital skills for adults and adult educators

Digital Competence Framework for Educators

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GROWING LEARNING SKILLS FOR THE PROFESSION

DIGITAL COMPETENCE FRAMEWORK FOR EDUCATORS

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Section 1:

Introduction

DIGITAL COMPETENCE FRAMEWORK FOR ADULTS

Introduction

This Digital Competence Framework for Adult Educators was produced as one of the intellectual of the Erasmus plus strategic partnership project DigiTrain (Enhancing transversal and Digital Skills to promote Innovative Blended Training Strategies in Adult Education), implemented from 2017-2019.

The overall aim of the project was to build capacity of training organisations to enable them to deliver high quality and relevant digital skills training by improving the digital competences of adult educators staff competence by formulating digital competency frameworks for adults and adult educators and used as the basis for developing appropriate digital training programmes, learning resources and tools.

The partnership consisted of 6 organisations from 5 countries:

Futuretrend (UK) provides training in IT; Design, Financial and Business Skills and focuses on helping clients advance their skills for either business or personal success. Training includes popular courses such as Photoshop, WordPress, Software Testing, Business Analysis, Stocks, and Shares & Investments Training.

Futuro Digitale Association (Italy) is a non-profit organisation. It caters for local community needs such as unemployment and/or basic skills, targeting disadvantaged and marginalised groups such as migrants and members of minority groups. It works to promote empowerment through development connected to e-learning, traineeship and personalised patterns of working. It is also a job agency validated by the Ministry of Labour, and helps target groups to write and boost their CVs and orienteer their careers through non-formal learning tools.

Eurosucccess Consulting (Cyprus) is a Consulting & Training organisation in the field of project management; training & consulting services; and advice and guidance. The organisation provides a comprehensive package of services addressing the needs of various target groups and organisations with regards to their lifelong learning opportunities, in Cyprus and abroad.

Action Synergy S.A. (Greece) is an education, training and knowledge-based applications organization involved in the development of education technologies, training methodologies and the development of e-learning training courses. It has a particular focus on the promotion of adult education and the acquisition of transversal skills for young people and adults. Key areas of expertise include: the development of learning methodologies, educational technologies courses and modules making use of innovative methodologies.

GO EUROPE (Spain) Intercultural Association aims to promote an international spirit aligned with the common European cultural objectives through intercultural dialogue, exchange of knowledge and European awareness through the active participation of young people, organisations and companies, in projects involving mobility, education and growth.

Global Learning & Skills Partnership (GLaSP) (UK) is a non-profit training and research organisation that promotes training and development to adults and young people, especially those that are disadvantaged or socially excluded. The organisation delivers training and workshops in employability skills, job search skills, personal finance, functional life skills, Digital Skills & ICT, the global dimension, intercultural learning & communication, health awareness and entrepreneurship.

Section 2:

Competence Framework

COMPETENCE FRAMEWORK

Context and Scope of the Competence Framework

The role of the educator is an evolving one, and no more so than that of the adult educator, as they are increasingly required to have different and a broader range of competences, especially in the digital age to meet the needs of adult learners in the 21 century. In addition, adult educators are increasingly taking responsibility for developing and improving their own competence, and increasingly utilising digital learning technologies.

A number of frameworks, training programme and tools exist that describe digital competences for educators, and to help them assess their competence, identify their training needs and offer targeted training. The main frameworks were identified in The European Framework for the Digital Competence of Educators (DigiCompEdu) ⁽¹⁾

This digital competence framework is directed towards adult educators, especially those in adult education, formal and non-formal and vocational education. It provides a competence framework that is ‘educator friendly’ that can be used by teacher training providers, institutions and trainers to develop courses for adult educators. It is not intended to replace or undermine existing competence and curriculum frameworks for educators. Rather, it provides a framework that complements existing ones with a particular focus on adult educators, especially those that work in the non-statutory sector in adult education, and non-formal education in particular.

The framework for adult educators builds on the DigiCompEdu, by adapting it to meet the specific needs of the target groups of adult educators, and further identifying the specific learning outcomes associated with each of the competences in terms of the knowledge, skills, attitudes and values that the adult educator is expected to have to enable their learners to develop the required digital competences.

(1) DigiCompEdu responds to the growing awareness among many European Member States that educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies for enhancing and innovating education.

How to Use the Competence Framework

The Digital Competence Framework for Adult Educators, builds upon, adapts and extends the DigiCompEdu to meet the specific needs of adult educators and identifies the specific learning outcomes associated with each competence, in terms of the knowledge, skills, values and attitudes that adult educators are required to support adult learners develop digital competence. See diagram below.

