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COMPASS
COMPETENCE ASSESSMENT

The Challenge - LIVING WITH TECHNOLOGY

Lăcrămioara-Tatiana CLUCERESCU
Project mentor
RWCT Romania

ŠIUOLAIKINIŲ DIDAKTIKŲ CENTRAS
MODERN DIDACTICS CENTRE
MOKYKLŲ TOBULINIMO CENTRAS
LECTURA ŞI SCRIEREA PENTRU DEZVOLTAREA GÂNDIRII CRITICE
innoline

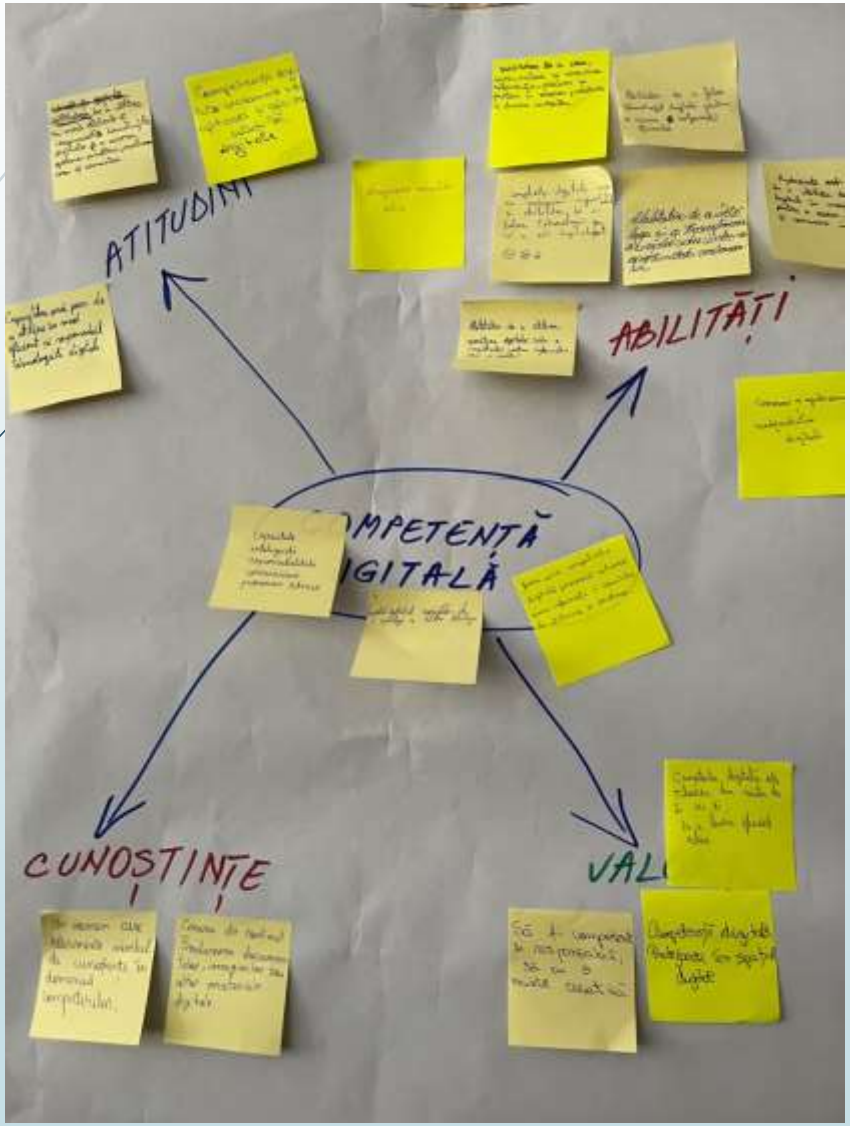
Activity 1 - Description of competence by students

- Students were challenged to identify what competence means to them through a brainstorming session starting from the phrase “digital competence”. A cluster was created with their answers comprising knowledge, attitudes/behaviors, skills and values.
- The students’ answers were: “this is the ability to understand and use technology”, “for me it means searching for information and the ability to use it”, “digital competence is to work effectively with information in the digital environment”, “responsible and creative use of gadgets”, “protecting personal data in the digital environment”, “creating content – processing documents, images or other digital materials”, “a daily exam that determines the level of knowledge in the field of computers”, “the ability to use digital equipment to search/select information”, etc. and as a definition “The ability to use devices to create, access, evaluate and communicate information, as well as to solve problems in the digital environment.”

