

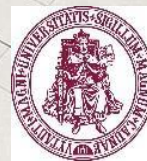
Švietėjo skaitmeninių kompetencijų išsamus sąrašas

(Projekto EdDiCo rezultato - Comprehensive List of
Digital Competences for Educators - pristatymas)

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dr. Daiva Urmonienė

2021 m. rugpjūčio 24 d., Klaipėda

 EdDiCo
Supporting the Development
of the Digital Competences
of Educators



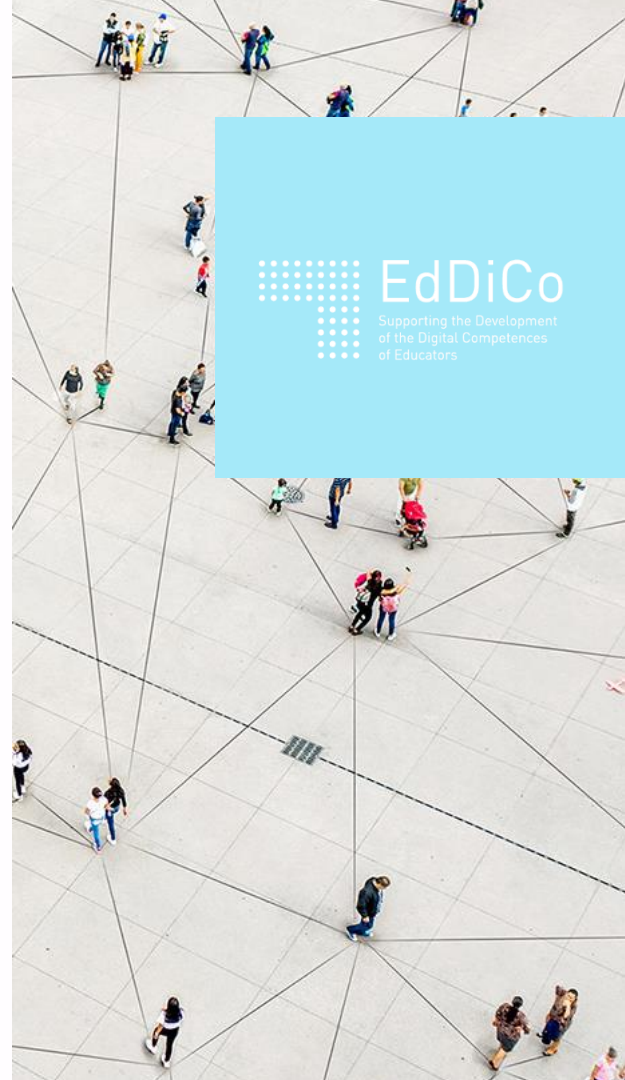
VYTAUTO DIDŽIOJO
UNIVERSITETAS
MCMXXXII



Erasmus+

Gairės

1. DigCompEdu
2. All Aboard
3. eLene4work
4. DIG COMP 2.1
5. DigCompOrg
6. Revive project
7. Digital Competence Wheel
8. Wedlake, Keyes and Lothian model (paper)
9. ISTE Computational Thinking competencies for educators
10. Navigate Knowledge Tree
11. European e-Competence Framework
12. Spanish Teacher Digital Competence Framework
13. UNESCO Common Digital Competence Framework for teachers
14. DCDM Digital Competences development methodology
15. Essential Digital Skills Framework (UK)
16. Future Skills Framework
17. Digital Skills Framework (University of Edinburgh)
18. Digital Competence Framework
19. Technological Pedagogical Content Knowledge Framework
20. Jisc Digital Capability Framework



