



DigiComPass Project

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The EU funded project Digital Competences Recognition Framework for Adult Education – NEU (DigiComPass) prioritises improving the availability of high-quality learning opportunities for adults in the field of digital competencies, where competencies are sorely lacking.

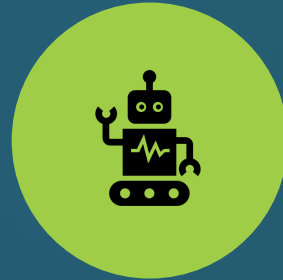


The developed training framework offers an innovative training concept based on Flipped Learning (FL) 3.0 and the modular DigiComPass course also aligns to the digital transformation initiative through development of digital readiness, resilience and capacity.

Background



The inception of the project idea is dated prior to COVID-19, while the pandemic further necessitated its need.



COVID-19 made evident that digital competences were now even more crucial than ever before.



Social distancing was a best practice example of the importance of digital competences, e.g. to deal with authorities (eGovernment) or to be able to use the digital signatures to access eGovernmental and other services or to even socialise in general.



These types of issues and more are described in the Digital Competence Framework for Citizens (DigComp) and formed a central part in the new training developed for DigiComPass

Background

DigComp framework

- Digital Competences (DigComp) are crucial for citizens today and in the future. Yet, digital competences motivation of European citizens differs strongly between countries.
- In Europe, the average level in DigComp of well-educated citizens is approximately 56%.
- From the countries participating in the DigiComPass project, i.e. Italy, Cyprus, Spain and Greece are below this average, while Austria is at the average.

Project consortium

Cyprus

Austria

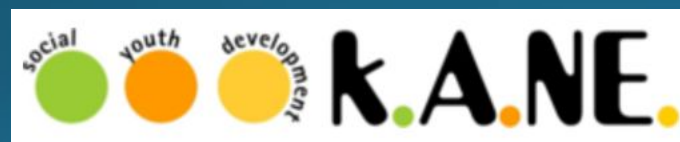
Denmark

Spain

Greece

Italy

USA



DigComp framework

DigComp, identifies the key components of digital competence in five areas and 21 specific competences.

Eight proficiency levels are also described within it, examples of knowledge, skills and attitudes, and use cases in education and employment contexts.

It remains crucial to the EU's objectives in enhancing digital skills and supports the EU's Digital Education Action Plan 2021–2027, which in turn contributes to the Commission's priority 'A Europe fit for the Digital Age' and to Next Generation EU.

DigComp framework

Information and data literacy

- 1.1. Browsing, searching and filtering data, information and digital content
- 1.2. Evaluating data, information and digital content
- 1.3. Managing data, information and digital content

Communication and collaboration

- 2.1. Interacting through digital technologies
- 2.2. Sharing information and content through digital technologies
- 2.3. Engaging in citizenship through digital technologies
- 2.4. Collaborating through digital technologies
- 2.5. Netiquette
- 2.6. Managing digital identity

Digital content creation

- 3.1. Developing digital content
- 3.2. Integrating and re-elaborating digital content
- 3.3. Copyright and licences
- 3.4. Programming

Safety

- 4.1. Protecting devices
- 4.2. Protecting personal data and privacy
- 4.3. Protecting health and well-being
- 4.4. Protecting the environment

Problem solving

- 5.1. Solving technical problems
- 5.2. Identifying needs and technological responses
- 5.3. Creatively using digital technologies
- 5.4. Identifying digital competence gaps

Project priorities



Objectives and concrete results



Develop a recognition and course model for Digital Competences implementing FL 3.0 as the pedagogical framework.



Develop a quality enhance framework guiding and monitoring the process of course creation, implementation and evaluation.



Design and develop an accessible and easy to use e-learning platform to host the DigiComPass course.



Implement a European recognition model defining the curriculum, training environment, evaluation and grading, and consistent certification, which aligns to the Europass CV.