Activity 2 – Workshop – group work

- The students were divided into groups and made posters answering the question: **What does it mean to live with technology?** Each group presented the poster and at the end of the activity a debate took place, which resulted in the following conclusions:
- Critical, selective and creative use of complex digital informational and educational resources and applications, as support in the daily learning routine;
- Constructive and creative participation in the development of digital content, including social media or open educational resources within educational projects;
- Promoting internet safety norms and positive and constructive behaviors in virtual social environments.

Photos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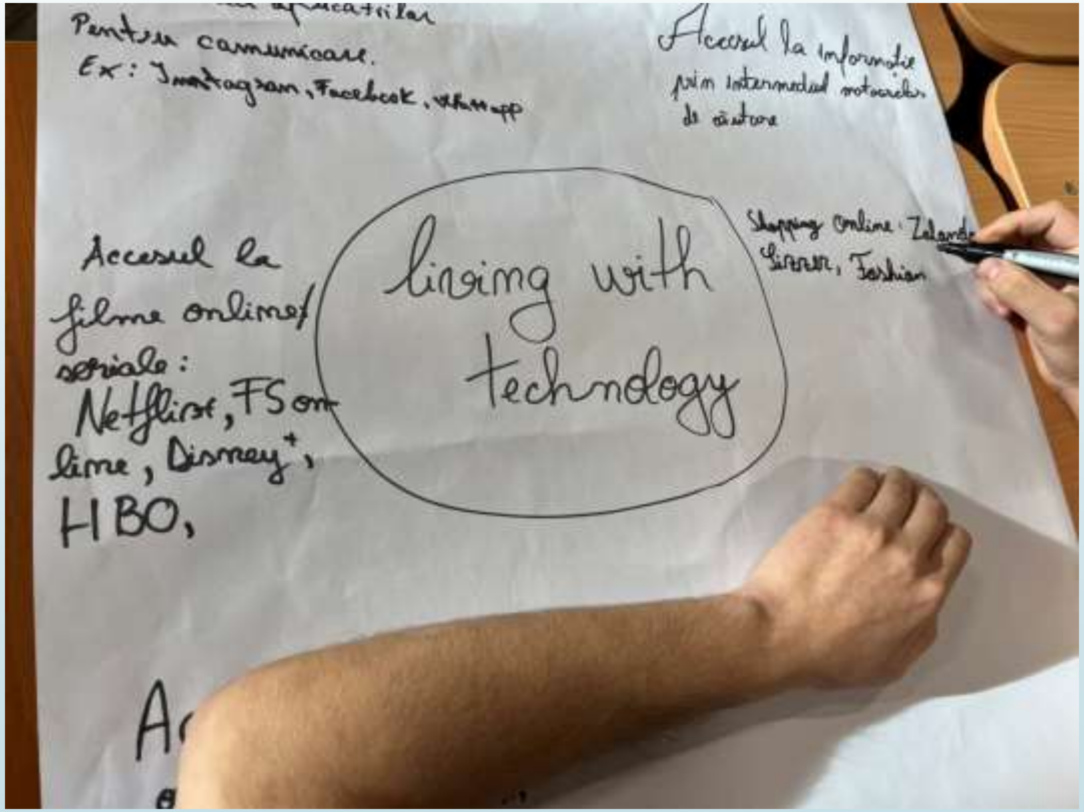
Pentru comunicare.
Ex: Instagram, Facebook, WhatsApp
Accesul la informație prin intermediul motoarelor de căutare
Accesul la filme online/ seriale: Netflix, FS online, Disney+, HBO,
living with technology

Posters


A CONVIEȚUI CU TEHNOLOGIA
Utilizarea echilibrată a ghegeturilor
01
Utilizarea tehnologiei pentru a învăța
02
Cu ajutorul tehnologiei putem avea o cultură mai amplă
03
Tehnologia a devenit o necesitate în viața omului
04
Tehnologia automotivează procesele de lucru în industrie și servicii
05


GRUPA 3
FACILITĂȚI
DEPENDENȚĂ
O oportunitate de a învăța
Echilibru intre online și offline
Cum e să trăiești cu tehnologia ?
Afectează capacitatea de concentrare
Permite conectarea cu oameni din întreaga lume
PROVOCĂRI
CONECTARE
ADAPTARE