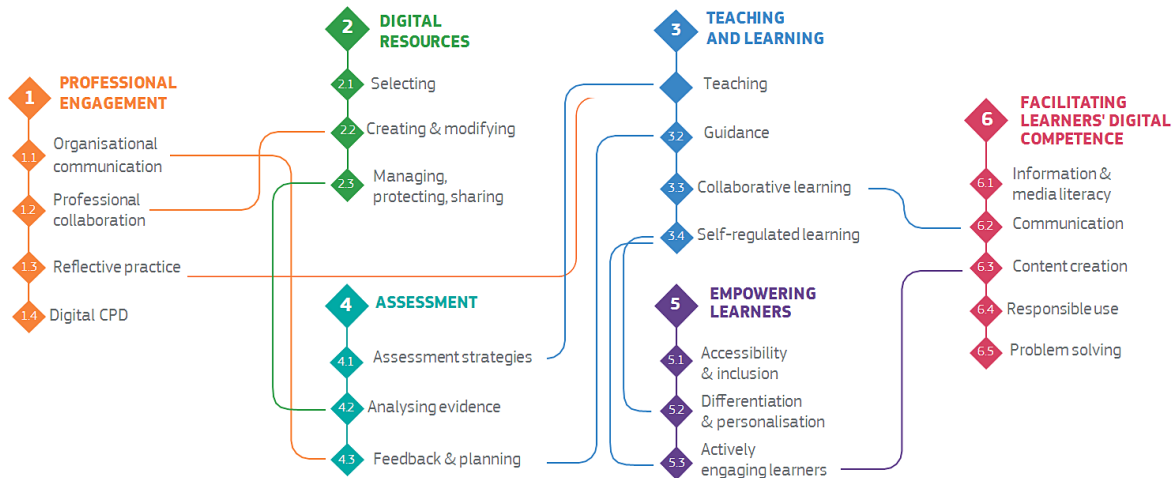
Skaitmeninės kompetencijos sistema ir jos tobulinimas

DigCompEdu

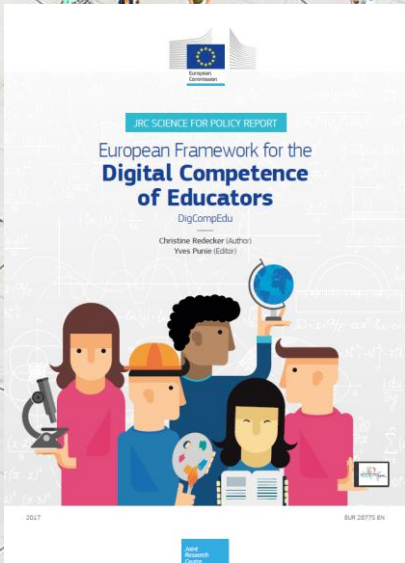
Educators' professional competences

Educators' pedagogic competences

Learners' competences



Šaltinis: <https://ec.europa.eu/jrc/en/digcompedu/framework>



DigCompEdu koncepcija

1. Professional engagement

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.

A1 Newcomer	A2 Explorer	B1 Integrator	B2 Expert	C1 Leader	C2 Pioneer
AWARENESS; UNCERTAINTY; BASIC USE	EXPLORING DIGITAL OPTIONS	EXPANDING PROFESSIONAL PRACTICE	ENHANCING PROFESSIONAL PRACTICE	DISCUSSING AND RENEWING PROFESSIONAL PRACTICE	INNOVATING PROFESSIONAL PRACTICE
Making little use of digital technologies for communication.	Being aware and making basic use of digital technologies for communication.		Using digital technologies for communication in an effective and responsible way.	Using digital technologies for communication in a structured and responsive way.	Evaluating and discussing communication strategies.
I rarely use digital technologies for communication.	I make use of digital technologies for communication	e.g. with learners, parents, colleagues or support staff.	I use different digital communication channels and tools, depending on the communication purpose and context. I communicate responsibly and ethically with digital technologies, e.g.	I select the most appropriate channel, format and style for a given communication purpose and context. I adapt my communication strategies to the specific audience.	I evaluate, reflect on and collaboratively discuss how digital technologies are used effectively for organisational and individual communication. I use digital technologies to make administrative



DigCompEdu tobulinimas / 1

1. Professional engagement

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.