Structure and Content

This section provides details of the structure and content of each competence and learning outcomes. Each competence will include:

- Competence area
- Competence element
- Competence statement
- Learning outcome (Knowledge / Skills / Attitude)
- Guided learning hours

The Structure Digital Competence Framework for Educators

The framework focuses on the three main areas of competences identified in the DigiCompEdu framework: Professional Competences, Pedagogic Competences and Learners' Competences grouped into 6 main areas of competence summarised in the table below.

Competence Summary

Each of the 6 Competence Areas is divided into a number of competences (based on the DigiCompEdu) as shown in the table below

Competence 1: Professional Engagement

Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

Competence 2: Digital Resources

Educators are currently confronted with a wealth of digital (educational) resources they can use for teaching. One of the key competences any educator needs to develop is to come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching.

At the same time they need to be aware of how to responsibly use and manage digital content. They must respect copyright rules when using, modifying and sharing resources, and protect sensitive content and data, such as digital exams or students' grades.

Competence 3: Teaching and learning

Digital technologies can enhance and improve teaching and learning strategies in many different ways. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of digital technologies in the different phases and settings of the learning process.

Competence 4: Assessment strategies

Assessment can be a facilitator or bottleneck to innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behaviour. Analysing and interpreting this data and using it to help make decisions is becoming more and more important – complemented by the analysis of conventional evidence on learner behaviour.

At the same time, digital technologies can contribute to directly monitoring learner progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

Competence 5: Empowering Learners

One of the key strengths of digital technologies in education is their potential for supporting learner-centred pedagogic strategies and boosting the active involvement of learners in the learning process and their ownership of it. Thus, digital technologies can be used to facilitate learners' active engagement, e.g. when exploring a topic, experimenting with different options or solutions, understanding connections, coming up with creative solutions or creating an artefact and reflecting on it.

Digital technologies can furthermore contribute to supporting classroom differentiation and personalised education by offering learning activities adapted to each individual learner's level of competence, interests and learning needs. At the same time, however, care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies or digital skills) and to ensure accessibility for all learners, including those with special educational needs.

Competence 6: Facilitating learners' digital competence

Digital competence is one of the transversal competences educators need to instil in learners. Whereas fostering other transversal competences is only part of educators' digital competence in as far as digital technologies are used to do so, the ability to facilitate learners' digital competence is an integral part of educators' digital competence. Because of this, this ability merits a dedicated area in the DigCompEdu framework

Learners' digital competence is captured by the European Digital Competence Framework for Citizens (DigComp). Thus, the DigCompEdu area follows the same logic and details five competences aligned in content and description with DigComp. The headlines, however, have been adapted to emphasize the pedagogical dimension and focus within this framework.

Section 3:

Competences and Learning Outcomes

Competence Area 1:

Professional Engagement

General Description

Using digital technologies for communication, collaboration and professional development.

Competences:

- 1.1 Organisational communication
- 1.2 Professional collaboration
- 1.3 Reflective practice
- 1.4 Digital Continuous Professional Development (CPD)

Competence Area	1 Professional Engagement
Competence Element	1.1 Organisational communication
Competence Statement	To use digital technologies to enhance organisational communication with learners, parents and third parties; And contribute collaboratively to developing and improving organisational communication strategies.
Learning Outcomes	
Knowledge	1.1.1 Identify the different digital communication channels and tools, depending on the communication purpose and context.
Skills	1.1.2 Use digital technologies to communicate organisational procedures to learners and parents (e.g rules, appointments, events).
	1.1.3 Use digital technologies to communicate with colleagues within the same organisation and beyond
	1.1.4 Contribute to collaboratively developing and improving organisational communication strategies.
Attitude	1.1.5 Appreciate the role and importance of digital communication in learning, everyday life and in economic, social and political life.
	1.1.6 Aware of organisational policy's and procedures for communicating with learners, parents and stakeholders.

Competence Area	1 Professional Engagement
Competence Element	1.2 Professional collaboration
Competence Statement	Using digital technologies to engage in collaboration with other educators, sharing/exchanging knowledge and experience; and collaboratively innovating pedagogic practices.
Learning Outcomes	
Knowledge	1.2.1 Identify the professional and support networks within own organisation and beyond (locally, regionally, nationally and globally).
	1.2.2 Identify and assess digital tools that can be used for collaboration within and without the organisation.
Skills	1.2.3 Use digital technologies to collaborate with other educators and in developing educational resources.
	1.2.4 Use digital technologies to share, exchange knowledge, experience and best practice in pedagogical practices with colleagues and peers.
	1.2.5 Utilise professional and collaborative networks to explore and reflect on new pedagogic practices and methods
	1.2.6 Use professional networks as a source of own professional development.
Attitude	1.2.7 Appreciate and recognise the value of professional networking and collaboration.