Activity 3 – diagnostic assessment

MyDigiSkills – a tool to self-reflect on digital competence level

- https://mydigiskills.eu/ro/index
- Following the self-assessment of digital skills, the results were centralized to begin activities following the COMPASS model.
- **MyDigiSkills** is a **new tool** to help users understand their digital competences.
- MyDigiSkills is available in **seven languages**: English, Spanish, Italian, German, Latvian, Lithuanian, and Romanian.
- The tool is based on The European Digital Competence Framework for Citizens – DigComp 2.1.
- It covers **FIVE AREAS** of DigComp:
  - Information and Data Literacy
  - Communication and Collaboration
  - Digital Content Creation
  - Safety
  - Problem solving
- The system suggests answering a set of **82 questions**, asking about skills, knowledge or attitude to digital technology.
- It takes around **20 minutes to complete** the self-reflection assessment.
- The user receives a **personalised report** on their digital competences that they can use to identify their strengths and weaknesses and identify the areas they could develop through training.

The assessment tool - My digiskills Activity

Work in groups

- The data was collected and recorded in the following table, and the students were grouped by skill level into Compass Workgroups.
- Basic
- Medium
- Advanced

digiskills	1.Information and Data Literacy Alfabetizare digitală și informațională	2.Communication and Collaboration Comunicare și colaborare	3.Digital Content Creation Creare de conținut digital	4.Safety Siguranță	5.Problem solving Rezolvare de probleme
	mediu	mediu	mediu	mediu	mediu
	1.1 Navigarea, căutarea și filtrarea datelor, informațiilor și conținutului digital	2.1 Interacționarea prin tehnologii digitale	3.1 Dezvoltarea conținutului digital	4.1 Protejarea dispozitivelor	5.1 Rezolvarea problemelor tehnice
	1.2 Evaluarea datelor, a informațiilor și a conținutului digital	2.2 Partajarea informațiilor prin tehnologii digitale	3.2 Integrarea și re-elaborarea conținutului digital	4.2 Protejarea datelor personale și confidențialitate	5.2 Identificarea nevoilor și a soluțiilor tehnologice
	1.3 Gestionarea datelor, a informațiilor și a conținutului digital	2.3 Implicarea în societate prin intermediul tehnologiilor digitale	3.3 Drepturi de autor și licențe	4.3 Protejarea sănătății și a bunăstării fizice	5.3 Utilizarea creativă a tehnologiilor digitale
		2.4 Colaborarea prin intermediul tehnologiilor digitale	3.4 Programare	4.4 Protejarea mediului înconjurător	5.4 Identificarea lacunelor de competență digitală

Description of teaching and learning activities (TLAs) and formative assessment

Developing **digital competence** involves acquiring a range of skills and knowledge necessary to effectively use digital technologies in various aspects of life. This competence is increasingly important for both personal and professional development, as technology becomes integrated into almost every field. Here's an overview of the key areas in which digital competence can be developed:

1. Basic Digital Literacy

Understanding Devices and Tools: Being familiar with computers, **smartphones**, tablets, and various software applications.

Operating Systems and Software: Knowing how to use basic operating systems like Windows or macOS, and software tools like word processors (Microsoft Word), spreadsheets (Excel), and web browsers.

2. Online Communication and Collaboration

Email and Instant Messaging: Using email, messaging apps (Slack, WhatsApp), and video conferencing tools (Zoom, Google Meet) effectively.

Social Media: Understanding how to use platforms like Facebook, Twitter, LinkedIn, and Instagram for personal branding, networking, and communication.

Collaboration Tools: Learning tools like Google Workspace (Docs, Sheets, Drive) or Microsoft Office 365 for sharing and collaborating on documents and projects.

Example activity – Digital image

Attention was captured through open-ended questions to assess students' previous knowledge and experiences:

- What is a person's image online?
- What is the difference between personal brand and reputation?
- What expectations do people have today when they enter social media platforms?
- What does self-assessment of online image mean?

Students answered these questions individually and then worked in groups to compare/discuss the answers. The group rapporteur presented the conclusions that were noted on the flipchart.

Brainstorming: What is the social media platform you use most often?

