FACILITATOR GUIDE

WORKSHOP 1

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES

WELCOME TO THE FACILITATOR GUIDE!

This workshop focuses on helping participant identify, prioritize, and formulate the digital competencies essential for graduates of their specific programmes.

In this slide deck, we have gathered helpful tips and resources to support you in facilitating your own workshop on developing subject-specific digital competencies.

You can find additional workshop materials (e.g., Workshop 2) and further information at www.digitalcurriculum.au.dk.

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES *Workshop 1* | digitalcurriculum.au.dk | 2

FACILITATOR SLIDES

HOW TO PREPARE FOR THE WORKSHOP OPTIONAL

Invite participants to answer the following questions and share them in a format of your choice (e.g., on a Padlet board):

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?

FACILITATOR SLIDES

To effectively prepare participants for engaging with the workshop content, we recommend inviting them in advance to reflect on the digital competencies and processes currently present in their context, as well as identifying any areas that may be lacking.

You can access a prepared Padlet board to gather participant responses by following this link: Padlet Board. Once the Padlet is open, click on the three dots to access additional options and select "REMAKE" to create your own copy. Be sure to choose the options to copy both the design and the posts.

FACILITATOR PREPARATION

OPTIONAL

To prepare for the workshop, consider analysing or mapping the current curriculum or competency profile.

A good place to share your findings is after the slide "What do we mean by competencies". An overview of the collection of courses that constitute the degree programme can be helpful, both for reminding participants what courses are interlinked and as a frame of reference for discussions concerning where certain competencies are taught. For example, an analysis of the course descriptions could surface which courses currently explicitly mention digital methods (and what words are used) and which courses employ digital methods without mentioning them.

FACILITATOR SLIDES

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES *Workshop 1* | digitalcurriculum.au.dk | 4

How this could look like:

Begin by reading the course descriptions for the programme that you are interested in. Highlight all elements that suggest digital competency development to you. For this, consider drawing on the Digital Competence Framework for Citizens (DigComp), which provides a common understanding to identify and describe the key areas of digital competence (see Slide 14 for details).

The DigComp framework identifies the key components of digital competence in 5 areas: **Information and data literacy, Communication and collaboration, Digital content creation, Safety,** and **Problem solving.** There are **21 competences** that are pertinent to these areas. These can provide a helpful reference point when looking for competencies in your own courses.

Refer to Dimension 2 on the DigComp website: Digital Competence Framework. In your course analysis, search for instances of the keywords presented in this dimension within your own descriptions.

Document your findings and share them with participants after the slide titled "What do we mean by competencies?"

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES
Workshop I
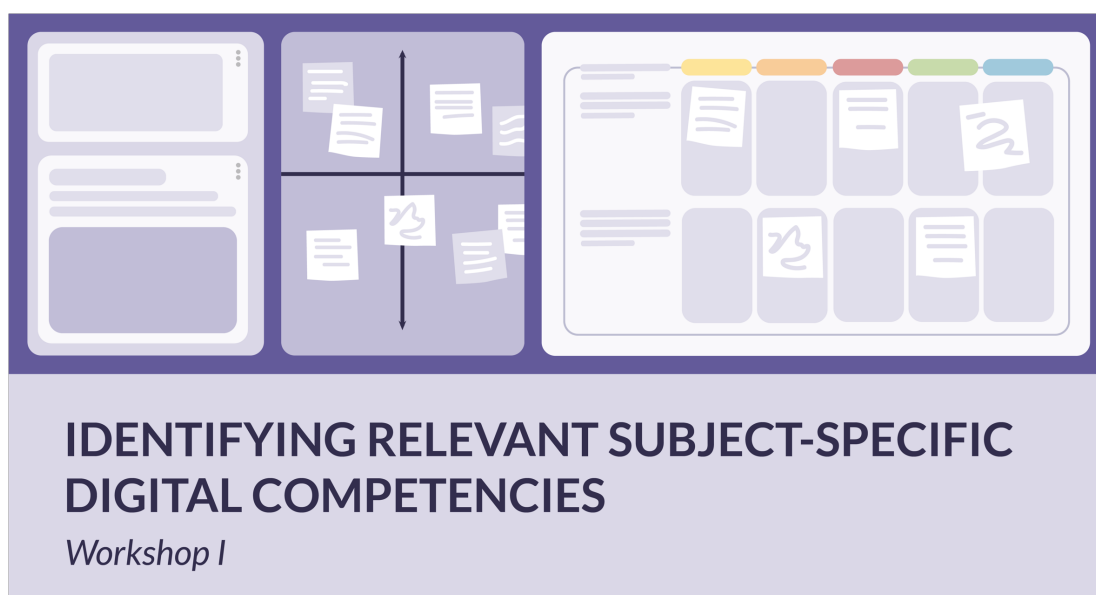
This is the first slide of the workshop. You can remove or hide the previous slides when presenting the workshop.

