

DIGITAL COMPETENCIES: NATIONAL AND LOCAL LANDSCAPE

DESK RESEARCH GUIDELINES

competency

Partner:	
Country:	
Institution:	
Contact person: name, e-mail	

I. NATIONAL AND REGIONAL LEVEL*

1. Are there any national or regional frameworks, policies, regulations and the like that address **digital competencies in strategic and professional development** of the institutions and individuals?
Yes → go to 4
No → go to 2
2. If not, write a few sentences describing any existing relevant formal documentation, regulations, or professional standards frameworks in which statements regarding digital competence might potentially be added in the future.
3. Are there any other terms that describe/ encompass digital competencies (eg. digital literacy, media literacy, digital fluency, described as learning outcomes or evidence)? What is the difference between them and DigComp framework - significant/minor? (please specify) x
4. If **1** is **yes** - please provide a brief overview per sector **other than HE** (K-12, FE, PDP, LLL etc) and type (a policy, a guideline, practice, Law, etc) to capture the overall educational landscape.
5. Do they focus on general digital competencies (eg. with a reference to ECDL or other programmes)?
6. Do they capture **educationally-oriented digital competencies other than DigCompEdu**? Please describe shortly.
7. Do they explicitly refer to DigCompEdu? If yes → go to 8.
 - a. As we focus on Higher Education please elaborate more on:
 - are digital competencies recognised in national regulations, Quality Frameworks, Guidelines, Professional Standards or the like?
 - what is the level (governmental, local, other agency, please specify with regard to national context)

- what are the documents specifically, what is their type (eg. White Paper, Guidelines, Quality Framework, Assessment Criteria, Law etc)
 - What is the scope (eg. professional development requirements, guidelines for assessment, institutional strategies, training requirements, strategic document etc)
 - please provide citations, links and references
8. [If 7 is yes] To what extent the document on national/ regional level refer to DigCompEdu? What areas do they cover? *Are they adaptations of DigCompEdu? Are they based directly on DigCompEdu? Write down which competencies from the DigCompEdu can be mapped with competence from the regulations. Describe the mapping in a few sentences.*

II. INSTITUTIONAL LEVEL

Demographics about the institution (to be Google):

- How many students
- How many Teachers? full teaching staff (aprox.)?
- Type of studies (fields of knowledge represented in the institution, e.g. Social sciences, sciences, etc.)
- How many faculties/colleges?
- Knowledge fields covered (arts, humanities, sciences, social sciences, etc.)

1. What are the **institutional regulations, strategies, policies, guidelines and/ or requirements and the like** regarding
- development of staff's competencies
 - training,
 - professional standards of educators in your institution?

This is to learn about the overall context. Write briefly. Provide a list of documents with links and a few sentences of the overview.

Examples: University's training centre agenda, strategy of university's development till 2030

2. Are the digital competencies addressed explicitly in these documents? If so what is the context (eg. part of the PDP, assessment criterion, part of the university strategy for students only etc.).
3. Are there other relevant strategies, regulations or policies which address the development of digital competencies (eg. institutional digital transformation strategy, university staff development policy)

4. Do they include or refer to the DigCompEdu framework?
 - a. Yes → Which elements/competencies do they include?
 - b. No → Can any of the element be mapped against the DigCompEdu framework?
Are there relevant strategies, regulations, or policies which *could/should* incorporate digital competencies in future versions.
5. Are there any initiatives that can have the influence on further actions / that can inspire short term actions? (*work-in progress questions*)

III. RESEARCH ON DIGITAL COMPETENCIES OF ACADEMICS

1. Regarding the professional competencies, standards and development of educators, to what extent is there available research in your national context?
2. Identify work which focuses on educators in **Higher Education** specifically that were conducted 2010-2019
3. Are there any particularly valuable paper scientific papers/ research projects etc. that specifically use or address DigComp and/ or DigCompEdu?* Can you briefly describe

*DigComp first published in 2013, DigCompEdu published in 2017

Search on Google Scholar and national scientific databases.

How many papers?

How many research projects?

Who is in charge for the project (eg. HE, Ministry, schools)

Are there any other work BEFORE 2013 or not directly linked to DigiComp that you find relevant?

Publications

Country	Data base (reason for including this database ⁹)	Keyword Search (Digcomp or Digcompedu)	Number of articles	Citations	Context HE/ other

Projects

EU data bases

Country	Project title and website	Source of funding	Level (local, national etc).	leader, contact

IV. SUPPORT FOR ACADEMIC STAFF

1. Are academic staff (defined as all the people who teach at the university regardless of their position or title) supported in their development of digital competencies for teaching in HE (eg. actions/projects/programme)?
 - national level (eg. by the gov, by academic associations, professional organisations) - is it spontaneous/ temporary/ systemic?
 - institutional level - by the university (any programmes enhancing professional development, any unit offering workshops/courses/trainings) is it spontaneous / temporary/ systemic?
 - what aspects does it cover: pedagogical/ technical/ organisational/ other?

V. REFERENCES

Please provide authors, titles and links for **each part of the report via Zotero or any other reference manager (export as a .bib citations) or simply as a list**