

SHORT LEARNING PROGRAMME

DIGITALLY COMPETENT EDUCATORS

alv Aprendizagem ao Longo da Vida

UNIVERSIDADE ABERTA www.uab.pt

FernUniversität in Hagen

ANADOLU UNIVERSITY

JYVÄSKYLÄN YLIOPISTO UNIVERSITY OF JYVÄSKYLÄ

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1. PRESENTATION

Digitally Competent Educators (DCE) online programme is developed and implemented jointly by Universidade Aberta from Portugal; FernUniversität in Hagen from Germany; Anadolu University from Turkey; and Open University of the University of Jyväskylä from Finland.

The SLP Digitally Competent Educators (DCE) focuses on educator-specific digital competences needed in various levels of education and in several education areas. Content planning of this SLP is based on the *Digital Competence Framework for Educators* (*DigCompEdu*, Figure 1) published by the European Commission's JointResearch Center (Redecker, 2017).

Figure 1: Competence areas of DigCompEdu.



Digitally Competent Educators responds to educators' need for a set of digital competences specific to their profession (figure 1); but the focus is not only on technical skills. Moreover, the aim is in the use of digital technologies, to enhance and innovate education and training. The course contents include all six competence areas that are described in Digital Competence Framework for Educators: professional engagement, digital resources, assessment, teaching and learning, empowering learners, and facilitating learner's digital competence.

In its development, Digitally Competent Educators short learning programme followed the design guidelines developed during the Erasmus+ E-SLP project. The programme includes three modules that can be studied stand-alone or as a whole programme, complementing each other.

In 2020, DCE started as a pilot within the E-SLP project and has since then been offered by this partnership. Its development, achievements and changes are documented and reflected in various joint publications (see Appendix).

The DCE programme is coordinated by Universidade Aberta since the 2024-25 academic year.

2. OBJECTIVES

The main objectives of the Digitally Competent Educators short learning programme are:

- To boost knowledge and skills in digital technologies of educators at all levels and in all areas of education.
- To facilitate students to develop teaching practices, specifically using digital resources.

3. TARGET AUDIENCE

This short learning programme is targeted at the continuous professional development and lifelong learning for educators at various levels and several education areas. The programme is internationally-oriented and open to interested students anywhere in the world. It offers the opportunity to collaborate and learn in an international setting.

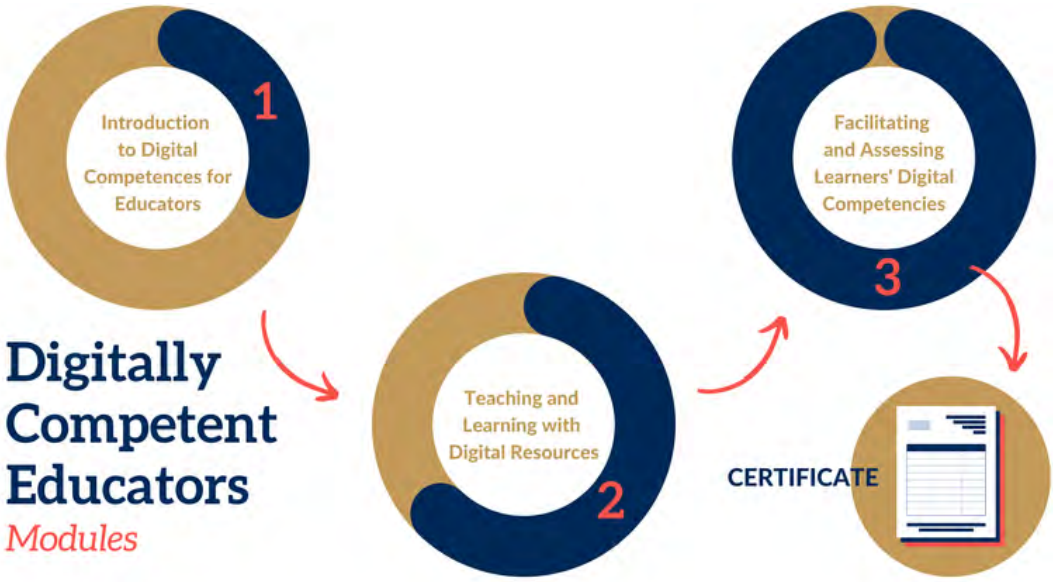
4. PRE-REQUISITES

Candidates must have access to a computer with an Internet connection and have computer knowledge as users, including Internet navigation. Competence in reading and understanding texts in English is required, as well as communication skills in written and spoken English language.

