D-PAIDEIA
Digital Education

Improving educator's skills to teach effectively in a digital environment.

Dear reader,

Welcome to the final D-PAIDEIA project Newsletter!

After three years of collaboration, research, and innovation, the D-PAIDEIA project is now coming to an end. In this final edition, we are pleased to bring together the latest developments, key achievements, and valuable insights that have shaped our journey and defined our results.

As we wrap up the project, we would like to thank all partners, contributors, and readers who have supported and followed D-PAIDEIA throughout its implementation.

The D-PAIDEIA Team

Three years of D-PAIDEIA

D-PAIDEIA framework: Advancing Pedagogical Digital Competencies for Educators

In 2023, the University of Florence led the work on developing the D-PAIDEIA Pedagogical Digital Competencies Qualifications Framework. **Building on the solid foundation of the European Digital Competence Framework for Educators (DigCompEdu), the framework is updated to reflect the needs that emerged during the pandemic.** It outlines **what educators should know and be able to do at different proficiency levels**, supporting continuous professional development in a rapidly evolving digital landscape.

After an extensive literature review, D-PAIDEIA partners identified a set of emerging needs related to the **social and relational dimensions** of teaching with technology. We then validated these insights through a consultation involving more than **150 teachers and 30 international experts**. Their contributions highlighted how specific digital competences shape educators' daily responsibilities and professional wellbeing.

Based on this evidence, we propose **strengthening two areas of DigCompEdu**:

- **Professional Engagement**, with three additional competences
- **Pedagogical Competences**, with a new socio-emotional and relational section

New competences in the Professional Engagement area

We suggest integrating three elements that reflect the contemporary challenges of digital education:

- **Awareness of institutional policies**
  This competence helps educators align their digital choices with national and international guidelines, fostering responsible use of technological resources. It also supports lifelong learning by encouraging informed decisions—for example, the use of open-source tools.
- **Attitude toward digital technology adoption**
  This competence promotes an open, reflective, and experimental mindset. Educators are encouraged to explore new tools, evaluate existing practices, and make evidence-based decisions about the pedagogical value of digital technologies.
- **Digital wellbeing and work–life balance**
  This element emphasizes healthy and sustainable digital practices. It includes understanding the risks of digital overload, managing online time effectively, and safeguarding mental and physical wellbeing—for instance, by exercising the "right to disconnect."

New section in the Pedagogical Competences area: Socio-emotional and Relational Skills (7)
This new section includes three key elements:

- **Managing educational relationships with ICT**
  Engaging respectfully and effectively with students, colleagues, and families in online or hybrid environments, while supporting relational dynamics—particularly for SEND students and those from disadvantaged backgrounds.

- **Diverse and flexible facilitation strategies**
  Adapting communication and interaction styles to face-to-face, blended, hybrid, or fully online settings, taking into account the specificities of computer-mediated communication and students' relational needs.
- **Digital identity and reputation management**
  Understanding how digital identity affects social and educational interactions. Managing one's online presence and contributing responsibly to virtual learning environments by sharing professional and educational resources.

Additional update under "Facilitating Learners' Digital Competence"

In line with **DigComp 2.2**, the "Responsible Use" category has been replaced by **Safety (6.4)**, which includes hybrid and remote working, wellbeing, and personal safety in digital environments. We therefore propose updating the terminology in the educator framework to reflect this evolution.