Objectives and concrete results



Implement digital badges for the recognition model



Conduct and evaluate pilots on the developed course.



Create a “floating guide” to define the way of adaptation for future developments.



Produce a transferability guide for School Education.



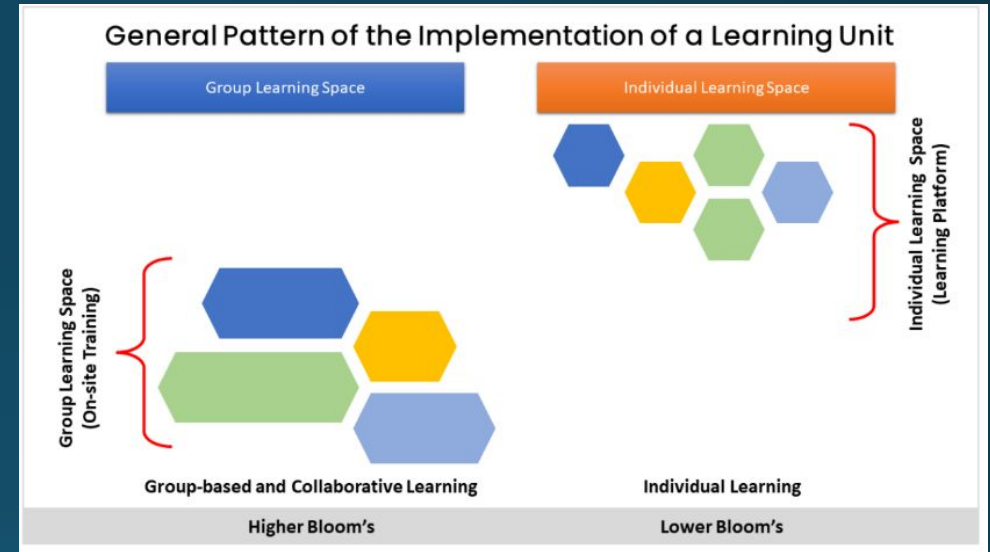
Provide the course as Open Educational Resources and in several languages.