Competence Area	1 Professional Engagement
Competence Element	1.3 Reflective practice
Competence Statement	Reflecting, critically assessing, actively developing (individually and collectively) own digital pedagogical practices and educational community.
Learning Outcomes	
Knowledge	1.3.1 Discuss educational practices and procedures in reflective learning.
	1.3.2 Identify competence gaps and areas for improvement
Skills	1.3.3 Analyse own professional and digital practices and outline potential CPD opportunities.
	1.3.4 Breakdown and provide critical feedback on digital policies and practices at organisational level and propose potential improvements.
Attitude	1.3.5 Continuously seek opportunities for CPD (continuing professional development), especially for expanding and enhancing own range of digital and pedagogical practices

Competence Area	1 Professional Engagement
Competence Element	1.4 Digital Continuous Professional Development (CPD)
Competence Statement	Using digital sources and resources for continuous professional development.
Learning Outcomes	
Knowledge	1.4.1 Identify suitable professional development opportunities via the internet and online media.
	1.4.2 Identify relevant CPD opportunities in digital learning technologies (locally, regionally, nationally and globally, as appropriate).
Skills	1.4.3 Apply online search strategies to locate subject specific competences and locate new pedagogical methods and strategies.
	1.4.4 Select and use online training opportunities (MOOCs, videos, webinars, tutorials, etc) as a source of Continuous Professional Development.
	1.4.5 Use digital technologies/environments to propose and provide training opportunities for colleagues and peers.
	1.4.6 Acknowledgement of the available opportunities and benefits of Online learning.

Competence Area 2

Digital Resources

General Description

Sourcing, creating and sharing digital resources.

Competences:

- 2.1 Selecting digital resources
- 2.2 Creating and modifying digital resources
- 2.3 Managing, protecting and sharing digital resources

Competence Area	2	Digital Resources
Competence Element	2.1	Selecting digital resources
Competence Statement	Resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.	
Learning Outcomes		
Knowledge	2.1.1	Identify appropriate search strategies to locate digital resources for teaching and learning.
	2.1.2	Select and assess suitable digital resources for teaching and learning taking into consideration context, learning objectives and target group.
	2.1.3	Discuss possible restrictions in use of digital resources (e.g. copyright, file types, accessibility).
Skills	2.1.4	Analyse and compare the credibility and reliability of digital resources for given purpose.
	2.1.5	Propose the use of the digital training and learning resources in the most fruitful way towards specific learning objectives.
Attitude	2.1.6	Empathetic and encourager behavior, such as critical and rational thinking, in order to identify and select digital pedagogical resources for adult learners
	2.1.7	Aware of the pedagogical digital resources for adult learners.

Competence Area	2 Digital Resources
Competence Element	2.2 Creating and modifying digital resources
Competence Statement	Modifying and building on existing openly-licensed resources and other resources where this is permitted. To create or adapt new digital educational resources. Considering the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.
Learning Outcomes	
Knowledge	2.2.1 Identify and define the specific learning objective, context, teaching style, and adult learners' group, when designing digital training and learning resources and planning their use.
	2.2.2 Identify the different licences attributed to digital resources and implications of re-use
	2.2.3 Discuss as a group and give examples on reaching learning objectives when creating and modifying digital resources towards target group.
Skills	2.2.4 Modify and combine existing resources to create learning activities that are tailored to a specific learning objective and learner group.
	2.2.5 Design and develop new digital educational resources tailored to a specific adult group.
Attitude	2.2.6 Creative and empathetic attitude, capable to identify goals and expectations from different learners and adapt to them

Competence Area	2 Digital Resources
Competence Element	2.3 Managing, protecting and sharing digital resources
Competence Statement	Organising digital content and making it available to learners and educators. Protecting sensitive digital content. Respecting and Applying privacy, licensing and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.
Learning Outcomes	
Knowledge	2.3.1 Describe the and management of open educational resources and identify different ways to share them.
	2.3.2 Distinguish privacy and copyright rules for protecting digital content.
Skills	2.3.3 Demonstrate organisation of digital content and make it available to adult learners and other educators via various means (links, attachments, uploads, file share, blogs etc).
	2.3.4 Apply appropriately referencing to sources when sharing or publishing resources subject to copyright.
	2.3.5 Apply measures to protect sensitive digital data and resources.
Attitude	2.3.6 Appreciate and value the importance and usefulness of organizing, protecting and sharing digital resources in a safe environment
	2.3.7 Aware and respectful of privacy and copyright rules of digital contents.