Tik Tok, You Tube, Instagram, Facebook, Twitch, Reddit, LinkedIn, Snapchat, Telegram, Twitter, BeReal, Pinterest, WhatsApp …

- We analyzed together with the students the list of the most used social media platforms in Romania by accessing the "Digital 2024" report

https://datareportal.com/reports/digital-2024-romania

Digital image

- Students were invited to self-assess their own image online by following the answers in the self-assessment sheet. After their own analysis, they analyzed the digital content they posted with a colleague and received feedback. They also followed the feedback received from other colleagues-group or family.
- Reflection exercise: self-assessment questionnaire on personal experiences related to FOMO (Fear of missing out)

https://docs.google.com/document/d/1rPy8JErdAA5IUqS_3ru_UCcvFGGFZd6bgwcM_TDygZw/edit?tab=t.0#heading=h.ldez3egx6g2c

Digital image

- Students worked individually or in small groups and accessed the quiz.
- Students chosen a virtual character and navigated through different digital situations, being put in a position to make decisions about: protecting personal data, managing online interactions, recognizing and reporting dangerous content.
- The activity was monitored and discussions on the choices made were encouraged.

Description of teaching and learning activities (TLAs) and formative assessment

- **3. Critical Thinking and Information Literacy**

Evaluating Sources: Identifying reliable and credible sources of information online and distinguishing between facts and misinformation.

Searching Efficiently: Using search engines like Google to find information, and learning how to refine and filter results.

Digital Footprint Awareness: Understanding how your online actions (social media posts, browsing habits, etc.) can affect your reputation.

Complete your CV – activity - Using search engines like Google to find information, and learning how to refine and filter results

Description of teaching and learning activities (TLAs) and formative assessment

4. Cybersecurity and Privacy

Data Protection: Learning how to secure personal data and use privacy settings on social media and other digital platforms.

Recognizing Threats: Identifying phishing, malware, and other online scams and knowing how to protect yourself from them.

Password Management: Using strong passwords and tools like password managers to safeguard accounts.

5. Digital Problem-Solving and Creativity

Coding and Programming: Acquiring basic knowledge in coding languages (e.g., Python, JavaScript) can improve problem-solving skills.

Creating Digital Content: Learning how to create digital content such as blogs, videos, infographics, or podcasts. Tools like Canva or Adobe Creative Cloud are great for beginners and advanced creators alike.

Innovation: Using digital tools to improve work processes, create new digital products, or enhance service delivery.

6. Data Literacy and Analytics

Data Collection: Understanding how to gather and manage data using digital tools (e.g., Google Forms, Excel).

Basic Data Analysis: Learning to interpret data through graphs, charts, and reports. Tools like Excel, Google Sheets, and data visualization software (Tableau, Power BI) are useful here.

Big Data: As you advance, understanding how large datasets are used and analyzed in various industries becomes crucial.

Description of teaching and learning activities (TLAs) and formative assessment

7. Digital Citizenship

Respecting Online Etiquette: Understanding how to behave appropriately in digital spaces, respecting others' privacy, and practicing kindness.

Ethical Use of Technology: Learning about issues like intellectual property, copyright, and fair use in the digital world.

How to Develop Digital Competence:

Online Courses: Platforms like Coursera, edX, Udemy, or LinkedIn Learning offer courses on a wide range of digital skills.

Self-Learning: There are numerous free resources available on YouTube, blogs, and forums for hands-on learning of digital tools and platforms.

Practice: Regularly using digital tools and experimenting with new technologies will naturally improve your skills.

Stay Updated: The digital world is constantly changing, so it's important to keep learning about new trends, apps, and platforms.

Benefits of Digital Competence:

Career Advancement: Many industries now require digital skills, making competence a critical asset in the workforce.

Personal Empowerment: Mastering digital tools enables individuals to engage more effectively in society, access information, and connect with others.

Problem-Solving: Digital skills can enhance your ability to analyze, plan, and solve problems using technology.

Identifying digital competence gaps

Each student compared their initial results with the final results and identified new dimensions that could be improved.

Resources

https://mydigiskills.eu/

https://education.ec.europa.eu/selfie-for-teachers

https://education.ec.europa.eu/ro/selfie/registration-procedure

https://datareportal.com/reports/digital-2024-romania

https://docs.google.com/document/d/1rPy8JErdAA5IUqS_3ru_UCcvFGGFZd6bgwcM_TDygZw/edit?tab=t.0#heading=h.ldez3egx6g2c

https://digcompedu.net/

Directoratul National de Securitate Cibernetică
https://dnsc.ro/deepfake/

https://voluntapp.ro/mailster/55929/634c0b1d99284975140fc08da53dcc4e/aHR0cHM6Ly93d3cuaWNtZWMub3JnL2ludGVyYWN0aXZlLXN0b3J5Lw