

Framework Title

European Framework for the Digital Competence of Educators: DigCompEdu

Initials

DigCompEdu

Document(s) in which the framework is presented (if there are previous versions, etc.)

Punie, Y., editor(s), Redecker, C., European Framework for the Digital Competence of Educators: DigCompEdu , EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73718-3 (print), 978-92-79-73494-6 (pdf), doi:10.2760/178382 (print), 10.2760/159770 (online), JRC107466.

Documents dates

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95

Organizations or authors responsible for developing the framework, context (if applicable)

The framework is based on work carried out by the European Commission's Joint Research Centre (JRC) on behalf of the Directorate-General for Education, Youth, Sport and Culture (DG EAC).

Scope: regional (indicate region) or international

Competence frameworks are primarily targeted at national, regional, local authorities and stakeholders

Synthesis

The DigCompEdu was designed by The Joint Research Centre (JRC), the Commission's science and knowledge service, which describes competences focusing on supporting and encouraging the use of digital tools to improve and innovate education, including general and vocational education and training, special needs education, and non-formal learning contexts, considers all educators from early childhood to higher education and is organised in six areas with 22 competences. It has six proficiency levels (from A1 to C2) with a cumulative progression, similar to the Common European Framework of Reference for Languages (CEFR).

Purpose(s) of the framework

The European Framework for the Digital Competence of Educators was designed to align with institutional and contextual requirements in different countries whilst remaining open to adaptation and updating. In addition, it responds to the growing awareness among the 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.

provide a general reference frame for developers of Digital Competence models
development of educators' digital competence in Europe

Focus of the framework: citizens, workers, teachers, students, managers, parents, organizations, etc.

Educational stakeholders (including initial and in-service teacher education providers, as well as school leadership) that are responsible for the design, implementation and evaluation of policy initiatives, guidelines, curricula and practices.

Methodology for the elaboration of the framework

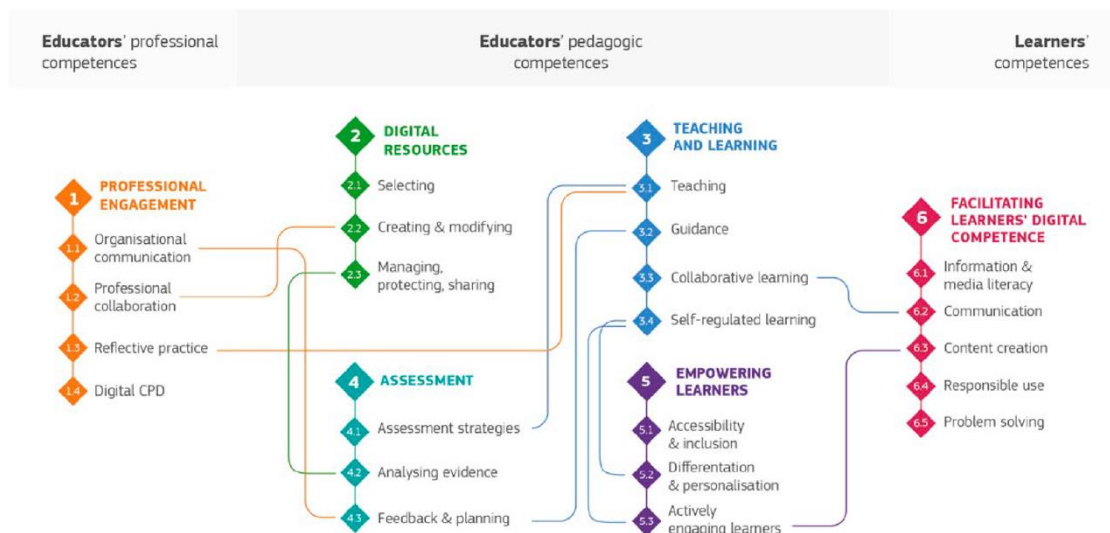
The DigCompEdu framework is the result of a series of discussions and deliberations with experts and practitioners based on an initial literature review and the synthesis of existing instruments on local, national, European and international levels.

In the DigCompEdu, a development methodology was not described in detail; however, the author of the framework (Redecker), together with Caena, Francesca in the article "Aligning teacher competence frameworks to 21st-century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu)" describe the methodology adopted.

Hence, the methodological approach for the development of DigCompEdu was based on two major stages: (i) The in-depth analysis, clustering and mapping of existing frameworks, self-assessment tools, guidelines, conceptual models and instruments used for the development of educators' digital competence; and (ii) a series of expert and stakeholder consultations to refine, re-arrange, correct and validate the conceptual model developed in the previous stage.

Framework structure

The DigCompEdu is organised in six areas with 22 competences.



Definition of digital competence, digital literacy etc. proposed by the framework

Digital competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. Source: DigComp Framework <https://ec.europa.eu/jrc/digcomp>

Competences proposed by the framework (areas, dimensions, competences, knowledge, skills and attitudes, levels of proficiency, etc.)

