

Draft of the adapted Qualifications Framework

Table of Content

BACKGROUND OF THE QUALIFICATION FRAMEWORK	2
THE DIGCOMPEDU'S OVERVIEW AND A PROPOSAL FOR ITS UPDATING	3
1. DigCompEdu	3
2. Additional competences for DigCompEdu	4
Educators' professional competences	4
Educators' pedagogical competences	5
Learners' competences	5
CALL TO ACTION	5

The Erasmus+ “*Pedagogical Digital Competences as a key element for the digital transformation*” project (D-Paideia) is funded by Erasmus+ GA101087643 (Grant Agreement). The **D-Paideia project** is based on challenges that have been identified during the pandemic experience that occurred in 2020. Before the pandemic, DigCompEdu was considered one of the most comprehensive frameworks for teachers' digital competence in education. However, the Covid-19 pandemic highlighted the limitations of the framework, particularly the absence of descriptors that address the social and emotional challenges of digital teaching and learning that emerged during lockdowns. As a result, there is a need to update DigCompEdu to ensure that it adequately covers this aspect and to train teachers for future challenges.



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BACKGROUND OF THE QUALIFICATION FRAMEWORK

This document aims at presenting the D-Paideia Pedagogical Digital Competencies Qualifications Framework. The framework is based on a wide literature review that has been carried out to identify the required pedagogical needs and skills of teachers as they emerged from the Covid-19 pandemic period and their educational consequences. The literature review consists of three sections, including the theoretical background, the definition of educators' digital competence and the teachers' needs before and after Covid-19. The main highlights from each section are summarised below.

The first section provides a **theoretical background** for describing the international research view in the field of teachers' digital competences:

- There is no unique definition of teacher digital competence in the scientific literature. The different definitions emphasise mostly: 1) the technological competence, 2) the content knowledge, 3) attitudes towards the technology use, 4) the pedagogical competence, 5) ethical considerations, 6) the cultural awareness, 7) the critical approach and 8) the professional engagement.
- Teachers' digital competence doesn't exclusively refer to technical skills but involves more complex dimensions linked to digital practices entailing the use of different skills.
- An integrated approach to teacher digital competence is fundamental to capturing the complexity of such a dynamic concept.

The second section aims to understand **how educators' digital competence is defined** in different contexts and to identify areas that could be added to DigCompEdu based on other existing models:

- Although included in the DigCompEdu, the digital communication component does not appear to be sufficiently expanded in its mediating role in the relationship with students.
- The ability to intervene for enhancing teachers' and students' digital well-being, as well as health protection, is a factor regarded as important in online education practices and inherently linked to digital competence.
- Critical awareness of ICT policy in education and local resources is essential for teachers' reflection and agency in an ever changing social-economic landscape to improve their effectiveness.
- Motivational and attitudinal factors could play an essential role in the acquisition and testing of digital teaching skills.

The third section focuses on the **digital competence of European teachers before and after the Covid-19 pandemic** to highlight their educational needs and expectations:

- The effects of the lockdown on teachers and students showed that the emotional, social and psychological dimensions of digital teaching and learning cannot be ignored;
- The Emergency Remote Teaching experience indicated that maintaining relationships - collaboration and communication - with students, families and colleagues appears to be a relevant aspect of distance learning;
- Online or blended learning requires more attention for students with special educational needs, especially for students with disabilities and those with low socio-economic background;
- In order to provide comprehensive training, ICT training programmes for teachers should focus on digital pedagogy and class management in an online environment.

THE DIGCOMPEDU'S OVERVIEW AND A PROPOSAL FOR ITS UPDATING

1. DigCompEdu

The European Digital Competence Framework for Teachers, commonly known as DigCompEdu¹, was developed by the Joint Research Centre (JRC) to promote the development of teachers' digital competences and foster innovation in European education. By analysing and connecting numerous resources to describe the facets of digital competence for educators, the DigCompEdu is a scientifically sound framework. The DigCompEdu outlines 22 educator-specific digital competencies organised into six dimensions across three main areas.