5. STRUCTURE AND CURRICULAR UNITS

The Programme Digitally Competent Educators consists of three modules that are offered sequentially. Each module has 5 ECTS, with a total of 390 hours of work (15 ECTS) (figure 2).

Figure 2: Structure of DCE.



To receive a university certificate from Universidade Aberta, students need to have completed successfully all three modules.

MODULE 1 | INTRODUCTION TO DIGITAL COMPETENCES FOR EDUCATORS

This module is developed by FernUniversität in Hagen and offered jointly with Universidade Aberta. Teaching team: Prof. Eva Cendon, Prof. Teresa Cardoso (coord.), Prof. João Paz.

1. Presentation

The module is based on areas 1 and 5 of DigCompEdu. This module provides a straightforward introduction into educators' digital competences. Professional engagement and empowering learners as two competence areas of the DigCompEdu provide the basis. The module focuses on using digital technologies for communication, collaboration and professional development as well as enhancing inclusion, personalization and learner's active engagement.

2. Objectives / Learning Competences

Goals are to enhance the ability of educators

- to use digital technologies, not only for teaching, but also for their professional interactions
- to support learner-centered pedagogic strategies and to boost the active involvement of learners in the learning process

- to support classroom differentiation and personalized education

Upon completion of the course the students will be able to

- communicate, contribute/share and collaborate with digital technologies in their learning community
- reflect on, identify and improve their professional digital competencies
- identify special needs of learners and employ accessibility solutions
- use digital technologies to motivate and engage learners to foster active learning.

3. Topics

The module is structured in several one-week learning building blocks, each containing one key topic. Overall, it is framed by an instruction section in the first week and a conclusion section in the final week.

0. Instructions
1. Self-assessment
2. Learning in community
3. From Communication to Collaboration
4. Free Access
5. Data Protection
6. Managing Diversity
7. Online Motivation
8. Final Assignment
9. Conclusion

4. Methodology of work

Students work on key topics on a weekly basis for 10 weeks. They study the materials, discuss their experiences with the relevant theories and approaches as well as their potential applicability within their working environment, both synchronous within small groups as well as asynchronous within a forum. They work together to prepare drafts on key topics and give each other feedback on each task.

Completion of all tasks is prerequisite for the final assignment. The final assignment consists of two parts: Students prepare a digital learning concept and peer-review digital learning concepts of their fellow students.

5. Evaluation

Final assignment requires 50% completed tasks: digital teaching work project + peer review (final grade by teacher).

The module is evaluated in a final survey.

6. Bibliography

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MODULE 2 | TEACHING AND LEARNING WITH DIGITAL RESOURCES

This module is developed by Anadolu University and offered jointly with Universidade Aberta. Teaching team: Prof. Aysun Günes, Prof. Mehmet Firat, Prof. Teresa Cardoso (coord.), Prof. João Paz.

1. Presentation

This module is based on areas 2 and 3 of DigCompEdu. The module focuses on managing and orchestrating the use of digital technologies in teaching and learning, including sourcing, creating and sharing digital resources.

2. Learning Competences

Goals are to

- identify resources that best fit the learning objectives, learner group, teaching style and materials, as well as other digital resources to support teaching
- use and manage digital content responsibly
- learn about protection of sensitive content and data (GDPR)
- design, plan and implement relevant digital technologies in the different stages of the learning process

Upon completion of the course students will be able to

- select, modify and create appropriate digital resources for collaborative and

self-regulated learning, taking into account various learner groups

- understand and respect different licenses and restrictions attributed to digital resources
- structure and manage content, collaboration, interaction and guidance in digital environments
- design, implement and evaluate digital learning activities that best support learning objectives in different stages of the learning process

3. Topics

Module 2 begins with welcome and introductory sections and ends with a final assignment and suggested materials for further use. The course is organized into topic weeks. Each major topic equals one week.

