



D-PAIDEIA

Digital Education



PROJECT NEWSLETTER



Each edition of our newsletter will keep you updated with the latest developments, remarkable achievements, and valuable insights from the D-PAIDEIA project. Feel free to share this with your network.

The D-PAIDEIA Team

Official Project Updates

D-Paideia conducts a Training of Trainers programme to introduce and refine our Curriculum on Pedagogical Digital Competences

The D-PAIDEIA project ran a Training of Trainers this month, in Sofia, Bulgaria, on Pedagogical digital competences, digital strategy, and action plans in schools. The

ToT was attended by approximately 20 educators to test a recently developed teaching curriculum.

🚀 This was the content of this forward-looking European seminar for trainers and more specifically we worked on the modules:

- Awareness of institutional policy, digital work-life balance and wellbeing, managing educational relationships with ICT.
- Diverse and flexible facilitation studies, digital identity and reputation management, attitudes towards the adoption of digital technology.

The meeting was hosted by our partner Center for Creative Training, while our partners from the Università degli Studi di Firenze, University of Girona, and UC Leuven-Limburg undertook the training programme.

In the near future we will train 50 teachers from each participating country and 20 schools will be selected and will be supported to develop their digital strategy in their schools. The call will open soon!

Please stay tuned for further updates on this initiative!



Developing a Curriculum to Enhance Teachers' Digital Competences 🚀

The D-Paideia consortium focused on creating a comprehensive curriculum to **improve teachers' pedagogical skills**. Based on the qualification profile established in earlier stages, this curriculum is designed to **provide teachers with the tools they need for professional growth in the digital era**.

To support the curriculum, **existing training materials were identified**, classified, and supplemented with new resources where necessary. We then organised an **online transnational workshop with 30 teachers and experts to validate the draft curriculum and training materials**. Their feedback was invaluable in refining the final version.

As a result, **we have developed a validated, structured curriculum that offers comprehensive support for teachers in enhancing their digital competences**. This success is a testament to the collaboration and feedback-driven approach that guided the project.

[Access the full curriculum here](#)

Project Publications

Towards an extended framework for digital competence of educators

In response to recent changes in the educational landscape, educators are increasingly expected to possess a diverse range of skills, knowledge and competences related to teaching with ICT.

[Read the full article here](#)

Project Article: Defining the digital competence of educators – theories, models and development perspectives

The Covid-19 pandemic has had a strong impact on teaching, highlighting the challenges related to the transition to distance and online teaching and in particular emphasising the difficulties of addressing through digital practices the students' engagement and meeting their relational and emotional needs.

[Read the full article here](#)

Teachers' perceptions of digital competences and their use for digital well-being: a mixed analysis on the extension of the DigCompEdu framework

Multiple frameworks offer proposals to the challenge of the digital competence of educators and learners. In recent years, the DigCompEdu model has been promoted and adopted by the Spanish and Catalan educational context. However, the pandemic has increased the challenges in reference to digital literacy.

[Read the full article here](#)

Past Project Publications

LITERATURE REVIEW

The development of the D-Paideia Digital Pedagogical Competence Qualifications Framework is based on the review of scientific literature on teachers' digital competences. This literature review was conducted in May 2023 by the University of Florence research team to identify the pedagogical needs and competences required of teachers as they emerged from the Covid-19 pandemic period and its educational consequences.

QUALIFICATIONS FRAMEWORK FOR PEDAGOGICAL DIGITAL COMPETENCES

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 2.2).

Project leaflet

Project Poster

Project Presentation



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