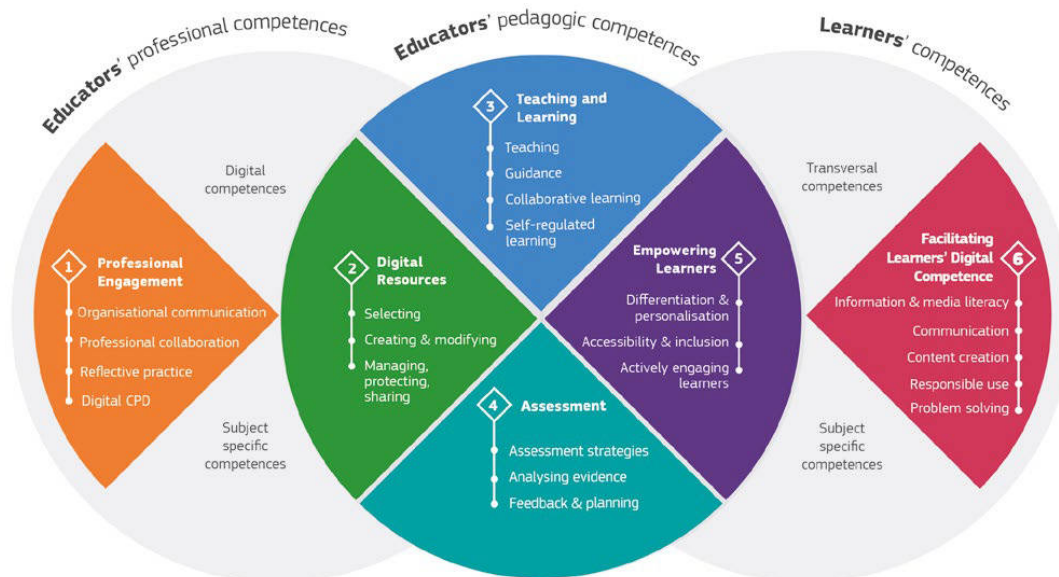


Figure 1. The original DigCompEdu framework (Source: Redecker, 2017).

¹ https://joint-research-centre.ec.europa.eu/digcompedu_en

DigCompEdu's focus on the pedagogical dimension makes it applicable across all subjects, despite the continuously changing technological landscape, by explicitly describing effective ways to integrate digital technologies into teaching and learning, enhance strategies, guide implementation, and innovate education.

2. Additional competences for DigCompEdu

The literature review identified areas where DigCompEdu may need to be integrated or expanded to better address the social-emotional challenges of digital teaching and learning.

Our proposal is to integrate three new elements in the professional engagement dimension, to add a new section in the area of teachers' pedagogical competences and finally to align learners' competences with the latest version of the Digital Competence Framework for Citizens (DigComp 2.2²). Figure 2 highlights the possible additions to DigCompEdu on a yellow background.

Educators' professional competences

Three elements can be added to the **Professional engagement (1)** dimension:

- **Awareness on local and global policy (1.5).** To organise and manage the school environment and educational resources in a responsible and sustainable way. To be aware of implications of national and international policies in relation to teaching with technology.
- **Motivation for adopting digital technologies (1.6).** To be open to exploring and experimenting with new digital technologies. To critically evaluate currently used digital practices and make informed decisions about their educational merits and limits.
- **Balance and safety 'onlife' (1.7).** To promote a sustainable, safe and ethical way of accessing and using digital resources for teachers and learners. To be prepared and to educate the students about the implications and effects of their digital actions and behaviours on other users.

Educators' pedagogical competences

In addition to the four dimensions on **teachers' pedagogical competences** area, it is proposed to include the fifth section **Social skills and communication (7)** which includes three elements:

- **Managing educational relationships with ICT (7.1).** To interact effectively, efficiently and ethically with colleagues, students and families, as well as to facilitate the acquisition of

² <https://op.europa.eu/en/publication-detail/-/publication/50c53c01-abe8-11ec-83e1-01aa75ed71a1>

skills in students. To manage the relational dynamics of the online classroom, especially for students with disabilities and those with low socio-economic backgrounds.

- **Diverse and flexible teaching strategies (7.2).** To design, manage and evaluate face-to-face, blended and fully online learning strategies. To consider the communication needs and relational management involving dynamics and strategies peculiar to each modality, when selecting and using resources, digital tools and online learning platforms to ensure students' learning inside and outside the classroom.
- **Digital reputation and identity management (7.3).** To distinguish and manage the consequences of digital identity in terms of social interactions and educational relationships. To participate in virtual educational environments and showcase the digital identity to provide and share professional and educational resources.

Learners' competences

Compared to the current DigCompEdu, the **facilitation of students' digital competences** dimension includes the elements with reference to the Digital Competence Framework for Citizens (DigComp). However, in the last release of DigComp 2.2 the **Safety (6.4)** category replaces the Responsible use and it now includes distance and hybrid working and the new opportunities and issues of personal well-being and safety in digital environments. It is therefore proposed to update the terminology to include this change.