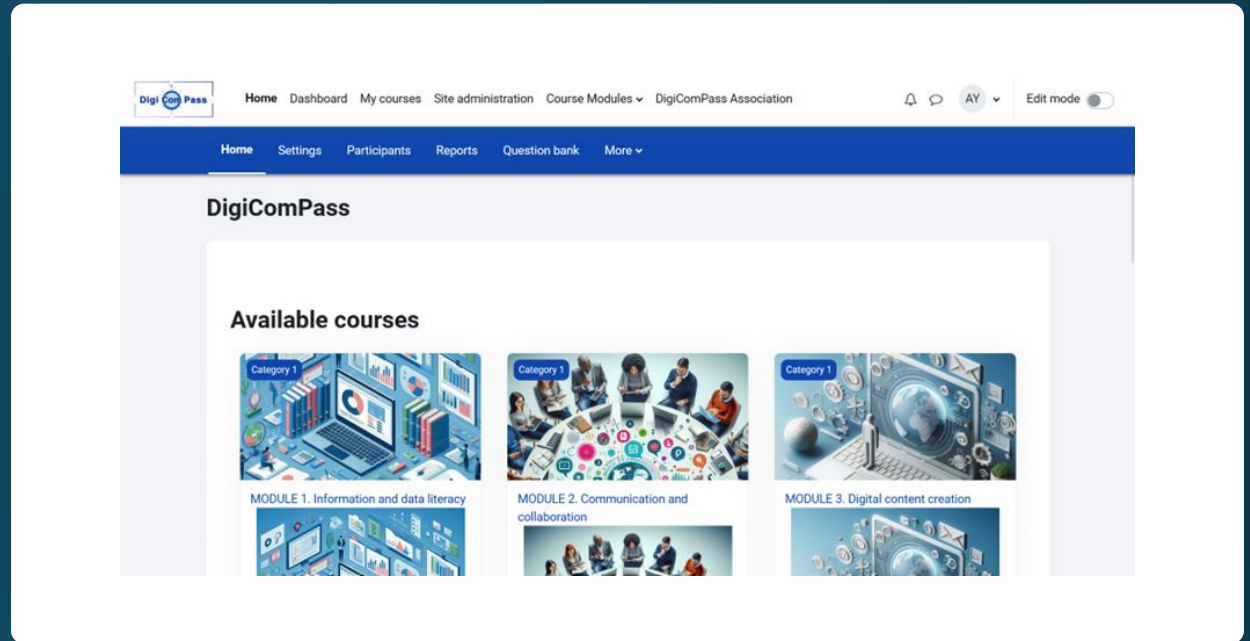
DigiComPass e-learning platform

- The platform was designed using Moodle LMS as the basic platform.
- With the course targeting a wide range of adult learners, Moodle LMS carries multiple benefits for inclusion.
- Designing learning content in diverse multimedia formats, offering community support and multimedia-based microlearning, as well as a range of assessment tools contributes to inclusion.
- In addition, Moodle LMS also strives for accessibility, promoting two of FL's main building blocks, namely inclusion and diversity.