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

Start by introducing the aim and the progression of the workshop activities.
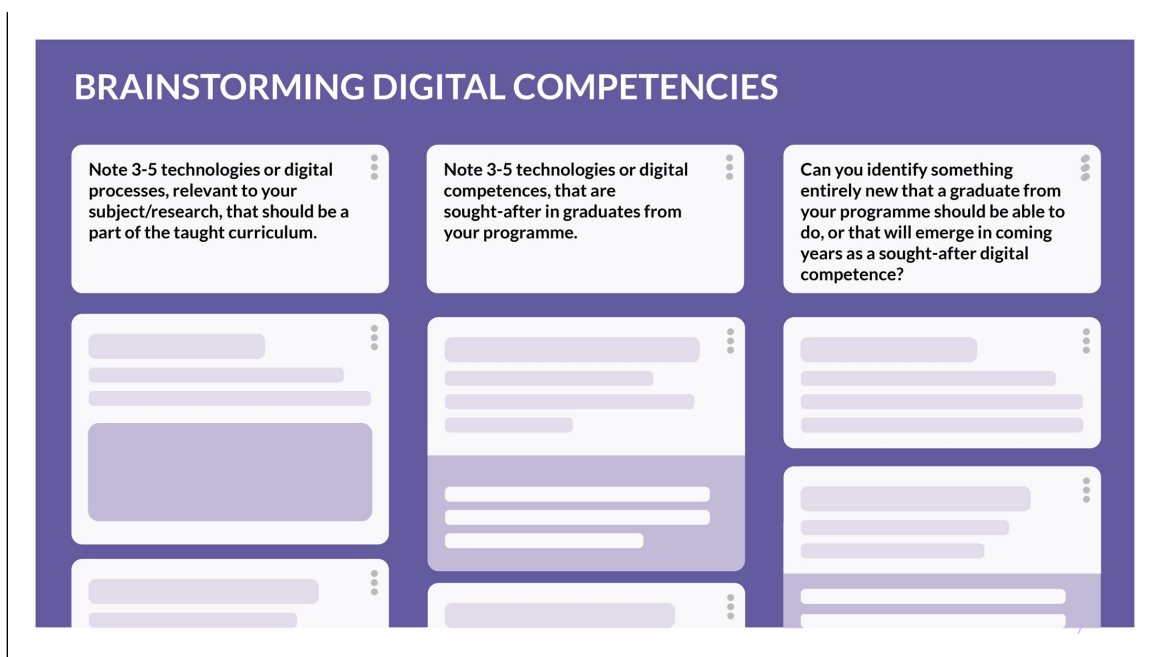
If you have invited participants to consider the digital competencies and processes currently present in their context, this is an excellent opportunity to share their insights. You can do this by replacing the image with a screenshot of your own responses gathered prior to the workshop.

If you have not encouraged participants to respond to any questions, feel free to delete this slide.

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.

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Depending on the number of participants, consider dividing them into groups for this segment. Based on our experience, groups of 3 to 5 people work well.

The sharing session may take between 15 to 25 minutes, depending on the total number of participants.

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.

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES *Workshop 1* | digitalcurriculum.au.dk | 9

In this section, define what you mean by competencies. Your definition may differ from the one provided here.

The framework presented is based on the Danish Qualifications Framework for Higher Education, which has been in place since 2003 and has been developed in alignment with the European Bologna Framework. For more information, refer to the Danish Qualifications Framework for Higher Education: Danish Qualifications Framework.

BRAINSTORMING DIGITAL COMPETENCIES

EXERCISE I

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.