Read the proposal here: https://www.d-paideia.eu/qualifications-framework/

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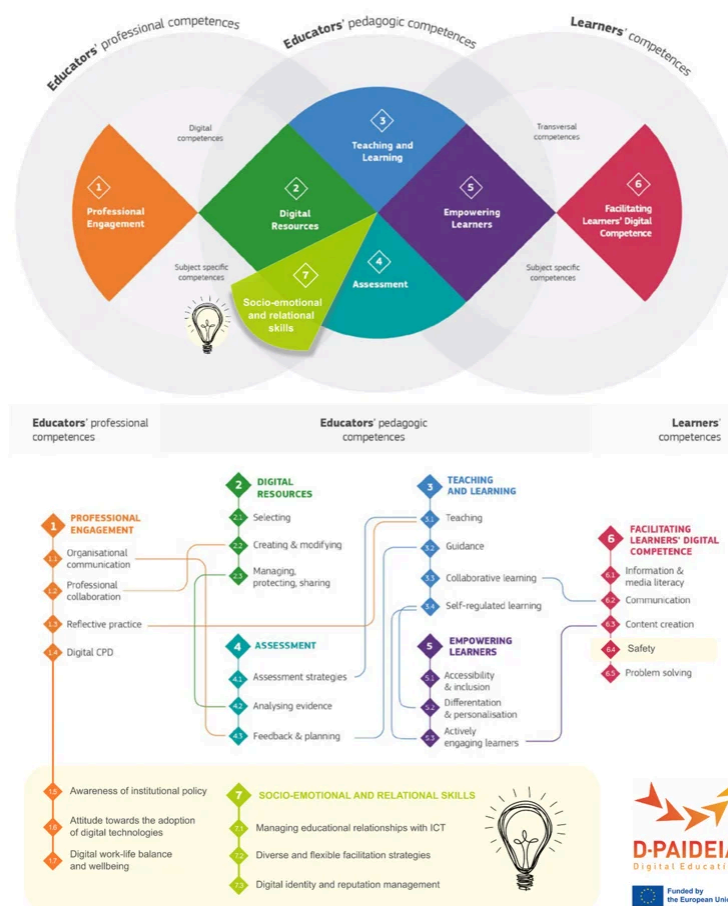
From framework to practice: building a curriculum

How do we prepare teachers for challenges that didn't exist a decade ago - digital wellbeing, online safety, and socio-emotional skills in virtual spaces?
This question guided the D-Paideia consortium in updating the DigCompEdu framework and transforming it into a practical, future-ready curriculum. Developed through collaborative design, expert review, and cultural adaptation, the result is five structured modules with 27 objectives, combining online flexibility with blended learning for skills that flourish through interaction.

More than a collection of activities, this curriculum offers a professionalisation model that schools can adapt for continuing professional development, workshops, or initial teacher education. Learn more: https://www.d-paideia.eu/curriculum/.

Highlights of the curriculum:

- **Collaborative & validated:**Created with input from 37 experts across six countries.
- **Flexible & future-Ready:**Five modules delivered through online and blended formats.
- **Adaptable & sustainable:**Modular design and open-access resources for long-term impact.

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Pedagogical Digital Strategies: A Whole-School Approach to Meaningful Digital Transformation

Across Europe, schools are increasingly asked not only to use digital technologies, but to do so deliberately, coherently, and pedagogically.

Rather than imposing a standardised model, **D-PAIDEIA offers a reflective, flexible architecture** that allows each school to define its own priorities and pathways for growth.

1. Beginning with Evidence: The Role of MIDI-SELFIE and the D-PAIDEIA Extension

The strategy-building process starts with a rigorous needs-identification phase. Schools are invited to use the MIDI-SELFIE, a lighter and more action-oriented version of the SELFIE tool, enhanced with extension questions developed specifically within D-PAIDEIA.

This combined test provides leadership teams with a nuanced portrait of their school's digital ecosystem, including:

- Teachers' digital competencies,

- Students' capacities for digital learning,
- Organisational enablers and barriers, and
- Areas that require targeted development.
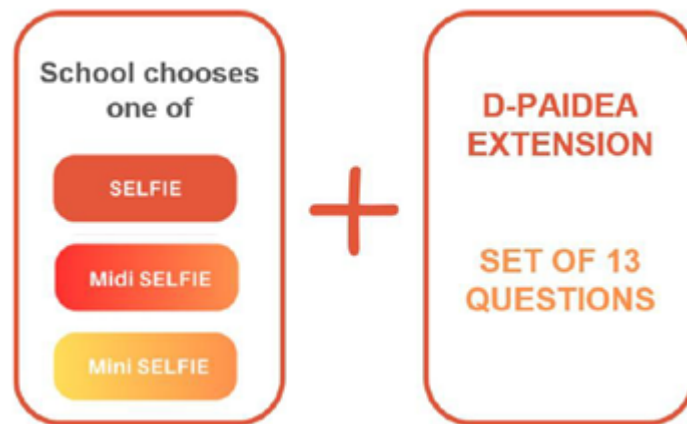
By grounding the strategy in data, schools avoid generic or superficial plans and instead focus on the specific pedagogical challenges and strengths of their community.

