

# How to link European frameworks and Erasmus+ priorities with local strategies?



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**TCA seminar**

**26.9.2024**

**Riga**

# European SALTO Digital Resource Centre

## OBJECTIVES

Support the development, implementation, and quality of the horizontal Digital Priority



Support National Agencies in translating the horizontal Digital Priority into measures and activities



Create knowledge and share resources on the Digital Priority



Act as  
a Knowledge HUB between  
Policy and Practice on  
Digital Priority

## ACTIVITIES

Support NAs' capacity on the Digital Priority through trainings and materials



Share the results of projects, good practices, and learning materials



Support NAs in implementing the Digital Strategy



# Horizontal Digital Priority in Erasmus+

- To support the digital transformation in a **human-centric** manner
- To address societal challenges such as **AI** or **disinformation** more effectively
- Europe needs **education and training systems that are fit for the digital age**

*In line with the strategic priorities of the Digital Education Action Plan (2021-2027).*

# Horizontal Digital Priority in Erasmus+

## The Erasmus+ programme will support

- A. development of a **high-performing digital education ecosystem** by
  - building capacity and critical understanding on how to exploit the opportunities offered by digital technologies for teaching and learning
  - To develop and implement digital transformation plans for educational institutions
  
- B. enhancing **digital skills and competence** development for all by fostering both basic and advanced digital skills as well as digital literacy

“The Programme should reach out to a larger target group both within and beyond the Union by a greater use of information, communication and technology tools, combined use of physical mobility and virtual learning and virtual cooperation.”

## Horizontal Priorities synergize each other

Inclusion + Digital → Digital Inclusion  
Green + Digital → Twin Transition  
Participation + Digital → Digital Participation

→ contributing to more inclusive and cohesive,  
greener, and digitally fit societies

# Strategy for implementing the Digital Priority in the Erasmus+ and European Solidarity Corps programmes (draft by EAC)

- To provide guidance on how to implement the horizontal digital priority at all levels of the Erasmus+ and European Solidarity Corps programmes
- To address the programmes' activities, the projects funded and how the programmes prepare and engage participants and institutions to actively contribute to the digital transition



# Meaningful and purposeful digital transformation in education?

Digital transformation entails **raising the quality** and **inclusiveness** of education and training through the use of digital and other emerging technologies and methods, while **enabling participants to acquire digital skills and competences and increase their digital capacity and readiness.**



The graphic features a dark blue background with a pattern of white dots that forms a wave-like shape at the bottom. Two overlapping banners are positioned on the left: a light blue one on top and an orange one below it. The text 'Digital Education' is in white on the light blue banner, and 'Action Plan' is in white on the orange banner. To the right, the years '2021-2027' are displayed in large white font, with the subtitle 'Resetting education and training for the digital age' below it. In the bottom right corner, a dark blue box contains the hashtags '#EUDigitalEducation' and '#DEAP' in white.

**Digital Education**

**Action Plan**

**2021-2027**

Resetting education and  
training for the digital age

#EUDigitalEducation  
#DEAP

[Digital Education Action Plan 2021-2027](#)



# How can you make use of the Digital Education Action Plan in your projects?

Digital Education

Action Plan

2021-2027

## USE THE HANDBOOK AND FRAMEWORK FOR BLENDED LEARNING



If your [Erasmus+](#) or [European Solidarity Corps](#) project contains a blended learning component, or mobilities of staff or learners specifically aiming for boosting digital skills and competences, make use of the [materials produced in DEAP](#). They provide a shared frame of reference and helpful content to help align your project with a wider European context.

## ENSURE THE CAPACITIES OF YOUR PROJECT CONSORTIUM

Before implementing your project, use the Digital Competence Framework for educators or [DigCompOrg](#) (for organisations) and the [SELFIE tools](#) to make sure your consortium has the necessary competences to run the project you are applying for. Can also be used to accurately communicate your capacities in the application phase.



