

Figure 2: Conceptual approach

To encourage take-up, it is proposed to refer to proficiency levels using motivating role descriptors. These can, however, be mapped onto the proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 (Newcomer) to C2 (Pioneer). In general, the following characterisations apply:

Newcomers (A1) have had very little contact with digital tools and need guidance to expand their repertoire.

Explorers (A2) have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences.#

Integrators (B1) use and experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts.

Experts (B2) use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices.

Leaders (C1) rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others.

Pioneers (C2) question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers.

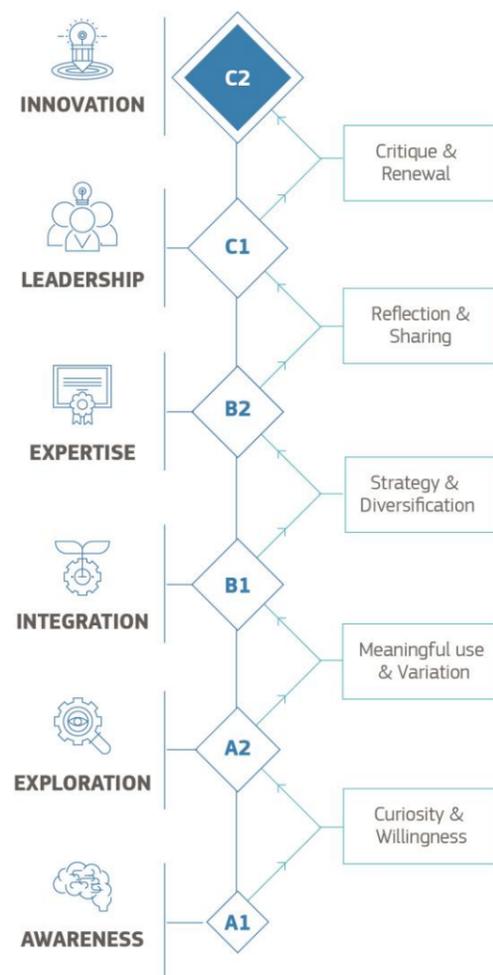


Figure 3: Proficiency progression

European Framework for the Digital Competence of Educators (DigCompEdu)

As the teaching professions face rapidly changing demands, educators require an increasingly broad set of competences. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence.

The DigCompEdu framework aims to capture these educator-specific digital competences.

The framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts. It aims to provide a general reference frame for developers of Digital Competence models, i.e. Member States, regional governments, national and regional agencies, educational organisations themselves, and public or private professional training providers.

DigCompEdu considers six different competences areas with a total of 22 competences.

Area 1 focuses on the professional environment;

Area 2 on sourcing, creating and sharing digital resources;

Area 3 on managing and orchestrating the use of digital tools in teaching and learning;

Area 4 on digital tools and strategies to enhance assessment;

Area 5 on the use of digital tools to empower learners;

Area 6 on facilitating learners' digital competence.

Areas 2 to 5 form the pedagogic core of the framework. They detail the competences educators need to possess to foster effective, inclusive and innovative learning strategies, using digital tools.