DigiComPass e-learning platform

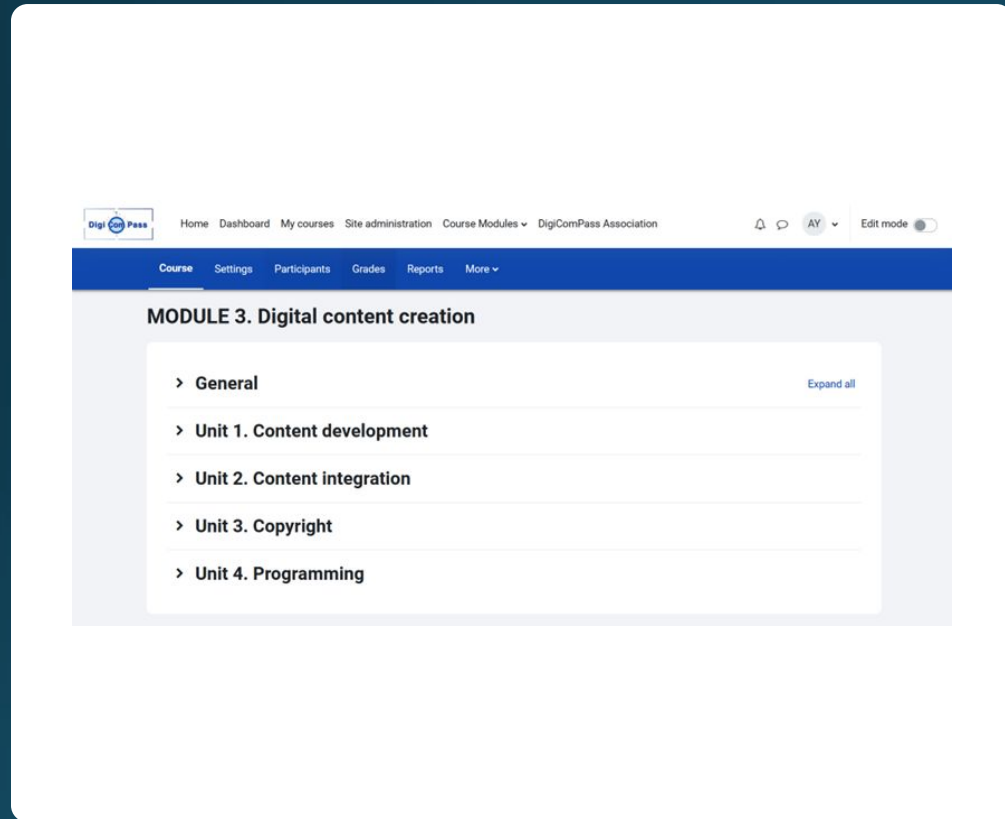




The home page where the 5 modules are presented to the user

DigiComPass e-learning platform

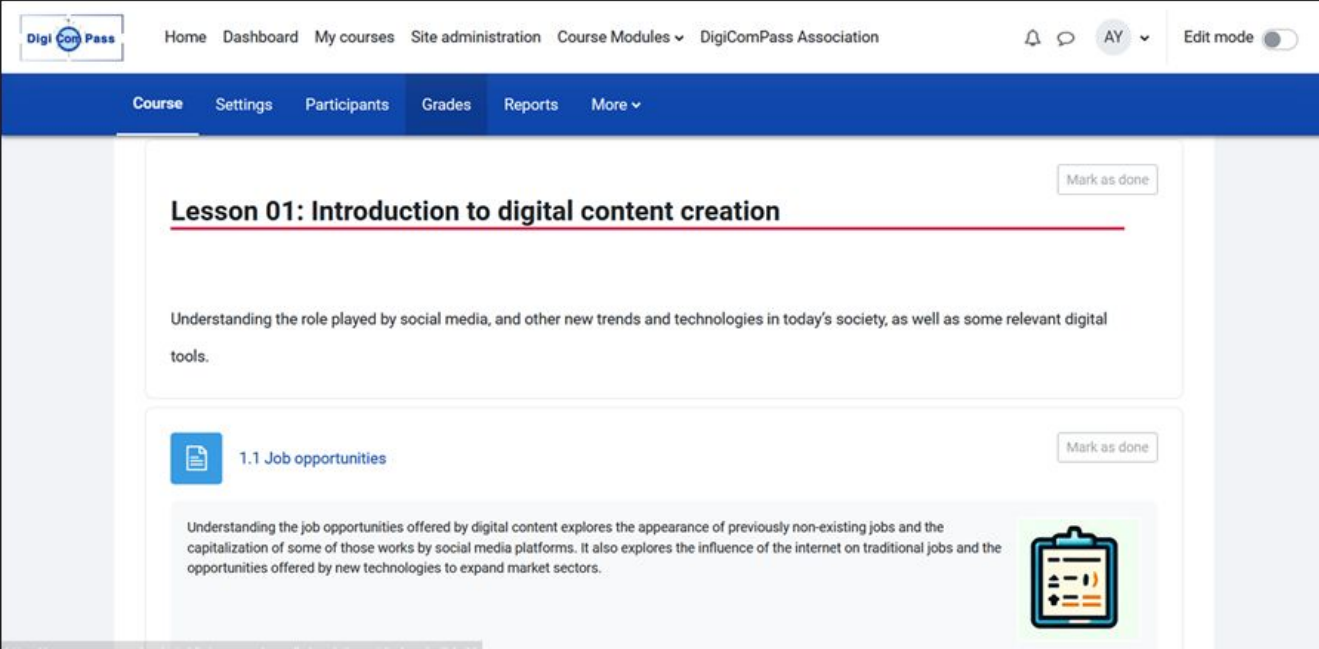
DigiComPass e-learning platform



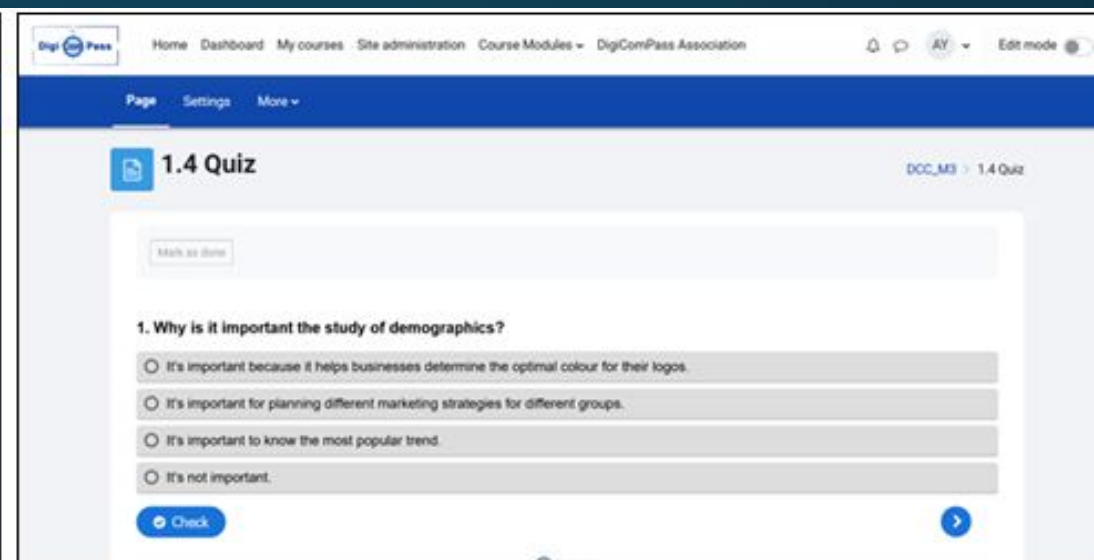
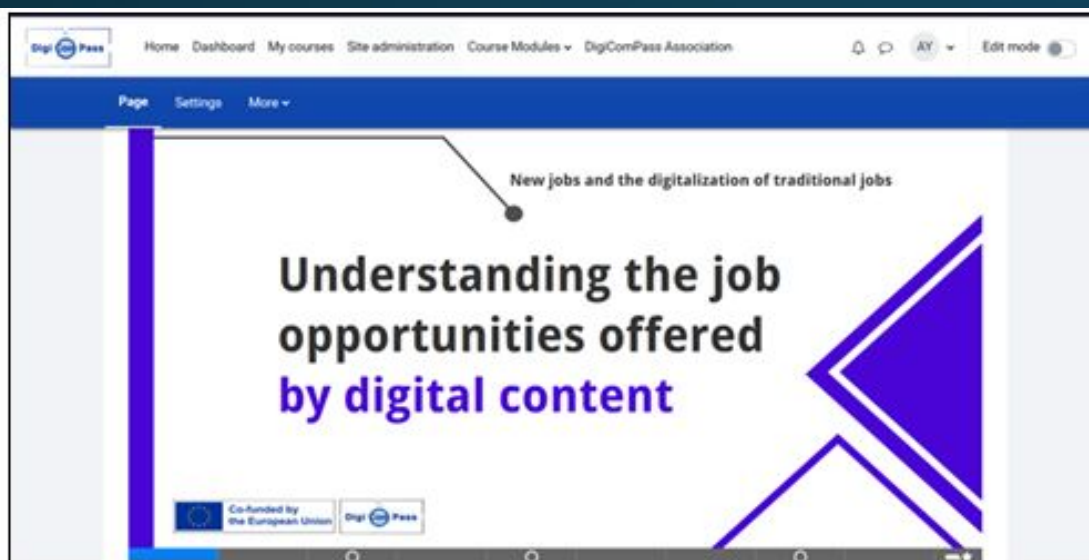
- The collapsible menu applied to each module, consisting of the general and units' sections. Module 3 (Digital content creation) sections are presented.

DigiComPass e-learning platform

- A lesson on job opportunities within a unit of Module 3 (Digital content creation).



The screenshot displays the DigiComPass e-learning platform interface. At the top, there is a navigation bar with the DigiComPass logo and links for Home, Dashboard, My courses, Site administration, Course Modules, and DigiComPass Association. A user profile icon labeled 'AY' and an 'Edit mode' toggle are also visible. Below this is a secondary navigation bar with tabs for Course, Settings, Participants, Grades, Reports, and More. The main content area features a lesson titled 'Lesson 01: Introduction to digital content creation' with a 'Mark as done' button. The lesson text discusses the role of social media and digital tools. Below this, a sub-section titled '1.1 Job opportunities' is shown, also with a 'Mark as done' button. The text in this section explores job opportunities offered by digital content and the influence of the internet on traditional jobs. A clipboard icon is visible in the bottom right corner of the sub-section.



