IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES

Workshop I

AIM OF THE WORKSHOP

1. **Brainstorm and identify relevant subject-specific digital competencies** for future graduates from your degree program.

2. **Categorise competencies** in meaningful clusters.

3. **Formulate suggestions for a shared subject-specific digital competency profile** for the degree program.

PROGRESSION

SHARING PAST EXPERIENCES

To surface existing experiences and understandings of digital competencies, **take 2-3 minutes each to answer the following question**:

What digital competencies have you focused on in your teaching?

- Share a subject-specific example of a digital topic or method that you have taught students.
- Subject-specific competencies = topics (knowledge), methods (skills), and competencies needed to work and conduct research in your field.

WHAT DO WE MEAN BY COMPETENCIES?

Building on the *Qualifications Framework for Danish Higher Education*, we can distinguish between three elements:

- **Knowledge & Understanding**: Possess knowledge of the theories, methods, and practices relevant for the given subject area, as well as being able to reflect upon these.

- **Skills**: Apply subject relevant methods and tools to evaluate issues, as well as choose and communicate solutions.

- **Competencies**: Manage complex and development-oriented situations in a variety of settings (including inter-disciplinary collaborations).

Keep all three levels in mind, when engaging in the following exercises.

BRAINSTORMING DIGITAL COMPETENCIES

INDIVIDUAL   **5 min**

Answer the following questions using post-its. Use a new post-it for each point.

- **Note 3-5 technologies or digital processes**, **relevant to your subject/research**, that should be a part of the taught curriculum.

- **Note 3-5 technologies or digital competencies, that are sought-after** in graduates from your programme.

- Can you identify **something entirely new that a graduate from your programme should be able to do**, or that will emerge in coming years as a sought-after digital competence?

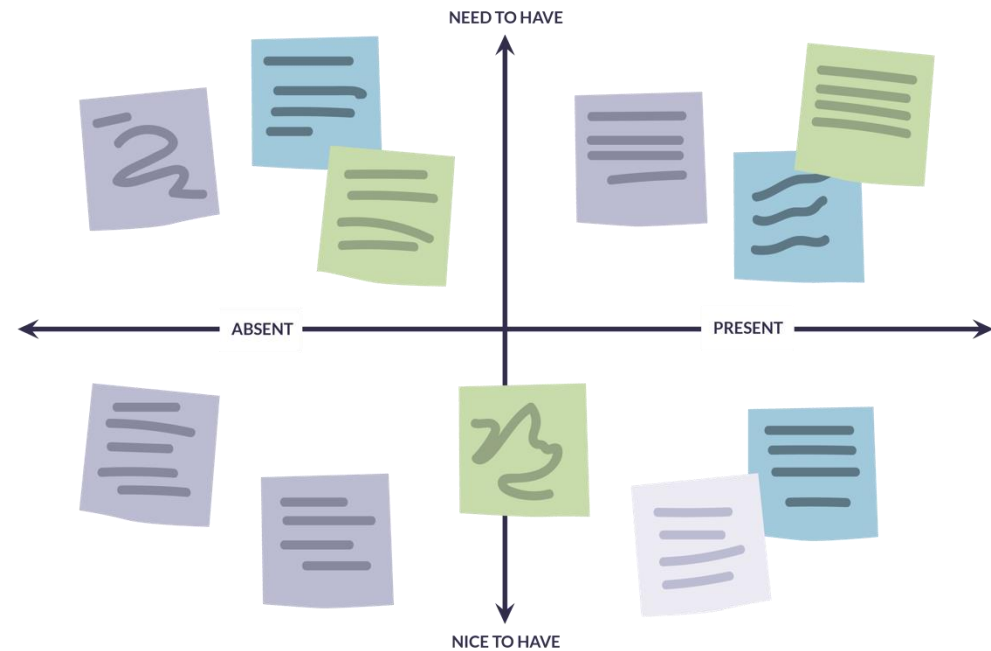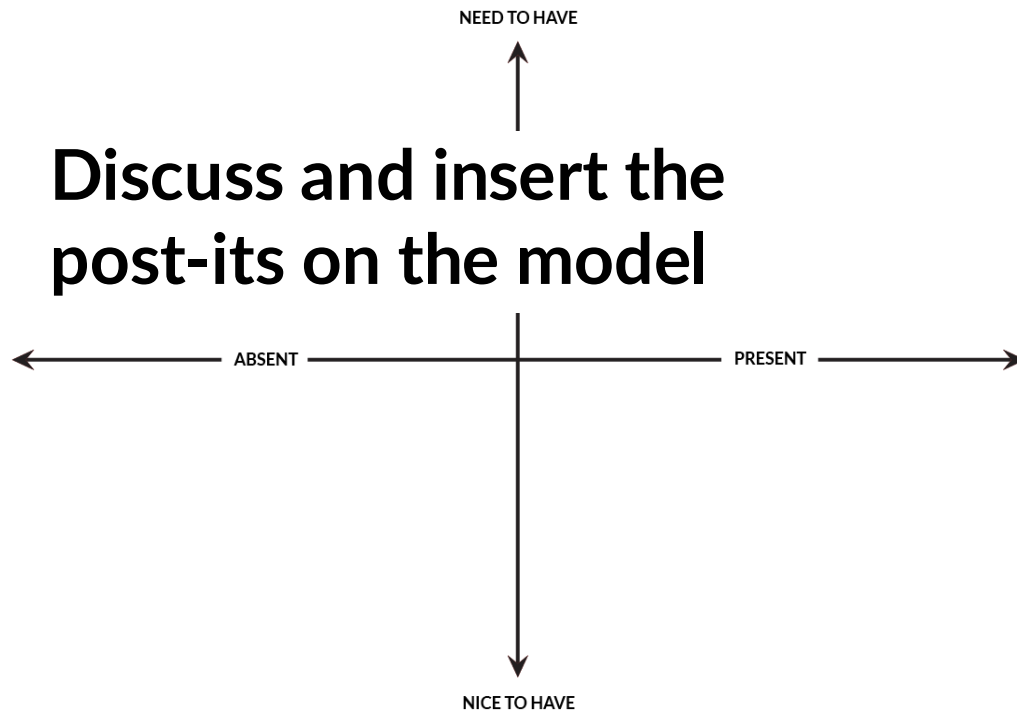*If you have already answered these questions, feel free to reuse them or create new answers.*