1.2 Professional collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogical practices.

1.3 Reflective practice

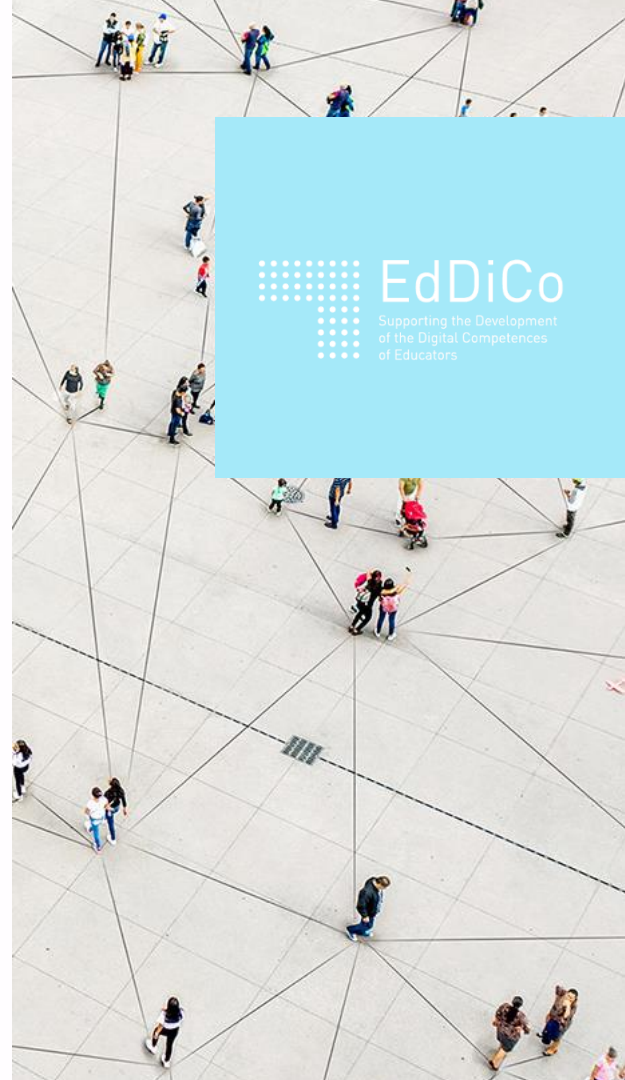
To individually reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

1.4 Digital Continuous Professional Development (CPD)

To use digital sources and resources for continuous professional development.

1.6 Strategy and Partnerships

To take a strategic approach to communication and to developing and maintaining partnerships.



DigCompEdu tobulinimas / 2

2. Digital Resources

2.1 Selecting digital resources

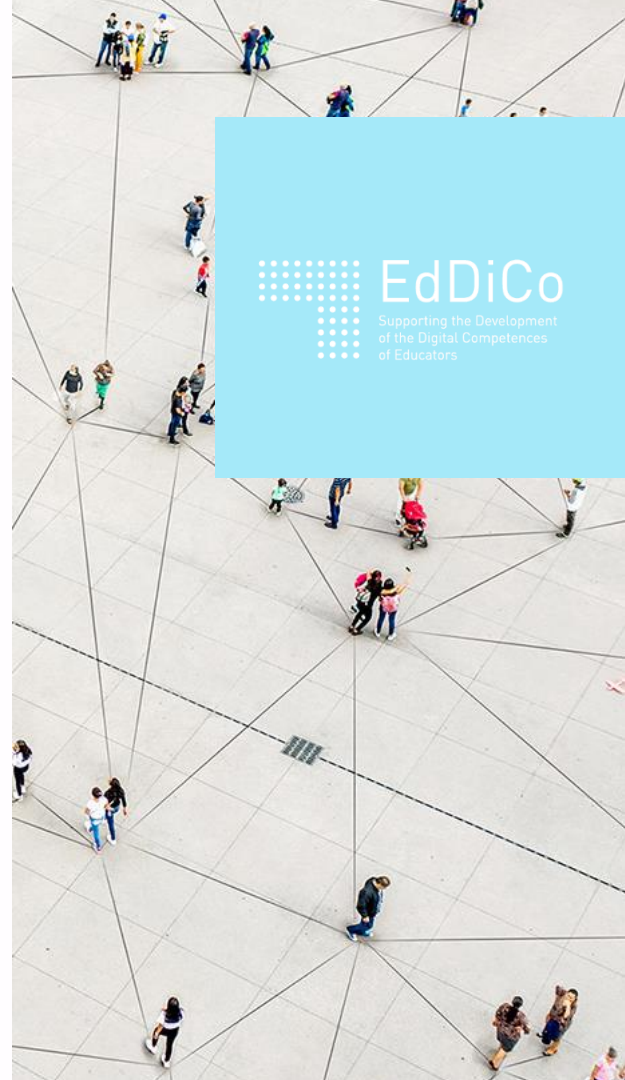
To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

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.