## What is the Digital Education Action Plan?

The [Digital Education Action Plan \(2021-2027\)](#) is a renewed European Union (EU) policy initiative that sets out a common vision of high-quality, inclusive and accessible digital education in Europe, and aims to support the adaptation of the education and training systems of Member States to the digital age.

The Digital Education Action Plan consists of 14 actions in two priorities:

1. Fostering the development of a high-performing digital education ecosystem and
2. Enhancing digital skills and competences for the digital transformation.

Read more about DEAP at <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

## FOSTER DIGITAL LITERACY AND TACKLE DISINFORMATION IN ANY PROJECT



Irregardless of the theme or main topic of your project, you can implement activities related to critical digital literacy or disinformation that can support the learning process within any project. Make use of the guidelines for topics, assessment and any other applicable facets of the [expert group report](#) to help you connect these vital and cross-cutting topics to your project content.

## ENSURE ALIGNMENT WITH EUROPEAN SKILL FRAMEWORKS TO INCREASE IMPACT

If your project deals with developing digital capacities of learners of any age, you can use the [Council recommendation on improving the provision of digital skills in education and training](#) as a frame of reference. This way your project is aligned with European developments and potential impact of your results is higher.



## FOCUS ON STRENGTHENING STEM PARTICIPATION OF WOMEN

Increase the relevance of your project by aligning it with the European push seeking to increase the [inclusion of women in digital and STEM study fields and careers](#), including as entrepreneurs. Make use of the provided materials and platforms as a part of your project activities.



# SALTO Digital One Pagers and other materials at:

# [saltodigital.eu](https://saltodigital.eu)



DigComp 2.2

# The Digital Competence Framework for Citizens

*With new examples of knowledge, skills and attitudes*

Riina Vuorikari  
Stefano Kluzer  
Yves Punie

EUR 31006 EN



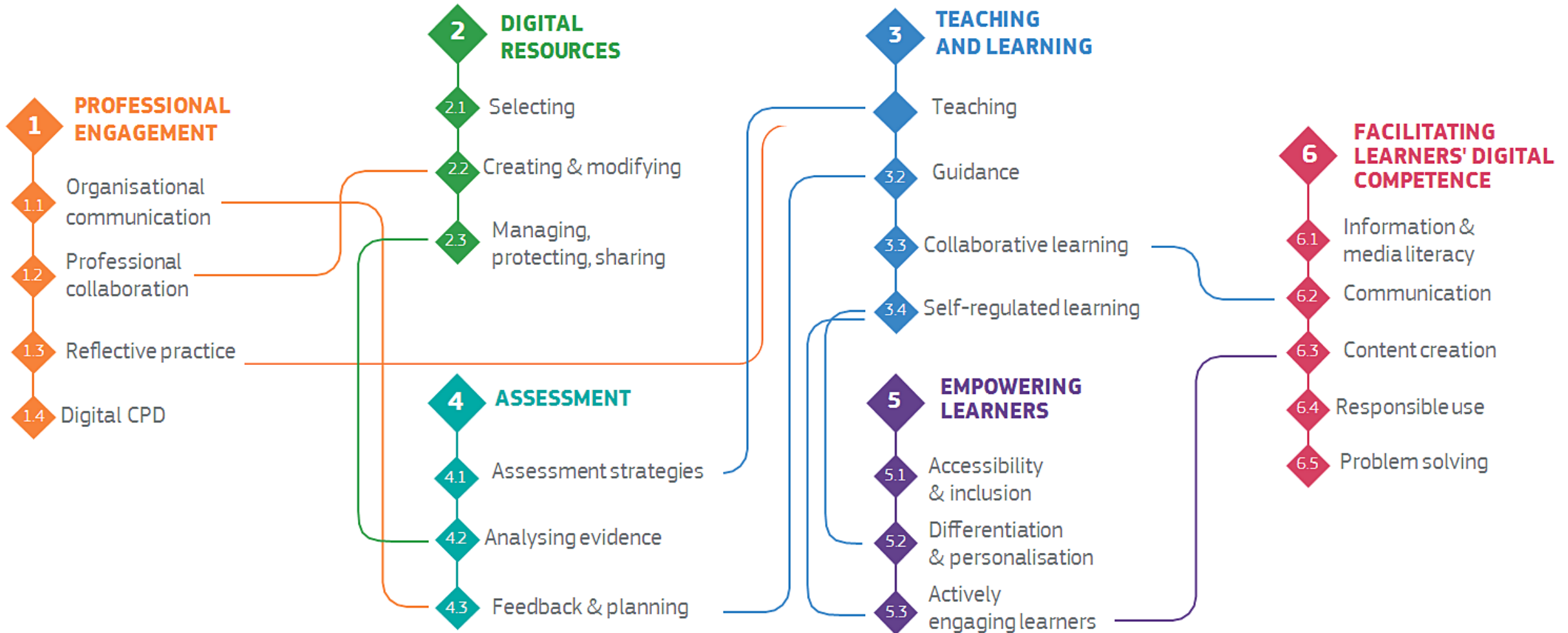
[DigComp 2.2](#)