DigCompEdu, which describes competences focusing on supporting and encouraging the use of digital tools to improve and innovate education, considers all educators from preschool to higher education and is organised in six areas with 22 competences.

The Area 1 (Professional Engagement) describes teachers' efficient, appropriate use of technologies and digital learning opportunities for communication and collaboration with colleagues, students, parents and others. In addition, it emphasises the importance for teachers to individually and collectively reflect on their teaching practices, to critically assess the effectiveness and appropriateness of their digital teaching strategies and to develop them further actively. This area has four competences: Organisational communication, Professional collaboration, Reflective practice and Digital Continuous Professional Development (CPD).

The Area 2 - Digital Resources, focuses on the selection, creation, modification and management of digital educational resources. This includes the protection of personal data in accordance with data protection regulations and compliance with copyright laws when modifying and publishing digital resources. This area has three competences: Selecting digital resources, Creating and modifying digital resources and Managing, protecting and sharing digital resources.

The Area 3 - Teaching and Learning, deals with planning, designing and orchestrating the use of digital technologies in teaching practice. It focuses on the integration of digital resources and methods to promote collaborative and self-regulated learning processes and on the need to accompany these learner-led processes with effective guidance and support measures. This area has four competences: Teaching, Guidance, Collaborative learning and Self-regulated learning.

The Area 4 – Assessment, addresses the concrete use of digital technologies for assessing student performance and learning needs to comprehensively analyse

performance data and provide targeted, timely feedback to learners. This area has three competence: Assessment strategies, Analysing evidence and feedback and planning.

The Area 5 - Empowering Learners, emphasises the importance of creating learning activities and experiences that address students' needs and allow them to actively develop their learning journey. Teachers are able to use digital technologies to foster differentiation and personalisation by allowing different levels and speeds, individual learning pathways and objectives. They encourage students' active engagement in digital activities, ensuring equal access to technologies. This area has three competence: Accessibility and inclusion, Differentiation and personalisation and Actively engaging learners.

The Area 6 - Facilitating Learners' Digital Competence, maintains that digitally-competent teachers should facilitate their students' digital competence, enabling them to manage risks and use digital technologies safely and responsibly. Teachers should be able to promote information and media literacy and integrate activities to enable digital problem solving, digital content creation and digital technology use for communication and cooperation. This area has six competence: Information and media literacy, Digital communication and collaboration, Digital content creation, Responsible use and Digital problem-solving. It is important to note that these competencies are linked to the areas of DigComp 2.1: The Digital Competence Framework for Citizens. With eight proficiency levels and examples of use.

Each individual competence of the DigCompEdu framework is described along six proficiency levels (from A1 to C2) with a cumulative progression, similar to the Common European Framework of Reference for Languages (CEFR), each higher level includes all descriptors of the lower level. It thus has an increasing degree of complexity, making it easier for educators to understand and value their level of digital competence. It is also important to note that it is inspired by the revised Bloom's taxonomy.

Teachers at the first two levels (A1-A2) have started to use technology in some areas and are aware of the potential of digital technologies to enhance pedagogical and professional practice.

Those at the intermediate level (B1-B2) already integrate digital technologies in a variety of ways and contexts.

At the highest levels (C1-C2), they share their expertise with peers, experiment with innovative complex technologies and develop new pedagogical approaches and

assessment strategies. The description of levels for each competence is intended to help teachers to reflect and understand their personal strengths and weaknesses.

Examples of use

To each competence have a set the example the activities. In the area 1 - Professional Engagement in competence 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) have eight examples of activities:

- To use digital technologies to make additional learning resources and information available to learners (and parents).
- To use digital technologies to communicate organisational procedures to learners and parents, e.g. rules, appointments, events.
- To use digital technologies to inform learners and parents on an individual basis, e.g. on progress and issues of concern.
- To use digital technologies to communicate with colleagues in the same organisation and beyond.
- To use digital technologies to communicate with third parties relevant to the educational project, e.g. experts to be invited, places to be visited.
- To communicate via the organisation's website or through corporate digital technologies, platforms or communication services contracted.
- To contribute with content to the organisation's website or virtual learning environment.
- To contribute to collaboratively developing and improving organisational communication strategies.

Indications for the elaboration of instruments based on the framework

No instrument was mentioned in DigCompEdu; however, the author of the framework, Redecker, and Caena in the article "Aligning teacher competence frameworks to 21st-century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu)", describe the development of DigCompEdu Check-in, self-assessment instrument has been developed which is freely accessible (<https://ec.europa.eu/jrc/en/digcompedu/self-assessment>).

The development and implementation of the tool were accompanied by the setup of a stakeholder community in which experts and practitioners contributed to the conceptual design of the tool and were invited to exchange their experiences with deploying the framework and the tool in different contexts (<https://ec.europa.eu/jrc/communities/en/community/digcompedu-community>).

At the conceptual level, the development of the tool was guided by three principles: (i) to condense and simplify the key ideas of the framework, (ii) to translate competence descriptors into concrete activities and practices that teachers can relate to, and (iii) to offer targeted feedback to teachers according to individual levels of competence for each of the 22 indicators.

Miscellaneous