CALL TO ACTION

The literature review reveals the possible additions to the DigCompEdu model. This adapted draft of the Qualifications Framework will be submitted for discussion with teachers through the **consultations**, to assess the relevance given by practitioners to the aspects highlighted and be validated, greatly benefiting from feedback and exchanges with various stakeholders. The D-Paideia consortium considers the proposed model as a basis for discussion and invites relevant stakeholders to participate in the process of validation and further development of the model: **European teachers and digital education experts**. The feedback process will be conducted through a dual-mode workshop (synchronous and asynchronous), in-presence national events and online consultations.

For more information, please visit our website at www.d-paideia.eu.

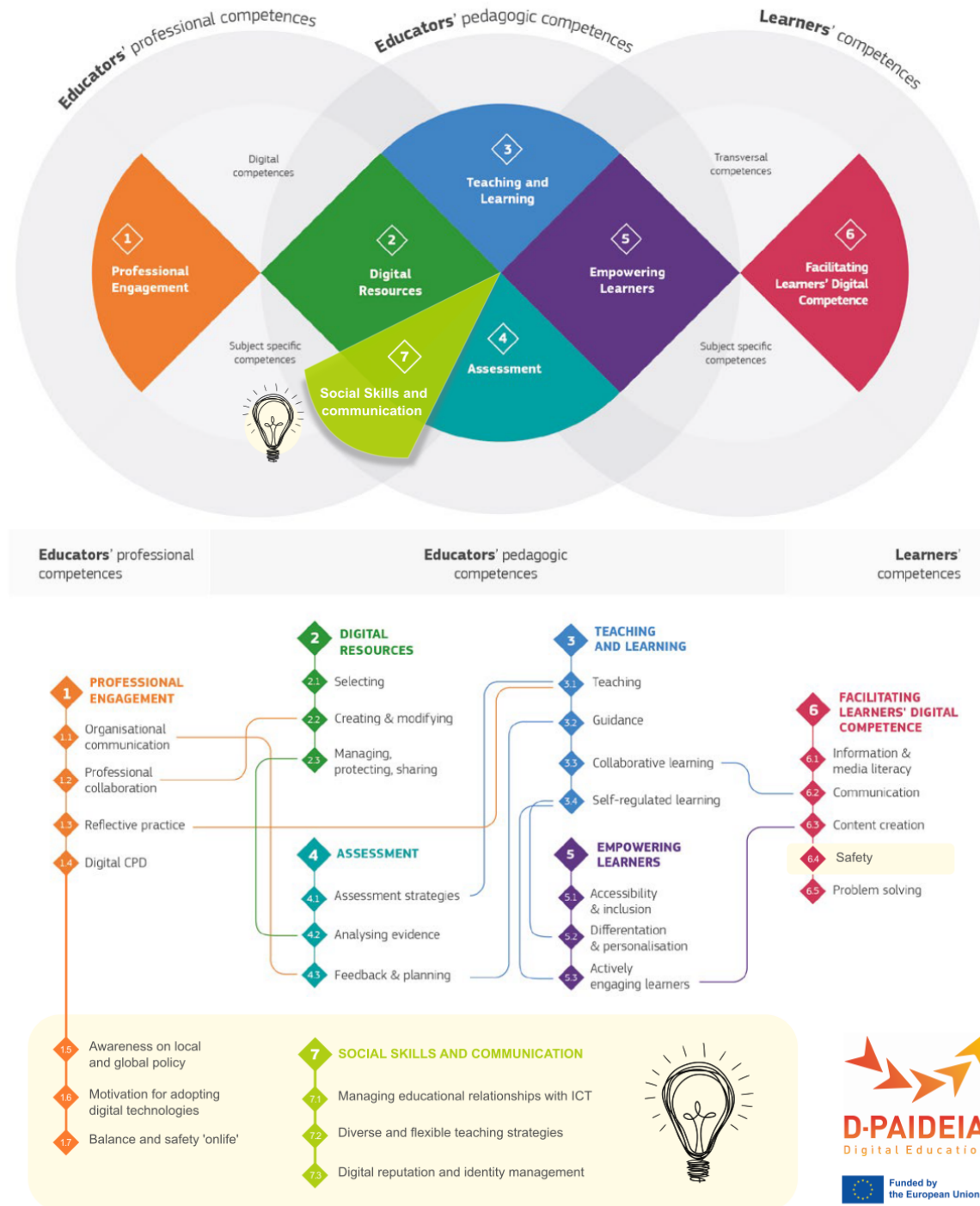


Figure 2. Proposed update of the DigCompEdu framework.