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.



3. Teaching and Learning

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.

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.

3.3 Collaborative learning

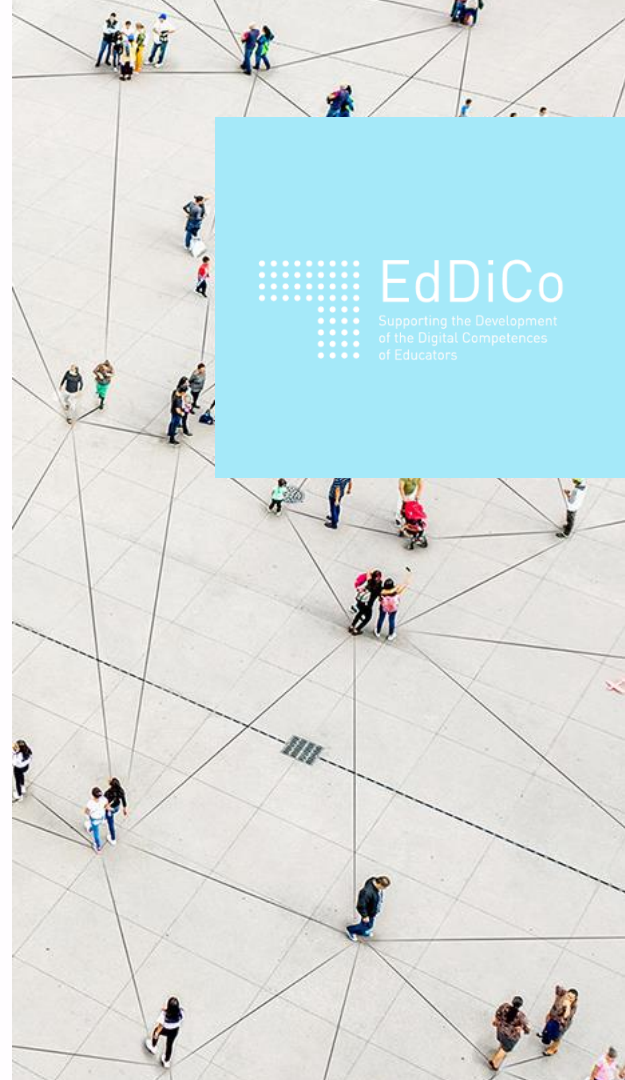
To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as means for enhancing communication and collaboration and for collaborative knowledge creation.

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.

3.5 Gamification

To use gamification elements such as challenges, competitions, points, badges, and leaderboards to make the learning experience more enjoyable and the learning outcome more sustainable.



DigCompEdu tobulinimas / 3

4. Assessment

4.1 Assessment strategies

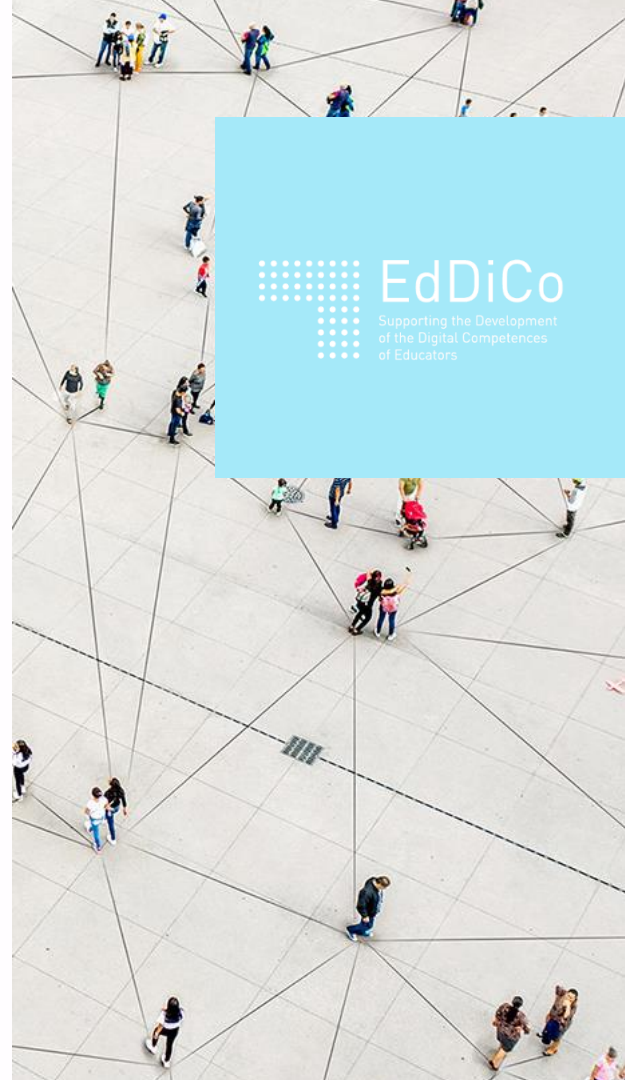
To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