Competence Area 3

Teaching and Learning

General Description

Managing and orchestrating the use of digital technologies in teaching and learning.

Competences:

- 3.1 Teaching
- 3.2 Guidance
- 3.3 Collaborative learning
- 3.4 Self-regulated learning

Competence Area	3 Teaching and Learning
Competence Element	3.1 Teaching
Competence Statement	Planning and implementing digital devices and resources in the teaching process, and appropriately handling digital teaching strategies. Experimenting and developing new formats/methods.
Learning Outcomes	
Knowledge	3.1.1 Identify and define digital tools suitable for use by different learning objectives, context and target groups.
	3.1.2 Relate how educator-led digital intervention (face-to-face or in a digital environment) can best support the learning objective.
Skills	3.1.3 Apply different digital devices in learning to improve the effectiveness of teaching and learning (e.g. Interactive White Board, mobile devices).
	3.1.4 Combine appropriate use of digital content (e.g. videos, interactive activities) into the teaching and learning process.
	3.1.5 Produce learning sessions, activities and interactions in a digital environment.
	3.1.6 Produce class/group collaboration and interaction in a digital environment.
	3.1.7 Assess the effectiveness and suitability of the digital pedagogical strategies chosen.
Attitude	3.1.8 Willingness to experiment with and develop new formats and methods of embedding digital technology in to teaching and learning

Competence Area	3 Teaching and Learning
Competence Element	3.2 Guidance
Competence Statement	Using digital technologies to enhance the interaction with learners, within and outside the learning session, and using digital technologies to offer timely/targeted guidance and assistance. Experimenting new forms and formats for offering guidance and support.
Learning Outcomes	
Knowledge	3.2.1 Identify digital communication tools for supporting learners and monitoring their performance.
Skills	3.2.2 Use digital technologies to respond to learners' questions or doubts on assignments
	3.2.3 Apply learning activities in a digital environment taking into consideration learners differentiation.
	3.2.4 Use digital technologies to remotely monitor students' progress and allow tutors to intervene and offer guidance when needed.
	3.2.5 Demonstrate providing support, guidance and timely feedback to learners utilising digital technologies
Attitude	3.2.6 Acknowledging the value of guidance
	3.2.7 Willingness to experiment and develop new forms and formats for providing guidance and support using digital technologies.

Competence Area	3 Teaching and Learning
Competence Element	3.3 Collaborative learning
Competence Statement	Using digital technologies to enhance learner collaboration. Enabling learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication and collaboration.
Learning Outcomes	
Knowledge	3.3.1 Identify relevant digital technologies to support collaborative learning
	3.3.2 Identify reliable sources of digital learning tools
Skills	3.3.3 Design and create collaborative activities in a digital environment (e.g. blogs, Wikis, virtual learning environments) for group projects, presenting results and/or exchanging knowledge.
	3.3.4 Manage monitoring and guide learners in their collaborative learning.
	3.3.5 Use digital technologies to enable learners to share insight and receive peer-feedback.
Attitude	3.3.6 Willingness to encourage collaborative learning among learners

Competence Area	3 Teaching and Learning
Competence Element	3.4 Self-regulated learning
Competence Statement	Using digital technologies to support learners' self-directed learning.
Learning Outcomes	
Knowledge	3.4.1 Identify and compare available digital technologies suitable for self-managed learning
Skills	3.4.2 Use digital technologies to allow learners to plan their learning, and collect evidence and record progress
	3.4.3 Use digital technologies to enable learners to present and showcase their work (e.g ePortfolio, blogs, etc)
	3.4.4 Use digital technologies to enable learners to reflect and assess their learning progress through self-assessment.
	3.4.5 Assess appropriateness of digital strategies in fostering self-regulated learning.
Attitude	3.4.6 Encourage learners to use digital technologies to support their individual learning activities and assignments.

Competence Area 4

Assessment

General Description

Using digital technologies and strategies to enhance assessment.