MAPPING DIGITAL COMPETENCIES

GROUP   20 min

NEED TO HAVE

Discuss and insert the post-its on the model

ABSENT   PRESENT

NICE TO HAVE

DigComp FRAMEWORK

We have found one helpful way to think about digital competencies is through the **Digital Competence Framework** for Citizens (DigComp), which provides a common understanding to identify and describe digital competencies across disciplines. It is broad, interdisciplinary, and has been extensively validated in practice.

The DigComp framework identifies the key components of digital competence in 5 areas.

information and data literacy

- To articulate information needs, to locate and retrieve digital data, information and content.
- To judge the relevance of the source and its content.
- To store, manage, and organise digital data, information and content.

communication and collaboration

- To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.
- To participate in society through public and private digital services and participatory citizenship.
- To manage one's digital presence, identity and reputation.

content creation and creativity

- To create and edit digital content.
- To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied.
- To know how to give understandable instructions for a computer system.

safety and responsibility

- To protect devices, content, personal data and privacy in digital environments.
- To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.
- To be aware of the environmental impact of digital technologies and their use.

problem analysis and critical thinking

- To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments.
- To use digital tools to innovate processes and products.
- To keep up-to-date with the digital evolution.

CATEGORIZING DIGITAL COMPETENCES

GROUP | **20 min**

Start by focusing on the things you have written in the top two quadrants of the model (need to have). Group these so that it makes sense to you and give each group/category a headline. You can use the headlines below or come up with your own.

communication and collaboration

information and data literacy

content creation and creativity

problem analysis and critical thinking

safety and responsibility

SHARING RESULTS

information and data literacy

content creation and creativity

problem analysis and critical thinking

safety and responsibility

communication and collaboration

Which category would you highlight and why?

Is that category currently present in the teaching? Adequately?

DRAFTING A DIGITAL COMPETENCY PROFILE

1. Focus on 1-2 of the categories that you worked with in **EXERCISE II**.
    Start with the most important one.

2. In the Handout ***Model for Digital Competencies*** (see next slide)

    - Move your category headlines and post-its across to the new model.
      Place the headlines into the dedicated boxes (see *strategic level*) on the top and your post-its under the *course/teaching level* underneath the given headline.

    - Building on your notes and discussions, add themes and competencies to the *programme level*.

Think of the programme level as bridging the gap between the other levels, creating concept and sentences that one would find in a competency profile for your degree programme.

MODEL FOR DIGITAL COMPETENCIES *digital curriculum*

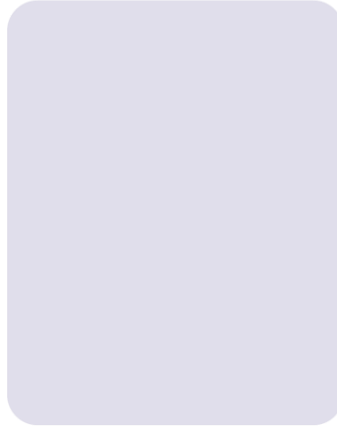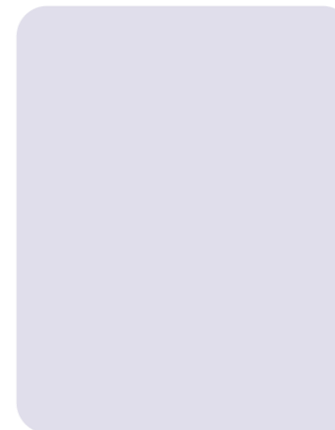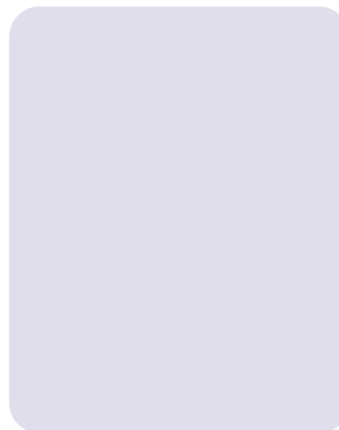| Competence categories *strategic level*	information and data literacy	digital content creation	problem solving	safety	communication and collaboration
Themes, curriculum, and the competency profile *programme level*					
Subject-specific topics and learning objectives (examples) *course/teaching level*					

SUMMARISING INSIGHTS

Share a specific phrasing of a digital competence (middle level) and explain your choice of words.

What was an eye-opener when defining digital competences?

WHAT'S NEXT?

CURRICULUM APPROACHES
AND INITIATIVES
Workshop II

Workshop 2

Building on Workshop 1, Workshop 2 focuses on examining curriculum approaches, curriculum pathways, and the initiatives necessary to implement the new digital curriculum.

Available at
https://digitalcurriculum.au.dk/workshop-materials