DigiComPass e-learning platform

- Two gamified and interactive activities (interactive presentation and quiz) to engage learners and assess knowledge.



DigiComPass accreditation

- Badges and certificates comprise the accreditation system of the DigiComPass course.
- In the DigiComPass course, completion of a module leads to the issuing of the respective badge, as per the learner's overall score.
- When all 5 badges have been awarded (regardless of color), learners also receive a Certificate.
- Should all badges earned be green (i.e., learner averaging scores of over 61% in each module), then the DigiComPass Passport is further awarded.

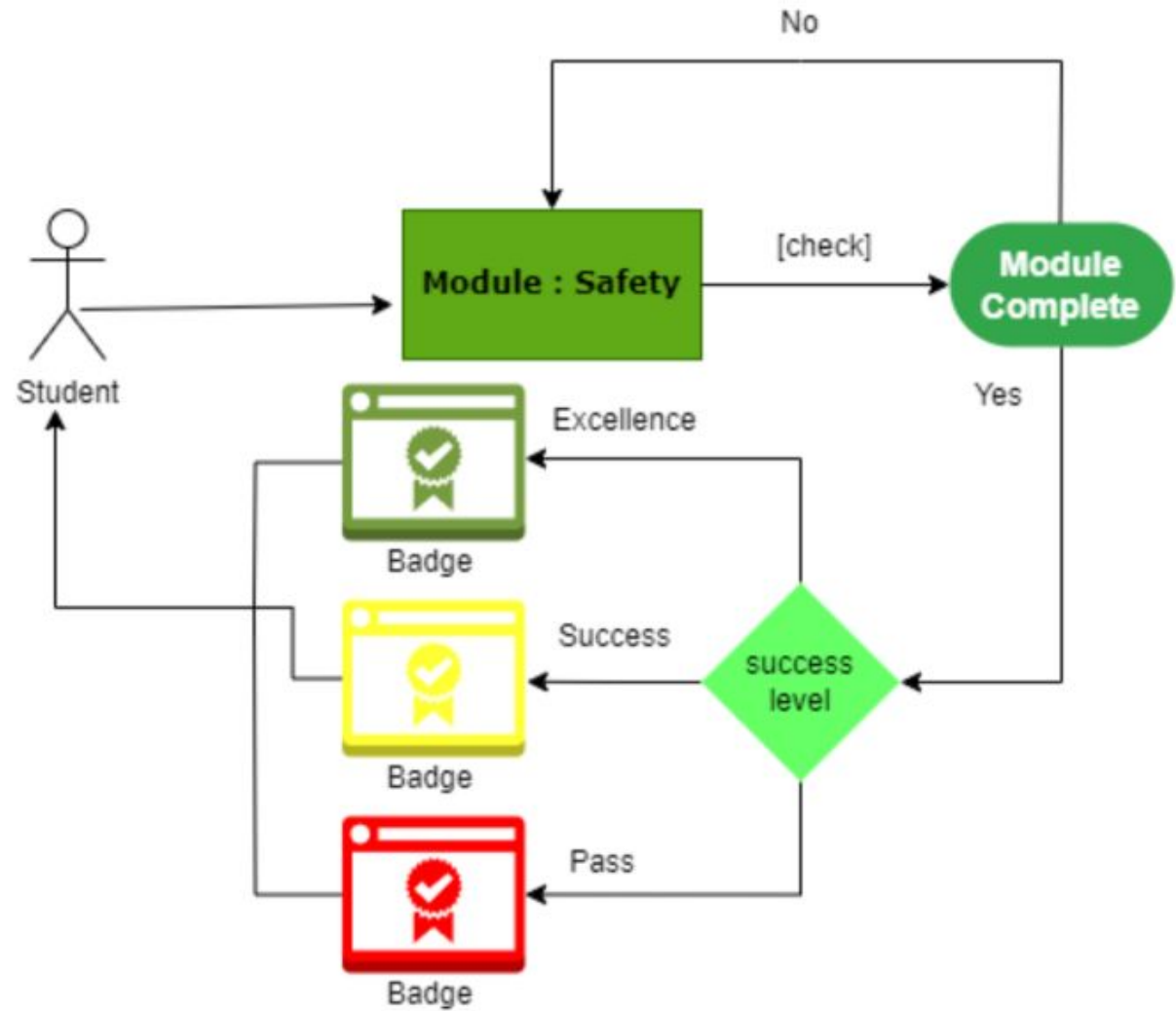


DigiComPass accreditation

Learner achievements are defined according to three success levels, with the badges issued in three colors as follows:

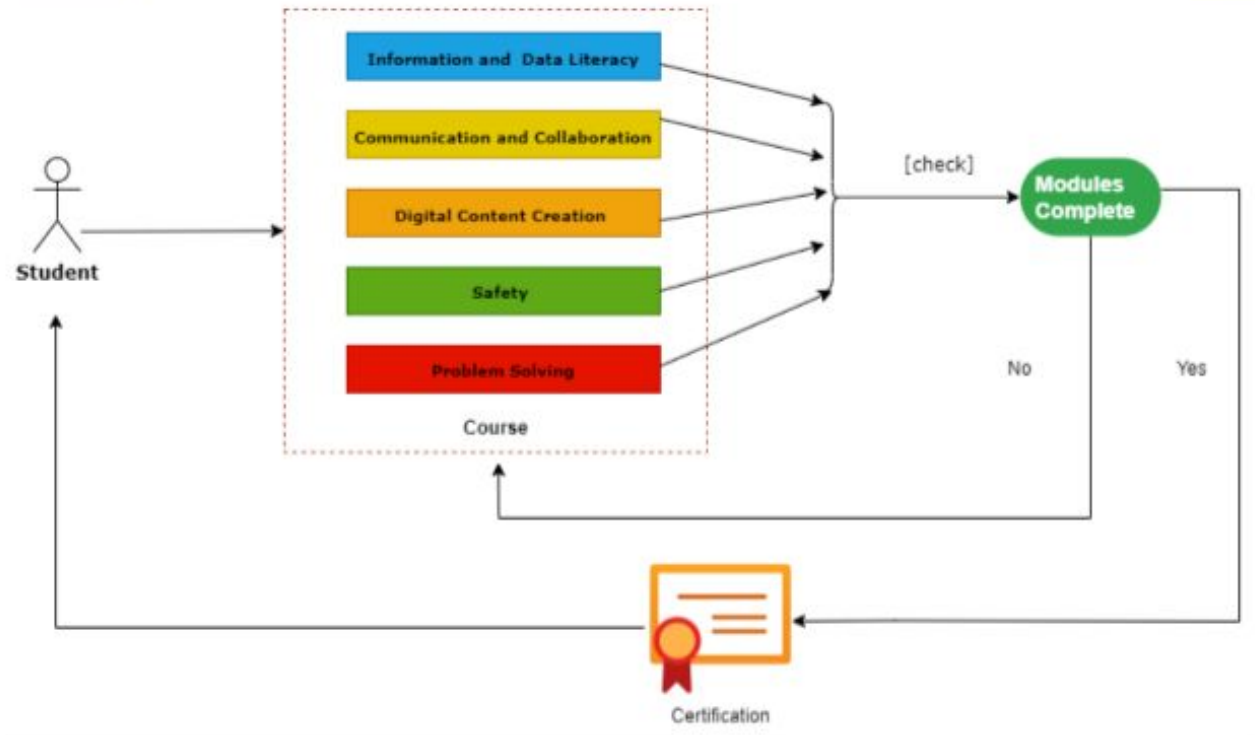
- Level 3 badge (Red) = Pass (course attended, no summative evaluation, overall score of 1-30%).
- Level 2 badge (Yellow) = Pass with success (overall score of 31-60%).
- Level 1 badge (Green) = Pass with excellence (overall score of 61-100%)