Competences:

- 4.1 Assessment strategies
- 4.2 Analysing evidence
- 4.3 Feedback and planning

Competence Area	4	Assessment
Competence Element	4.1	Assessment strategies
Competence Statement	Using digital technologies for formative and summative assessment. Enhancing the diversity and suitability of assessment formats and approaches	
Learning Outcomes		
Knowledge	4.1.1	Identify different digital technologies for formative and summative assessment for monitoring learners progress.
	4.1.2	Identify the pros and cons of digital technologies and traditional assessment strategies
Skills	4.1.3	Use digital technologies to enhance formative assessment strategies (e.g. using classroom response systems, quizzes, e-portfolios and games).
	4.1.4	Use digital technologies to enhance summative assessments (e.g. computer-based tests, implementing audio or video, using simulations).
	4.1.5	Demonstrate digital assessment tools to monitor the learning process and obtain information on learners’ progress
	4.1.6	Analyse the suitability of using digital assessment approaches against the learning outcomes and adapt strategies accordingly.
Attitude	4.1.7	Acknowledge the value of using digital assessment tools in the learning process
	4.1.8	Willingness to improve their knowledge and skills on using new digital assessment technologies

Competence Area	4 Assessment
Competence Element	4.2 Analysing evidence
Competence Statement	Generating, selecting, critically analysing digital evidence on learner activity, performance and progress to inform teaching and learning
Learning Outcomes	
Knowledge	4.2.1 Identify learning activities which generate data on learner activity and performance
	4.2.2 List the steps of using digital technologies to record and evaluate data
Skills	4.2.3 Use digital technologies to record and compare data on learner progress within the teaching process
	4.2.4 Analyse and interpret available evidence on learner activity and progress/performance within a digital environment.
Attitude	4.2.5 Appreciate and value the contribution of digital assessments in monitoring learner progress regardless of time and place
	4.2.6 Aware that learners activity in an digital environment can generate data used to help inform on progress and understanding of teaching and learning process.

Competence Area	4	Assessment
Competence Element	4.3	Feedback and planning
Competence Statement	Using digital technologies to provide targeted and timely feedback to learners, adapting teaching strategies and to provide targeted support. Enabling learners to understand the evidence provided by digital technologies and use it for decision-making	
Learning Outcomes		
Knowledge	4.3.1	List and describe various ways in which digital technologies can be used for providing feedback and planning
Skills	4.3.2	Use digital technologies to monitor learner progress and provide support when needed.
	4.3.3	Use digital technology to grade and give feedback on electronically submitted assignment.
	4.3.4	Provide personal feedback and offer differentiated support to learners, based on the data generated.
	4.3.5	Assist learners to evaluate and interpret the results of assessment
Attitude	4.3.6	Willingness to adapt teaching and assessment practices based on the data generated.
	4.3.7	Appreciate the contribution of digital assessments in providing timely feedback
	4.3.8	Appreciate the contribution of digital technologies in the improvement of both learner progress and educator’s teaching strategies

Competence Area 5

Empowering Learners

General Description

Using digital technologies to enhance inclusion, personalisation and learners' active engagement.

Competences:

- 5.1 Accessibility and inclusion
- 5.2 Differentiation and personalisation
- 5.3 Actively engaging learners

Competence Area	5 Empowering Learners
Competence Element	5.1 Accessibility and inclusion
Competence Statement	To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.
Learning Outcomes	
Knowledge	5.1.1 Identify different digital technologies and strategies for learners in need of special support (physical or mental constraints, learning disorder etc).
	5.1.2 Consider and respond to potential accessibility issues when selecting, creating or modifying digital resources to meet learners needs (alternative tools/options/approaches for learners with special needs)
Skills	5.1.3 Select and create digital learning strategies that adapt to learners digital context (types of device, usage time, etc)
	5.1.4 Create digital assessment tool in learning that adapt to learners expectations, abilities as well as contextual, physical or mental constraints.
Attitude	5.1.5 Willingness to continuously reflect on suitability and adapt strategies accordingly.
	5.1.6 Aware of different learning ability and special need requirements

Competence Area	5 Empowering Learners
Competence Element	5.2 Differentiation and personalisation
Competence Statement	Supporting learners to address their diverse learning needs, making them progress at different levels and speeds
Learning Outcomes	
Knowledge	5.2.1 Identify how digital technology can be used to address the special needs of individual learners (e.g. dyslexia, ADHD)
	5.2.2 Select and identify different digital technologies that can support differentiation and personalisation of learning.
Skills	5.2.3 Create individual learning plans and identify how digital technologies can support there learning needs
	5.2.4 Apply digital activities (e.g. quiz or game) that allow learners to proceed at different speeds and levels of difficulty.
	5.2.5 Create digital assessments that incorporate differentiation and personalisation.
Attitude	5.2.6 Aware of different learning ability and willing to incorporate digital technologies to support differentiation in learning.

