

The collection of DigComp usage inspiring experiences - support document

April 2023

This document has been created to support the [DigComp Hub](#) (DCH) project's activity of identifying inspiring experiences of DigComp usage in the design and development of education&training (E&T) offers for adult learners.

The **first section** provides information about the collection of inspiring experiences.

The **second section** presents the steps of DigComp usage in E&T design and development activities as a reference list to consider when filling out the [experiences collection form](#).

1. Details on the experiences collection process and selection criteria

In the first step of the process, we look for initiatives carried out by actors in the areas specified below where the **DigComp framework was used in the design and development of digital E&T offers targeting adult learners**. Section 2 of this document provides a list of the typical steps in DigComp implementation in that context, drawn from the analysis of past experiences.

The experiences we are looking for should meet the following requirements:

1. they should be already **completed** or at least have achieved some **demonstrable results**. At the moment, project ideas/proposals and recently started initiatives are outside of our search scope;
2. they should provide **evidence of significant DigComp usage** in the development of the digital E&T offer (see below Section 2);
3. they should be carried out by organisations working in:
 - **adult education (formal and non-formal)** - offering digital learning experiences for adults in a LLL perspective for self-development and the inclusion of seniors, young NEETs and others at risk of digital and social exclusion;
 - **vocational education&training** - offering basic-to-intermediate level digital education to employment seekers and employees wishing to reskill and upskill;
 - **higher education** - offering curricula that include courses on digital competences and lead to degrees.

If your initiative meets the above requirements, please fill out this [inspiring experiences form](#).

What happens after the submission of your filled-out form?

1. A limited number of experiences (up to 10) will be invited over the next months to give a presentation in a series of **webinars organized by the DCH project**. The webinars will be promoted and open to members of the DigComp Community of Practice (CoP), All Digital members, and other entities working on adult education and VET of adult learners. Each webinar will typically last 45-60 minutes with time for Q&A sessions with participants. All Digital experts can help with the presentation if needed. The first webinars (already identified) will take place during the [All Digital Week 2023](#) on [26/04](#) and [04/05](#).

2. The webinar recordings, the submitted experience forms (revised) and any additional materials will be made available to all DigComp CoP members and on the DCH project's website.

Selection criteria of the experiences for the webinars

Moving from the consideration that in this domain most experiences have something useful to tell/teach, the **selection criteria** of the experiences that will be invited to the webinars are:

1. **type and range of DigComp usage** steps covered in the experience, with the aim of gathering examples for all the identified steps and also new DigComp implementation steps. We'll value experiences where DigComp was used in several steps, as well as experiences where DigComp was used maybe only in one step, but one which is less frequently or never addressed by other experiences;
2. **impact of DigComp usage** (how significant it was) on the E&T design and development process. By 'significant' we mean that DigComp played a role in 'strategic' project/activity decisions (e.g. setting the general E&T goals) and/or in 'structuring' choices (e.g. designing course modules or assessment topics, 'tagging' learning materials with DigComp categories);
3. **socio-economic sectors and specific target groups** of DigComp implementation. The DCH project aims to identify and give visibility to experiences addressing as many different socio-economic sectors and target groups;
4. **richness and quality** of the experience **documentation/narration**, in particular w.r.t DigComp-related problems and solutions (we are looking also for 'bad' practices that help identify pitfalls and major challenges).
5. **willingness to share** products and 'tools' developed/used in the process, under CC licences.

2. Steps of DigComp usage in education&training design and development activities

The list of 'typical steps' presented below is based on the analysis of past education&training (E&T) experiences documented in the [DigComp into Action](#) and [DigComp at Work report](#) reports and in the [DigComp at Work Implementation Guide](#)). As such, the list is **open to revisions and integrations** stemming from the identification of new experiences, and new developments of older ones, and new ways of looking at them.

The typical steps of DigComp implementation/usage in the design and development of E&T offers for adult learners seem to fall into two broad scenarios:

1. *Design, develop and deliver a digital E&T offer based on DigComp framework from the start.*
2. *Update, renew or enhance the 'visibility/status' of an existing E&T offer that was originally created independently from it.*

Scenario 1: Design, develop and deliver a digital E&T offer based on DigComp framework from the start

Preliminary phase

- A. **Presentation and/or training on the Framework** (as it is or after some adaptation, simplification) to create a common understanding and a 'language' to talk about digital competence among professionals and other stakeholders involved in the initiative.

Training definition

- B. **Assessment of target group's initial digital competence profile** based on DigComp categories (to identify gaps): this might become very demanding depending on the size and diversity of the target group, but it is certainly useful to better address steps 3 and 4.
- C. **Needs analysis**: identify the target group/population's life-work-education goals (which may derive also from policy decisions) and which DigComp Areas and competences can support them.
- D. **Setting educational goals** -> which competences, at which proficiency level, for which purposes.

Training design and development

E. Curriculum design

1. identify **content topics**
2. design of **learning outcomes** (LO's) through the specification of DigComp descriptors (Dim. 2,3) or inspired by knowledge, skills and attitude examples (Dim. 4) and application scenarios (Dim. 5)
3. define **instructional approach**. DigComp does not provide guidelines on this, but see for this step 8 below
- F. **Development of educational material** -> tag the open educational resources (OERs) created with DigComp categories and use these categories to search for existing reusable learning material.

Training offer promotion

- G. **Promoting digital competence education offers** -> highlighting DigComp features (e.g. the new themes of DigComp 2.2) to promote the new training offer.

Training delivery and assessment

- H. **Training delivery.** DigComp does not say anything on the appropriate pedagogies and instructional methods (including use of edtech) to develop digital competence in general and for specific learner groups. However, experience shows that to 'teach' digital competence innovative approaches are needed such as project-based learning, inquiry-based learning, peer feedback, personalised learning, and likely in the future AI-based adaptive learning. Based on experience, it becomes possible to identify which DigComp Areas and specific competences (and their KSA components) can be best developed by a given approach and using which learning tools.
- I. **Assessment of learners' digital competence** at start (**diagnostic**), during the learning experience (**formative**) and after the training (**summative**) to evaluate student learning -> structure assessment using DigComp categories; create assessment tools (questions, assignments etc.) based on DigComp descriptors and LO's derived from them and 'tag' them accordingly.

Training program evaluation

- J. **Evaluation of the educational activity** -> whether the expected competence enhancement of the training target group (according to the DigComp categories used in step 4) has been reached or not and what needs to be changed in the training offer.

Scenario 2: Update, renew or enhance the 'visibility/status' of an existing education&training offer that was originally created without reference to DigComp

This can be the case, for instance, of a traditional IT training or digital skilling course, a vocational training course and others which are seen to potentially benefit from a total revision or the integration of digital competence development activities according to the DigComp framework.

In Scenario 2, steps B, C, D of Scenario 1 might be replaced or complemented by an additional activity that can be described as follows (we code it D.2 for simplicity)

D.2 Analysis of the existing learning activity in light of the DigComp Framework, this typically entails mapping the current learning content/outcomes to DigComp in order to (depending on the activity's results and aims):

1. identify **missing or weak elements** to be added and improved in the renewed offer -> This leads to step E of scenario 1 and subsequent steps
2. highlight how **current learning content/outcomes already match with DigComp**, most likely in a partial way. This result can be used to make trainers and learners aware of the **scope of digital competence** and how the existing **offer fits into it** to stimulate interest and show potential for further competence development. The result can also be used to show that the existing offer contributes to the broader DigComp-oriented European digital competence development effort, **increasing its perceived value** in the eyes of learners, funders and other stakeholders. -> This leads to step G of scenario 1