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.

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.



DigCompEdu tobulinimas / 4

5. Empowering Learners

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.

5.2 Differentiation and personalization

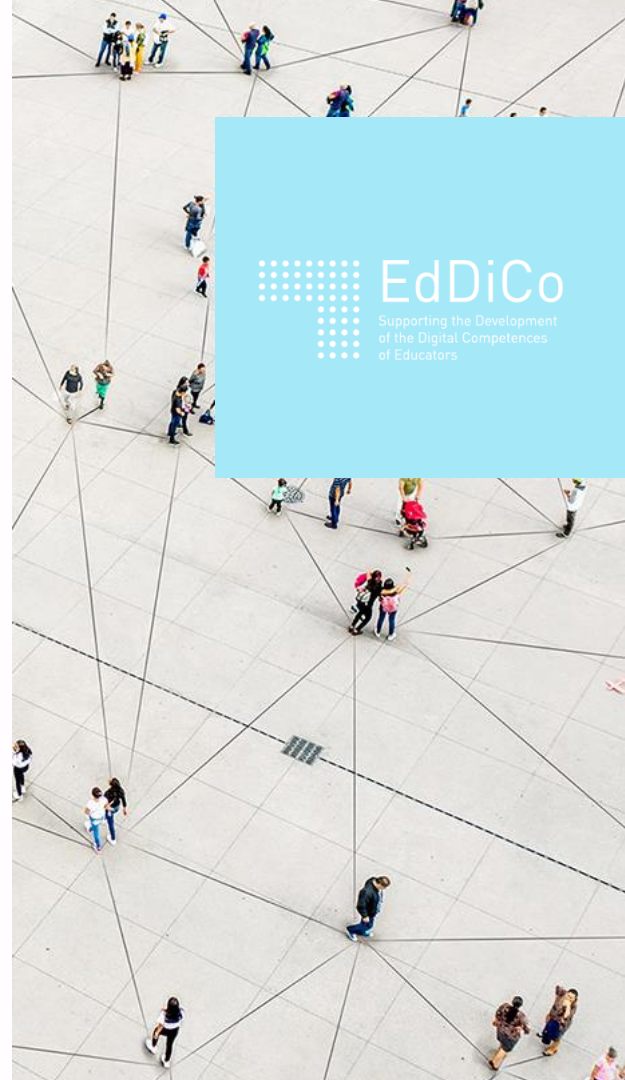
To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, follow individual learning pathways and goals.

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.

5.4 Agile Working

To empower learners in a team to iteratively develop a rapid prototype that creates value for the customer by employing agile approaches.



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DigCompEdu tobulinimas / 5

6. Facilitating Learners' Digital Competence

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.

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.