Competence Area	5 Empowering Learners
Competence Element	5.3 Actively engaging learners
Competence Statement	Supporting the user to have a critical access to data information, understanding the relation between offline and online world
Learning Outcomes	
Knowledge	5.3.1 Describe how digital technologies can be used to visualise and explain content in a motivating and engaging way.
	5.3.2 Select appropriate digital technologies for motivating active learning for a specific learning objective.
Skills	5.3.3 Apply digital activities that can motivate and engage learners (games/quiz)
	5.3.4 Design a lesson using a range of digital technologies to create a relevant and effective digital learning environment.
Attitude	5.3.5 Willingness to adapt teaching style to incorporate new digital activities to engage different learners.

Competence Area 6

Facilitating Learners' Digital Competence

General Description

Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.

Competences:

- 6.1 Information and media literacy
- 6.2 Digital communication and collaboration
- 6.3 Digital content creation
- 6.4 Responsible use
- 6.5 Digital problem solving

Competence Area	6 Facilitating Learners' Digital Competence
Competence Element	6.1 Information and media literacy
Competence Statement	Incorporating learning activities, assignments and assessments requiring learners to articulate information needs; Finding information and resources in digital environments; Organising, processing, information; and comparing and evaluating the quality of information and its sources.
Learning Outcomes	
Knowledge	6.1.1 Explain strategies and approaches for analysing and evaluating the credibility and reliability of data, information, digital content, and their sources
	6.1.2 Compare and critically evaluate the credibility and reliability of information and their sources
	6.2.3 Evaluate different ways of managing data, information, storage and retrieval in a digital environment.
Skills	6.2.4 Apply different methods to process, store, retrieve, and share data and information in a digital environment.
	6.2.5 Use strategies to analyse data, information, digital content and their sources for their credibility, veracity and reliability.
	6.2.6 Design search strategies and adapt them, based on quality of the information found.
Attitude	6.2.7 Mindful of the phenomenon of 'fake' news and that sources need to be constantly checked for their credibility and reliability.

Competence Area	6 Facilitating Learners' Digital Competence
Competence Element	6.2 Digital communication and collaboration
Competence Statement	To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.
Learning Outcomes	
Knowledge	6.2.1 Identify and distinguish between the different means of communication for given content and target audience
	6.2.2 Identify and define appropriate digital technology for sharing data, information and digital content based on audience, size and use.
	6.2.3 Describe copyright issues on content, knowledge and/or resources when being shared publicly.
	6.2.4 Identify and distinguish the different social media channels and how they compare for different activities, uses and audiences.
Skills	6.2.5 Define a Digital identity and demonstrate how to create, modify, manage and protect a digital footprint.
Attitude	6.2.6 Encourage and promote appropriate use of digital communication tools

Competence Area	6 Facilitating Learners' Digital Competence
Competence Element	6.3 Digital content creation
Competence Statement	To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.
Learning Outcomes	
Knowledge	6.3.1 Identify and describe the formats and media that can be produced and the suitable software/application to do so.
	6.3.2 Identify how regulations of licenses and copyright apply to digital content and define ways in which learners can source and secure digital property.
Skills	6.3.3 Use basic packages to create, edit, and modify digital activities/assignments to incorporate different formats that allow learners to express themselves through digital means.
	6.3.4 Combine different existing digital resources located from different sources to create new content
Attitude	6.3.5 Willingness to explore and embed new formats of digital content to enhance learning.
	6.3.6 Willingness to encourage learners to express themselves using digital technology.

Competence Area	6 Facilitating Learners' Digital Competence
Competence Element	6.4 Responsible use
Competence Statement	To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.
Learning Outcomes	
Knowledge	6.4.1 Identify and differentiate risks and threats and describe suitable actions to protect various digital devices and content.
	6.4.2 Select ways to protect personal data and privacy settings when sharing digital content.
	6.4.3 Select and differentiate simple ways to avoid health-risks and threats to physical and psychological well-being while using digital technologies.
	6.4.4 Identify the forms and features of cyberbullying and how to protect self and others.
	6.4.5 Recognise simple environment impact of digital devices and identify aspects associated with safe disposal.
Skills	6.4.6 Install security measures and apply appropriate precautions to maintain data security in a digital environment.
	6.4.7 Choose appropriate ways to protect personal data of own and others and apply appropriate privacy settings when sharing digital content on social media.
Attitude	6.4.8 Positive attitude towards risks associated with use of digital technologies and awareness of its environmental impact.