1. Introduction and self-assessment
2. Selecting Digital Resources
3. Creating and Modifying Digital Resources
4. Managing, Protecting and Sharing Digital Resources
5. Teaching
6. Guidance
7. Collaborative Learning
8. Self-Regulated Learning

4. Methodology of work

This module consists of 8 weeks of content organized as building blocks of Digital Competence of Educators (DigCompEdu). Announcements, Help Forum, and Virtual Cafe are used for student support and peer interaction. Padlet like Web 2.0 tools are used for social interaction. In addition, topic-specific discussions and forums are available. There are 12 tasks and a final assignment throughout the module. The infographic design task and the final assignment are required for successful completion of the module.

5. Evaluation

Final score for the module is the total of the sixth task (creating infographics) and the final assignment.

The module is evaluated in a final survey.

6. Bibliography

Antonaci, A., Henderikx, P., & Ubachs, G. (2021). The Common Microcredentials Framework for MOOCs and Short Learning Programmes. *Journal of innovation in polytechnic education*, *3*(1), 5-9.

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MODULE 3 | FACILITATING AND ASSESSING LEARNERS' DIGITAL COMPETENCIES

This module is developed by Universidade Aberta and offered jointly with University of Jyväskylä. Teaching team: Prof. Sanna Juutinen, Prof. Leena Hiltunen, Prof. Teresa Cardoso (coord.), Prof. João Paz.

1. Presentation

This module is based on the DigCompEdu competence areas 4 and 6. The module focuses on usage of digital technologies and strategies to enhance assessment by enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, well-being and problem solving.

2. Learning Competences

Goals are to consider how digital technologies can

- enhance existing assessment strategies, create or facilitate innovative assessment approaches
- facilitate feedback and allow educators to assess and adapt their teaching strategies
- incorporate learning activities, assignments and assessments, which require learners to adapt new digital competences required in diverse learning needs

Upon completion of the course students will be able to

- design and implement learning activities that generate data for various digital assessment formats
- analyse and interpret evidence on learners' activity and progress
- create and update personal search strategies
- evaluate the credibility and reliability of sources of data, information and digital content
- use digital technologies in innovative ways and transfer knowledge to new situations

3. Topics

The module is structured in learning building blocks on a weekly basis, except topic 4 (2 weeks). The topics cover issues concerning students' learning monitoring and assessment strategies, also in relation to information and media literacy.

1. Self-Introduction and choosing an e-portfolio tool
2. Assessment strategies
3. Analysing evidence
4. Feedback and planning
5. Information and media literacy
6. Digital communication, collaboration and content creation
7. My e-portfolio

4. Methodology of work

This module consists of 8 weeks of work. Students work on key topics on a weekly basis. In this module, students need to choose a tool for their e-portfolio. They study the materials, discuss the topics in the forum and present activities via forum and e-portfolio. Additionally, they take part in one group activity.

5. Evaluation

In this module, the e-portfolio is the main assessment tool. A major part of the module assessment is based on tasks/activities related to e-portfolio (80%). In addition, 20% of the assessment is related to tasks/activities in the forum, that include 1 group activity. The module is based on continuous assessment: tasks on forums and e-portfolio (with peer review).

The module is evaluated in a final survey.

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APPENDIX:
PUBLISHED WORK ON DCE BY PARTNERS

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Bastos, G., Cendon, E., Firat, M., Günes, A., Hiltunen, L., Juutinen, S., Kananen P., Uotinen, V. & Zarebski, M. (2021). Analysing students' rating of the SLP Digitally Competent Educators. *Higher Education in the new normal: the role of online, blended and distance learning. Proceedings of the Innovating Higher Education Conference* - OOFHEC2021, pp. 172-183. EADTU. https://repositorioaberto.uab.pt/handle/10400.2/11463

Cendon, E. & Zarebski, M. (2022). Digitally Competent Educators joining international classrooms. A students' perspective. In S. Bedenlier & V. I. Marin (eds.), International Academic Mobility in a (Post) COVID 19 World. Conference Proceedings, S. 14–25. https://doi.org/10.5281/zenodo.6610827

Hiltunen, L., Kananen, P., Uotinen, V., Cendon, E., Zarebski, M., Bastos, G. & Günes, A. (2019). Boosting Educators' Digital Competences. World Conference on Online Learning (ICDE). Dublin, Ireland.



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