6.3 Digital content creation

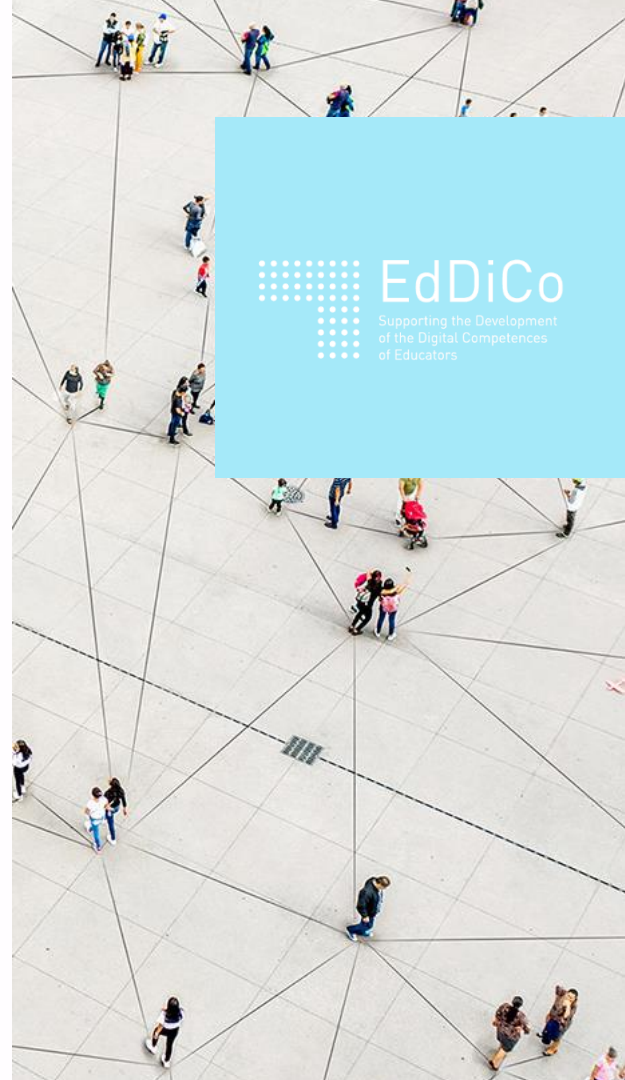
To incorporate assignments and learning activities which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.

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.

6.4a Transacting, being safe and legal online

(Definition will follow)



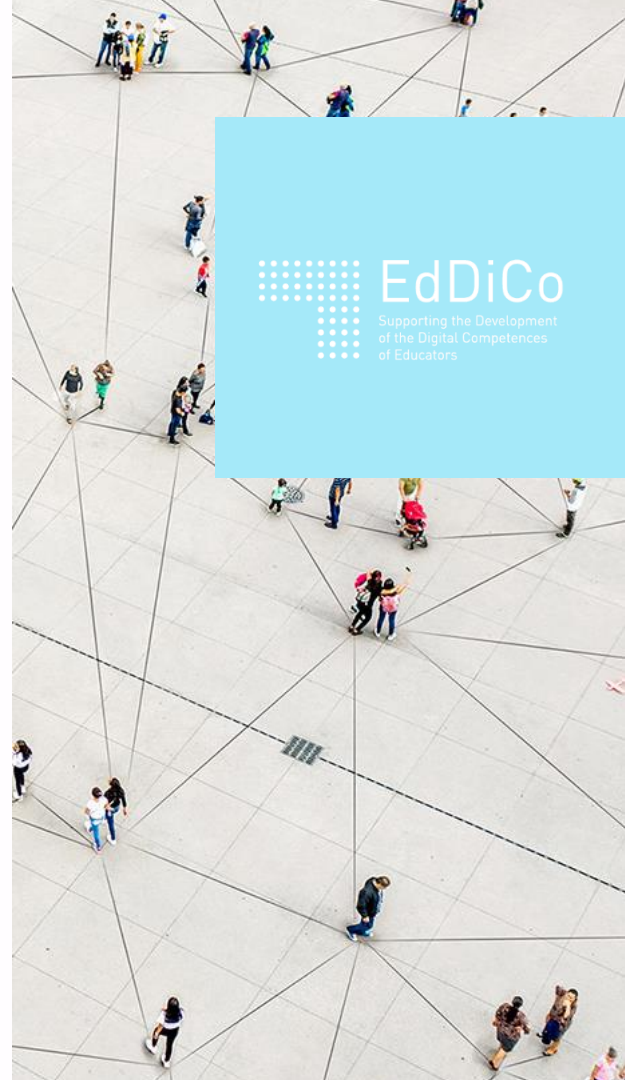
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DigCompEdu tobulinimas / 6


7. Health

To be prepared to provide adequate support to students and parents when problems of health arise (see also 1.4, 5.1, 6.4)



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Ačiū už dėmesį

Klausimai...

Diskusija...

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