Competence Area	6 Facilitating Learners' Digital Competence
Competence Element	6.5 Digital problem solving
Competence Statement	To incorporate learning activities, assignments and assessments, which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.
Learning Outcomes	
Knowledge	6.5.1 Identify technical problems when operating devices and using digital environments (e.g. learning platform)
	6.5.2 Identify digital technologies and possible technological responses to solve a given task or problem.
Skills	6.5.3 Adjust and customise digital environments to personal needs
	6.5.4 Select and use available digital resources to respond and solve a given task or problem on common devices
	6.5.5 Use strategies to foster learners' digital problem solving.
Attitude	6.5.6 Willingness to seek opportunities for self-development and to keep up-to-date with the digital evolution
	6.5.7 Encouraging learners to use digital technologies to solve problems.

Section 4:

Competence and Learning Outcomes Support and Resources

LEARNING OUTCOME SUPPORT AND RESOURCES

Terminology of Competence Components

The main competence components to be discussed in the DigiTrain Framework Learning Outcomes structure are that of knowledge, skills, and attitudes.

Knowledge

‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. (European Parliament and the Council, 2008a)

Skills

‘Skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). (European Parliament and the Council, 2008a)

In this report, practical skills are referred to as ‘instrumental skills’, meaning that tool and medium related knowledge and skills are instrumental for developing or applying advanced (cognitive) skills that rely on using these tools or media. The term ‘advanced skills’ is used in the report as referring to the application of instrumental digital skills for specific tasks or strategies.

Attitudes

‘Attitudes’ are conceived as the motivators of performance, the basis for continued competent performance. They include ethics, values, and priorities. They can also include responsibility and autonomy.

Competence

There are two slightly different definitions of ‘competence’ in the recent European policy recommendations. In the Key Competences Recommendation, ‘competence’ is defined as a combination of knowledge, skills and attitudes appropriate to the context (European Parliament and the Council, 2006). In the European Qualifications Framework recommendation, ‘competence’ is seen as the most advanced element of the framework descriptors and is defined as the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Both these definitions agree that competence is the highest level element, including knowledge, skills and the way these are applied in certain contexts.

Therefore, there is no essential difference between these two definitions. In order to maintain the compatibility with both of them, the following working definition is suggested: ‘competence’ is an ability to use knowledge and skills with responsibility, autonomy and other appropriate attitudes to the context of work, leisure or learning.

Learning Outcome Support and Guidance

Please find additional support and guidance on selected learning outcomes.

Competence 1: Professional Engagement

Module 1.1

1.1.1 Educator will be able to identify and select the most appropriate channels and tools (email, app, website, post) depending on communication purpose and context (general information to all, personal message to learners/parent, colleagues or governors, etc.).

1.1.2 Educator will be able to communicate organisational procedures to learners and parents such as rules, appointments, events etc, via the use of various digital technologies means (Apps, website, email, text message, etc)

Module 1.2

1.2.1 Educator will be able to identify the professional and support networks within own organisation as well as locally, regionally, nationally and globally and online.

Module 1.3

1.3.3 Analyse own professional and digital practices and outline potential CPD opportunities in which you could improve upon to enhance your teaching and learning.

Module 1.4

1.4.2 Identify relevant CPD opportunities in digital learning technologies that can be found locally, regionally, nationally and globally in a form that is appropriate for own learning.

1.4.4 Select and use online training such as MOOCs, videos, webinars, tutorials, etc. as a source of Continuous Professional Development.

Competence 2: Digital Resources

Module 2.3

2.3.3 Educator can demonstrate organisation of digital content and make it available to adult learners and other educators via various means of links, attachments, uploads, file share, blogs etc.

Competence 3: Teaching and Learning

Module 3.1

3.1.1 Identify and define digital tools (Moodle, Smartboards, mobile devices, etc.) suitable for use by different learning objectives, context and target groups.

3.1.3 Apply different digital devices (e.g. Interactive White Board, mobile devices) to improve the effectiveness of teaching and learning.

3.1.4 Combine appropriate use of digital content (e.g. videos, interactive activities) into the teaching and learning process in classroom activities or for distance study.

Module 3.2

3.2.1 Identify digital communication tools (Moodle, Interactive White Boards, web apps) for supporting learners and monitoring their performance.

3.2.2 Use digital technologies (Moodle, Forums, emails, phone apps) to respond to learners' questions or doubts on assignments.