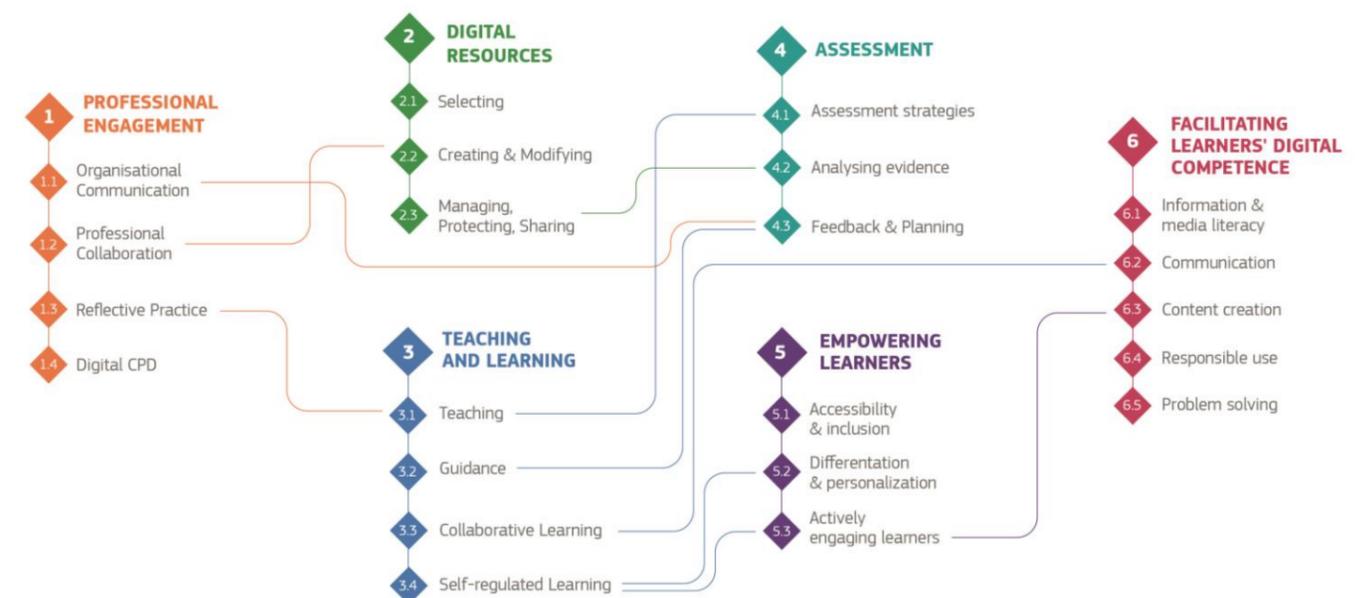


Figure 1: Overview of the DigCompEdu framework

Synthesis of the DigCompEdu Framework



1. Professional engagement	2. Digital Resources	3. Teaching and Learning	4. Assessment	5. Empowering Learners	6. Facilitating Learners' Digital Competence
<p>1.1 Organisational communication To use digital technologies to enhance organisational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.</p> <p>1.2 Professional collaboration To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogic practices.</p> <p>1.3 Reflective practice To individually reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.</p> <p>1.4 Digital Continuous Professional Development (CPD) To use digital sources and resources for continuous professional development.</p>	<p>2.1 Selecting digital resources To identify, assess and select digital 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.</p> <p>2.2 Creating and modifying digital resources To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.</p> <p>2.3 Managing, protecting and sharing digital resources To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.</p>	<p>3.1 Teaching To plan for and implement digital devices and resources into the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.</p> <p>3.2 Guidance To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.</p> <p>3.3 Collaborative learning To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as means for enhancing communication and collaboration and for collaborative knowledge creation.</p> <p>3.4 Self-regulated learning To use digital technologies to support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.</p>	<p>4.1 Assessment strategies To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.</p> <p>4.2 Analysing evidence To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.</p> <p>4.3 Feedback and Planning To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies accordingly and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.</p>	<p>5.1 Accessibility and inclusion 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.</p> <p>5.2 Differentiation and personalisation To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, follow individual learning pathways and goals.</p> <p>5.3 Actively engaging learners To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, open learning to new, real-world contexts, involve learners themselves in hands-on activities, scientific investigation and complex problem solving, or in other ways that increase learners' active engagement and creative expression.</p>	<p>6.1 Information and media literacy To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and their sources.</p> <p>6.2 Digital communication & collaboration To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.</p> <p>6.3 Digital content creation To incorporate assignments and learning activities 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.</p> <p>6.4. Responsible use 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.</p> <p>6.5 Digital problem solving To incorporate learning and assessment activities which require learners to identify and solve technical problems or to transfer technological knowledge creatively to new situations.</p>

Figure 4: Synthesis of the DigCompEdu competence descriptors