

Using the DigCompEdu Framework to analyse your institution's support for teachers' digital competencies development

Host Name

Annette Q Pedersen, Digital learning consultant, TEACH - Teaching and Learning Centre, University of Copenhagen, annettep@hum.ku.dk

Intended audience:

Educational developers, pedagogical consultants, teachers, managers – everyone involved or interested in teachers' digital competencies development.

Workshop description:

Digital competencies development for teachers – an individual responsibility?

Everyone agrees that teachers at all levels need to develop their digital competencies – but both the institution and the individual teachers need to take on this task – so this session asks: What can institutions do to take on some of the responsibility? Strategic goal setting is nice and helpful, but how can teaching and learning units, system owners and others improve the resources and help they provide to teachers to support digital competencies development?

Case: Analysing the support at The University of Copenhagen

The University of Copenhagen have used the European framework DigCompEdu (Redecker, 2017) to analyse and evaluate how the university as an institution can better support the competence development needs of individual teachers. (Pedersen & Isager, 2023) The purpose of this exercise was to avoid competence development becoming an individualized problem for the teacher. Of course, competencies are ultimately individual - and many university lecturers are aware of their own digital competency development needs. Using the framework as an organizational analysis tool can identify gaps where the organization does not actually offer competence development, e.g. in our case in area 5 of the DigCompEdu, which focuses on empowering learners, accessibility and inclusion. But it can also help identify areas, where there are perhaps too many resources that are hard to navigate for teachers.

Using an individually oriented frameworks in organizational contexts may seem counter-intuitive, but as it turns out, it can help provide an overview of a field that is often confusing and leaves the individual educator with a challenging task of navigating the field alone.

Participant engagement

Participants will work on analysing their own institutions, discuss the implications – and discuss the pros and cons of conducting such an approach with each other.

Participant outcomes

Participants will create an action plan for analysing their institution using the CUTE canvas (CUTE Toolkit - CUTE Toolkit, u.å.). They will also be carrying out the first steps of this analysis.

Workshop alignment with conference themes

This workshop has a focus on teachers' digital competencies development – and the role of the institution (re: support, systems, ecologies of learning technology etc.) and as such aligns mostly with these conference themes:

Networked learning in formal, non-formal and informal contexts of learning and development (e.g., higher education, professional development, community learning, large-scale and small-scale open courses)
Digital futures and environmental renaissance (e.g., sustainability, the need for degrowth in digitalization, well-being issues and perspectives in networked learning, rewilding networked learning ecologies, networked learning, environment and climate change)

Workshop process/activities

The short introduction to the theme, background and case from UCPH is followed by hands-on work in two steps:

Hands-on A: Plan an analysis of your own institution using the CUTE Canvas (Castañeda et al., 2024)

Using the CUTE canvas as a tool, you will plan out how you can do your own institutional analysis of the support for teachers at your institution.

Identify the key players, that should be involved in such a task, the scope and create an action plan to take home.

Hands-on B: Analyse your own institution

Get started on the analysis – participants can work hands-on (with a colleague or critical friend from another institution) on starting the analysis – using the DigCompEdu framework and your knowledge of the institution, you will start your analysis, identifying all the parts you are able to right now – and identifying areas, where you will need to go home and investigate the offers and support for your teachers.

This includes an introduction to the CUTEtoolkit, including the CUTE Canvas.

References

Castañeda, L., Viñoles, V., Concannon, F., Pedersen, A., Al-Hmiedat, P., & Lobato, N. (2024). The CUTE CANVAS: Developing a design tool for planning strategic actions for institutional of digital competencies. *Journal of Decision Systems*, 33(1), 30–52.
<https://doi.org/10.1080/12460125.2023.2167274>

CUTE Toolkit—CUTE Toolkit. (u.å.). Hentet 17. oktober 2022, fra <https://cutetoolkit.ku.dk/>

Pedersen, A. Q., & Isager, J. M. (2023). Digitale kompetencer til universitetsundervisere: Hvordan understøtter organisationen kompetenceudvikling? *Tidsskriftet Læring og Medier (LOM)*, 16(27), Article 27.
<https://doi.org/10.7146/lom.v15i27.134294>

Redecker, C. (2017, november 28). European Framework for the Digital Competence of Educators: DigCompEdu. *JRC Publications Repository*. <https://doi.org/10.2760/178382>

This workshop is based on the work carried out in the two ERASMUS+ projects:

CUTE Project - Competencies for Universities - using Technology in Education. ERASMUS+: Strategic Partnership (KA203-867FE04B) (2024, Dec 15) <https://cute.ku.dk>

CUTIE Project. ERASMUS+: Strategic Partnership (2022-1-IS01-KA220-HED-000089316).

<https://cutie.unak.is/about-the-project>