3.2.3 Apply learning activities in a digital environment taking into consideration learners differentiation. For example, using an online learning Platforms (Moodle) to provide different learning activities for selected groups based on levels, speed, ability, etc.

Module 3.3

3.3.5 Use digital technologies (Virtual learning environment, Social Media, Forum posts) to enable learners to share insight and receive peer-feedback.

Module 3.4

3.4.3 Educator can enable learners to present and showcase their work through digital technologies such as ePortfolio, blogs, etc.

Competence 4: Safety

Module 4.1

4.1.3 Use digital technologies to enhance formative assessment strategies, e.g. using classroom response systems, quizzes, e-portfolios and games.

4.1.4 Use digital technologies to enhance summative assessments, e.g. computer-based tests, implementing audio or video, using simulations.

4.1.5 Demonstrate digital assessment tools to monitor the learning process and obtain information on learners' progress, e.g. Moodle activities and user logs

Competence 5: Empowering Learners

Module 5.1

5.1.1 Educator can identify different digital technologies and strategies for learners in need of special support for physical or mental constraints, learning disorder etc.

5.1.2 Consider and respond to potential accessibility issues when selecting, creating or modifying digital resources to meet learners needs with alternative tools, options, and approaches for learners with special needs.

5.1.3 Select and create digital learning strategies that adapt to learners types of digital devices, usage time, etc.

Module 5.2

5.2.1 Identify how digital technology can be used to address the special needs of individual learners with dyslexia, ADHD, etc.

5.2.4 Apply digital activities such as a quiz or game that allow learners to proceed at different speeds and levels of difficulty

5.2.5 Create digital assessments that incorporate differentiation (levels, speed, ability, etc) and personalisation (interests and hobbies).

Competence 6: Facilitating Learners' Digital Competence

Module 6.2

6.2.1 Identify and distinguish between the different means of communication (email, forum, Application, WhatsApp, text, etc.) for given content (message, file, etc) and target audience (parent, colleague, learners, etc.)

Assessment Guidance

The following are indicators of the type of assessment evidence that can be produced in learners portfolio to demonstrate their achievement towards Learning outcome.

- Learners journals, diaries.
- Photographs, artwork, audio-visual material.
- Audio-visuals or practical assignment completion, exhibitions and displays.
- Individual or group learner testimony.
- Marked essays, written question and answer sheets, worksheets.
- Tutor observation records and checklists.

All assessment methods should be valid, reliable, fit for purpose and inclusive. To clarify what is meant by these requirements:

Valid

Assessments should measure what it claims to measure and what is important to measure to demonstrate the achievement of the learning outcome.

Reliable

The assessment result should be replicable and consistent either under different circumstances or with a different tutor.

Fit for purpose

Assessment methods should be appropriate for the form of assessment (for example, diagnostic, formative, summative).

Inclusive

Assessment methods should not raise unnecessary barriers to demonstration of achievement. You can tailor evidence requirements to the needs of individuals or groups, and evidence should always be flexible, varied and appropriate. Therefore, a learner with physical difficulties may provide visual or oral evidence (photos, video) rather than notes and essay produced by others in the group.

Assessment Methods

The following lists different assessment methods (but not all), with advice on the nature of the task that could be set, how to structure them and type of evidence to collect.

Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinions in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion. Could be used to demonstrate recall and comprehension.

Group discussion

Discussion of a topic or situation selected by the tutor or by the learner, to enable learners to share knowledge and thoughts and to assess their learning. The discussion should be short, structured and supervised.

Oral questions and answers

Specific open or closed questions for immediate response. Can range from formal questions to more interactive forms such as a quiz. This allows for responses and questions from learners and immediate feedback from tutor.

Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by the learner, to enable learners to practise and apply skills and knowledge.

Project

A specific task involving private study and research for individuals or groups. Normally involved selection of a topic, planning, finding information and presenting results orally or in writing.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how to further learning could be supported.

Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written oral form.

Role play / simulation

Use of a situation selected by the tutor or learner, to enable learners to practice and apply skills and explore attitudes. Assessed through tutor/peer observation. One to one tutorial and self-assessment.

Written question and answer / Test / exam

Specific, open and closed questions for immediate response from tutor, can range from formal exams and tests, to a quiz.

Teaching and Learning Resources

A number of resources such as example lesson plans, activities, worksheets, handouts, etc. toward the Competence areas learning outcomes have been created to guide you in using this framework. You can find these for download in different languages at www.digi-train.eu