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES *Workshop 1* | digitalcurriculum.au.dk | 10
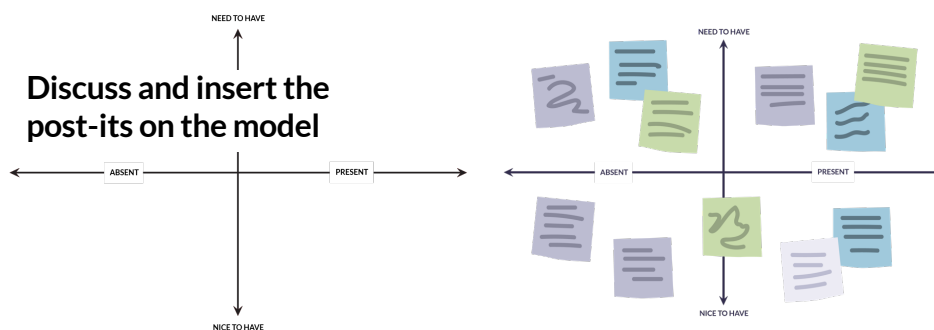
Guide the participants through part one of **EXERCISE I**. If they have done the optional preparatory exercise, suggest they reuse their notes and copy them across to post-its.

MAPPING DIGITAL COMPETENCIES

EXERCISE I

GROUP   20 min

NEED TO HAVE

Discuss and insert the post-its on the model

ABSENT   PRESENT

NICE TO HAVE

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Start by handing out the **Matrix for Mapping Digital Competencies**.

As part two of **EXERCISE I**, ask the participants to go into groups and insert the post-its from part one of the exercise (see previous slide).

Let the participants discuss how the responses on the post-its fit into one of the quadrants referring to the absence/presence and need to have/nice to have in the curriculum.

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

EXERCISE II

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

IDENTIFYING RELEVANT SUBJECT-SPECIFIC DIGITAL COMPETENCIES *Workshop 1* | digitalcurriculum.au.dk | 16

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?

This could be a fine time for a short break, as the third exercise is the hardest. This way, the workshop is divided up into two parts that should take around an hour each.

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
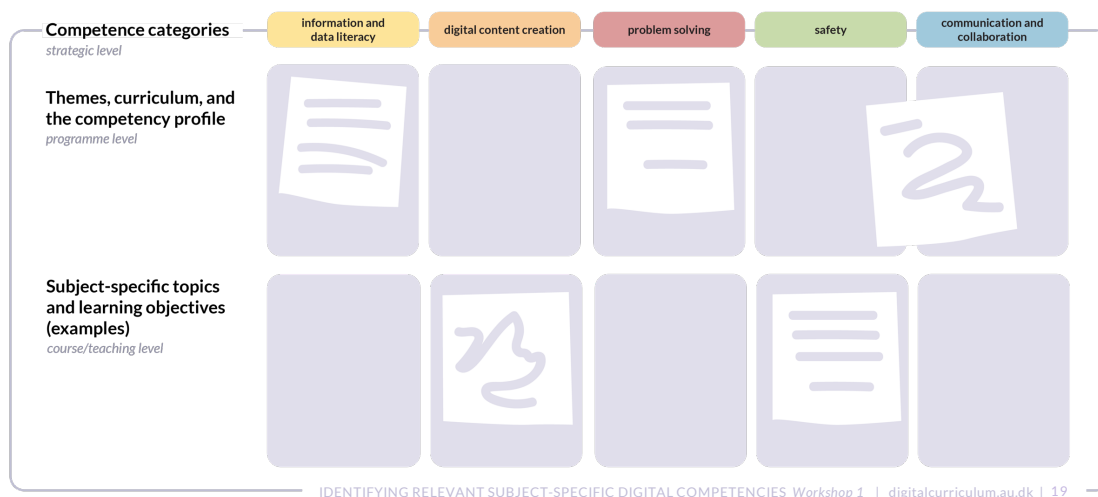   *programme level*.

   *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.*

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Hand-out the **Model for Digital Competencies** and guide the participants
through the exercise.

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*					

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This is a visual representation of a filled out model for **EXERCISE III**.

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?

Invite participants to share any insights or learnings from **EXERCISE III**.

WHAT'S NEXT?

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

Conclude the workshop by discussing potential next steps that may be beneficial for your specific context. One suggestion could be to coordinate Workshop 2.

If you have been meeting as a subgroup, consider sharing your insights from Workshop 1 with the broader community. This sharing can help you foster collaboration, gather diverse perspectives, and build a stronger foundation for implementing your ideas in next steps.