2. From Diagnosis to Action: The Guide and the Action Plan Template

After completing the diagnostic phase, schools proceed to the D-PAIDEIA Guide, which translates the needs analysis into a clear, structured planning process. At the heart of this guide is the Action Plan template, a practical tool that supports leadership teams in:

- Setting measurable objectives rooted in their diagnostic results,
- Aligning each action with the D-PAIDEIA competence areas,
- Planning meaningful professional development connected to teachers' needs,
- Prioritising activities from the D-PAIDEIA Curriculum based on which competencies need reinforcement.

One of the most innovative aspects of the methodology is this direct link between the test results and the curriculum activities. Schools can immediately identify which learning experiences will most effectively address the gaps revealed in the MIDI-SELFIE + extension.

3. Supporting Schools Along the Way: Mentoring and Follow-Up

Developing a Pedagogical Digital Strategy is not a one-off event. For this reason, D-PAIDEIA emphasises mentoring and continuous follow-up. Project partners accompany schools as they refine their goals, test their ideas, and monitor progress throughout the school year.

This sustained support ensures that the strategy becomes:

- A living document,
- Capable of evolving with classroom realities,
- And aligned with teachers' actual practices and student needs.

Ultimately, D-PAIDEIA enables schools not just to write a digital strategy but also to implement one that is competence-based, realistic, and genuinely impactful for teaching and learning.

Events & engagements highlights

Final Conference of the D-PAIDEIA Project in Larissa, Greece

To discuss the future of pedagogical digital skills in Europe, educators, policymakers, researchers, and international partners from Belgium, Italy, Spain, and Bulgaria gathered for the D-PAIDEIA project's Final Conference on **22 November 2025** at the 4th Elementary School of Larissa.

Following welcoming remarks by the Larissa Directorate of Primary Education, the event opened with a project overview by Kostas Diamantis Balaskas (Action Synergy), followed by presentations from partners and testimonials from stakeholders across Europe.

Topics included:

- Building a Qualifications Framework for Pedagogical Digital Skills (University of Florence)
- Digital Pedagogical Strategies in the Primary Schools in Larissa
- Development of digital skills in Italy
- Good practices from Belgium, Bulgaria, and Catalonia
- Digital wellbeing strategies in Greek schools
- A European perspective on teachers' digital skill needs (The Association for Teacher Education in Europe)
- An evaluation of D-PAIDEIA's impact across partner countries

The conference concluded with an open discussion where participants who had used the D- Paideia resources in real classroom settings, together with other educational experts, shared their overview, experiences and insights.

Online Policy Dialogue: Shaping the Future of Digital Education

On **4 December**, policymakers, representatives of national education authorities, and digital education stakeholders from across Europe came together for a high-level online policy dialogue focused on the future of digital education and the digital competences teachers need to thrive.

OEB Conference in Berlin

The presentation of the D-PAIDEIA project at OEB Berlin caught significant interest and engagement. More than 40 EdTech researchers, educational innovators, teachers, and business developers followed the D-Paideia sessions during the OEB Conference in Berlin.

Project team from the UCLL ran two workshops:

🕵️ Exploring the link between XR and digital wellbeing (spoiler: it's complicated and fascinating).
🧑🏿‍🏫 Bringing our renewed digital competence framework into classrooms, because theory only matters if it lands where learning happens.

The strong response has already led to planned follow-up meetings with stakeholders in Ireland and the Netherlands, reflecting the project's growing visibility and impact at the European level.

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Curious to learn more? Our four D-Paideia press releases are available to explore.

Press release 1

Press release 2

Press release 3

Press release 4

That's a Wrap!

As we bring the D-PAIDEIA project to a close after three years of committed collaboration and shared effort, we take this final opportunity to reflect on the meaningful progress we have achieved together.

The importance of initiatives like D-PAIDEIA is underscored by recent European Commission findings showing that a strong majority of Europeans believe digital skills should be integrated into education highlighting the relevance and timeliness of our work in supporting teacher development in this are:
https://ec.europa.eu/commission/presscorner/detail/en/ip_25_3023

We extend our sincere thanks to all partners, stakeholders, educators, and readers who have supported and engaged with the D-PAIDEIA project. Though the project concludes, all project results will remain available through the project website and continue being a valuable resources for educators, institutions, and policy makers in the ongoing digital transformation of education.

**Funded by
the European Union**

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