

Teachers' and students' digital competence: What should they know and manage?

The webinar programme on
ICT IN PEDAGOGY

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A common acceptance of the need to provide students with competencies

A strong policy acceptance about improving students' general skills and competences, including digital ones.

Several descriptions about the necessary competencies, e.g. by OECD (2013):
The general key competences categorized into four major groups

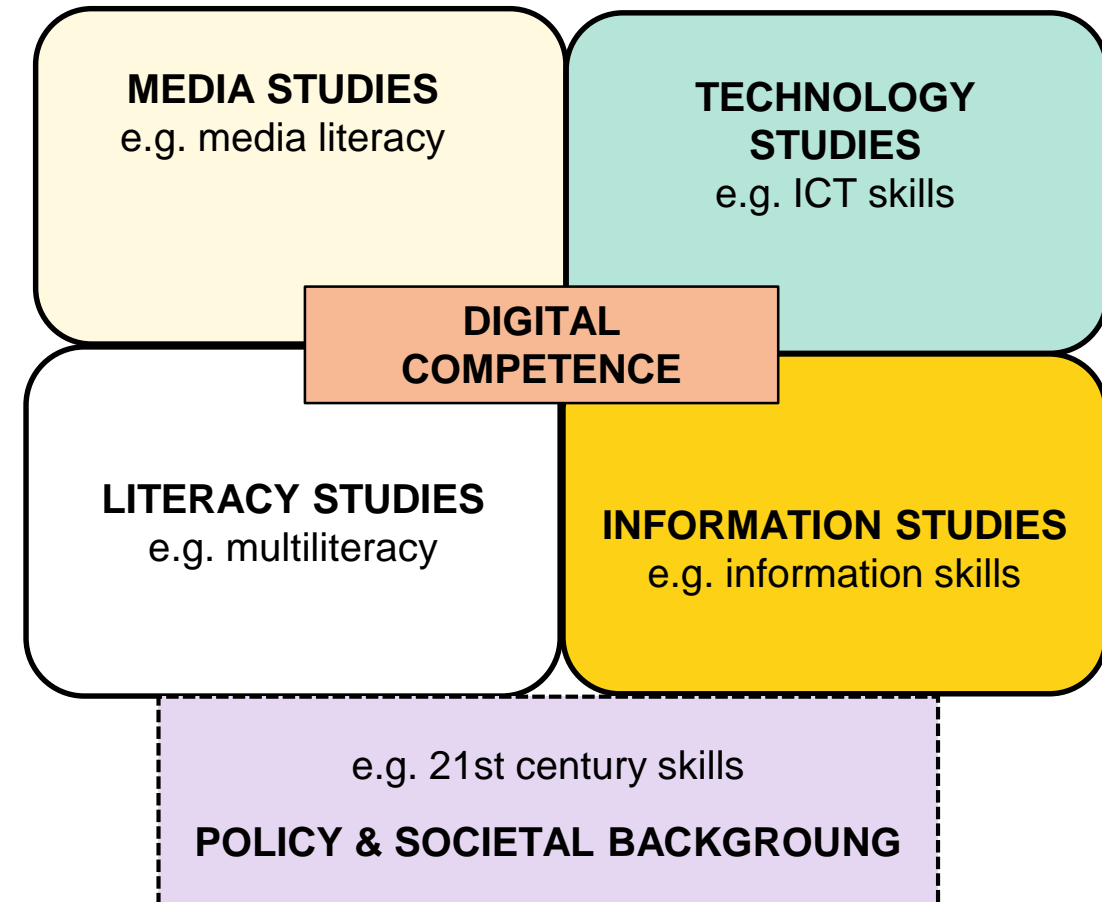
1. Cognitive competences (e.g., communication, information processing, problem solving, learning and mathematics),
2. Interpersonal competences (e.g., teamwork, cultural sensitivity),
3. Intrapersonal competences (e.g., self-regulation, self management, creativity/entrepreneurship), and
4. **Technological competences**

Terms used about almost same competencies:
*General competencies, Future competencies,
21st competencies (skills), Work life competencies*

Digital competence is a combination of four subject domains

”Levels”

- 1. Technical skills and practices in using digital technologies**, a central basis for digital competence.
- 2. Abilities to use and apply digital technologies in a meaningful way** and as an appropriate tool for working, studying and for various activities in everyday life.
- 3. Abilities to understand the phenomena of digital technologies**: understanding of the ethical issues, the limitations and challenges, the critical use of the various technologies; also recent interests in computational thinking and robotics.
- 4. Motivation to participate and engage in the digital culture**: attitudes as well as social and cultural issues; the motivation to participate and engage.



Further from digital competence to critical digital literacy

- A research-based model, refined for practice (teachers and educators): critical digital literacy, created in the DETECT project (Developing Teachers Critical Digital Literacies).
- The creation of the new framework answers the questions of what should teachers know about **critical digital literacies** in the society and what should be taught to students in schools besides technological skills.
- Project descriptions in <https://www.detectproject.eu/>

● ● How the framework was created

- Systematic literature review in the area of critical digital literacies (searches from databases Ebsco and Web of Science; analysis of policy-related documents and frameworks were analysed)
- Results discussed and integrated through six project consortium meetings adopting the “Panel Experts” method (Coulter et al., 2016).
- Empirical research (semi-structured, focus group interviews conducted with teachers from the four participating schools in Finland, Italy, Spain and the UK).

● ● Eight key dimensions

Origin in two literacies and in some societal areas in which digitality has a strong influence and which are important to understand and manage



CRITICAL DIGITAL LITERACIES

TECHNOLOGY USE

- Critical technical skills
- Computational thinking
- Technology risks & troubleshooting

DATA LITERACIES

- Data analytics
- Data protection & data safety
- Big and open data
- Data visualisation

INFORMATION LITERACIES

- Digital media use
- Online reading comprehension
- Online inquiry process
- Source validation & verification

DIGITAL CONTENT CREATION

- Creative digital expression
- Co-creation
- Multimodal production
- Digital publishing
- Remixing

DIGITAL TEACHING & LEARNING

- Digital pedagogical methods
- Learning analytics
- Digital learning ecologies

DIGITAL CITIZENSHIP

- Rights & responsibilities
- Sustainable use
- Digital civic engagement

DIGITAL WELLBEING & SAFETY

- Empowerment
- Online safety
- Digital overexposure
- Digital selfhood
- Digital belonging
- Ergonomics

DIGITAL COMMUNICATION & COLLABORATION

- Online communication
- Online collaboration
- Digital empathy
- Networking
- Digital identity & profiles
- Online privacy

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Computational thinking is a next step from basic skills, supported in many curricula.

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Emerging issue - the role of big data or data analytics is increasing in the society and in education.

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The web is used a lot as an information source, but students do not necessarily know how to search for and use information, even if they think that they master the skills.

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Practiced less in schools but part of young people's world. We would like to see co-creational activities more in schools.

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It is important for young people to be aware of their identity in social media and understand the importance of empathy in online interaction.

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Dangers are emphasized, but digitality has also positive effects, like empowerment.

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Respecting copyright relates to rights and responsibilities. Sustainability is extremely important related to utilizing resources for digitalization.

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Learning analytics is aimed at providing technical support for improving teaching and learning.

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