DigiComPass accreditation



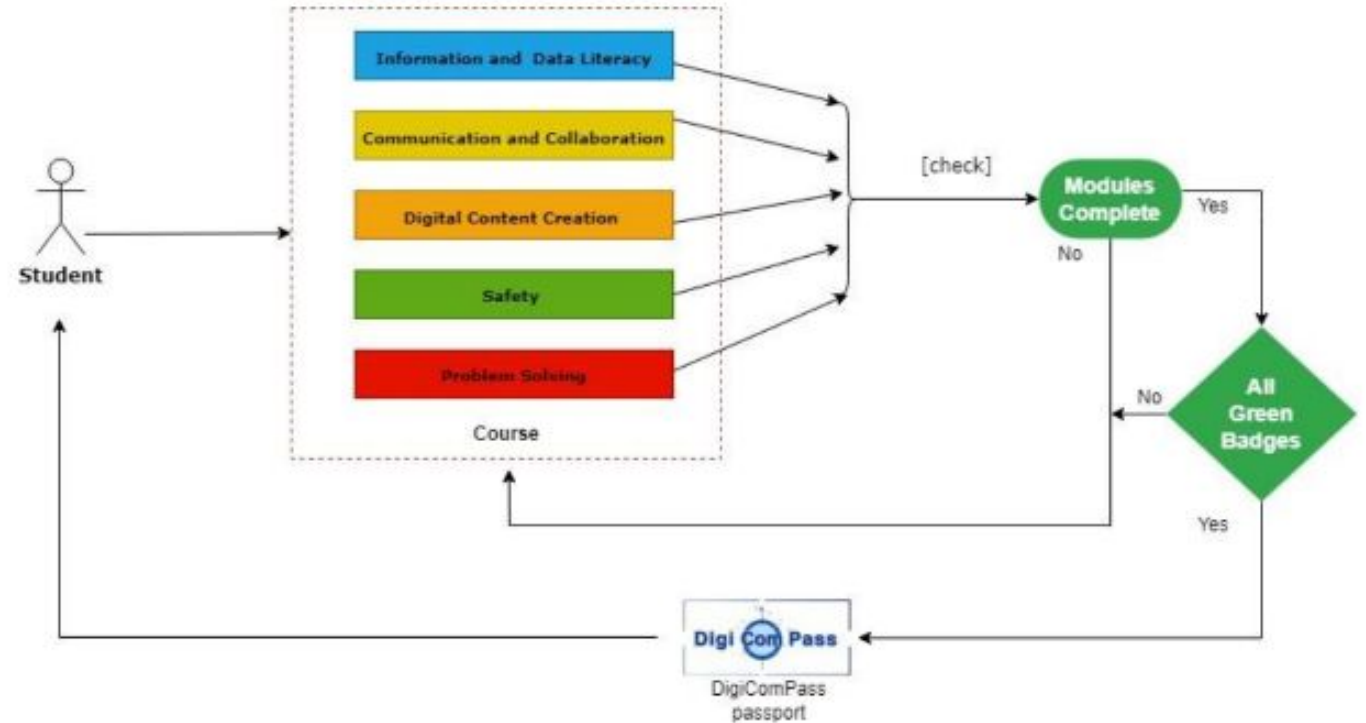
Example 1: Module completion

DigiComPass accreditation



Example 2: Course completion

DigiComPass accreditation



Example 3: Passport completion

Thank you