# DigCompEdu framework

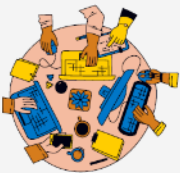
**Educators' professional competences**

**Educators' pedagogic competences**

**Learners' competences**



# How can you make use of DigComp in your projects?



**INTEGRATE DIGCOMP WITH YOUR PROJECT OBJECTIVES**

When planning your [Erasmus+](#) or [European Solidarity Corps](#) project, reflect on digital competence development of your project participants. Even if developing digital skills isn't a central theme in your project, consider how digital skills are relevant to the project's theme and goals.

### USE DIGCOMP TO MAKE SURE YOUR DIGITAL APPROACHES ARE ACCESSIBLE AND INCLUSIVE

When you are planning a project approach that uses Digital tools or platforms, check that approach against the [competence areas of DigComp](#). Are you making sure your project participants have the skills they need?



### What is DigComp?

The [DigComp framework](#) (Digital Competence Framework for Citizens) and its derivatives such as [DigCompOrg](#) (for organisations) or [DigCompEdu](#) (for educators) are reference frameworks developed by the European Commission to describe digital competence levels.

They can be used in various contexts, including [Erasmus+](#) projects, to assess and improve digital competence among participants and consortiums.

Read more about DigComp at [https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en)



### USE DIGCOMPORG TO ASSESS THE COMPETENCES OF YOUR PROJECT CONSORTIUM

Use [DigCompOrg](#) before implementing your project to identify the competence levels of the organisations implementing the project and identify any training needs. You can also adapt the approaches within your project to better fit existing competences.

### USE DIGCOMP AS A PART OF YOUR ONGOING PROJECT ASSESSMENT

Use the [DigComp framework](#) as a tool for assessing participants' digital competence before, during, and after the project. You can create assessment tools, such as quizzes, practical tasks, or self-assessment forms, based on the [DigComp descriptors](#). This can also be a part of the final assessment of the project results and impact. You can also leverage [DigCompOrg](#) to reflect on capacity development within the organisations of your project consortium.



### USE LANGUAGE OF THE DIGCOMP FRAMEWORK TO INCREASE THE IMPACT OF YOUR PROJECT RESULTS

Increase the impact and repeatability of your shared project results by using the language within the framework to connect your results to a broader context. This can help other organizations and projects implement similar approaches to digital competence development in their own projects.

## SALTO Digital One Pagers and other materials at:

# [saltodigital.eu](https://saltodigital.eu)

# SELFIE Tools



## **SELFIE**

How can your school improve how it uses technology for teaching and learning?

Use the SELFIE tool to find out [→](#)



## **SELFIE for work-based learning**

Are you working in a Vocational Education and Training (VET) institution and/or training company?

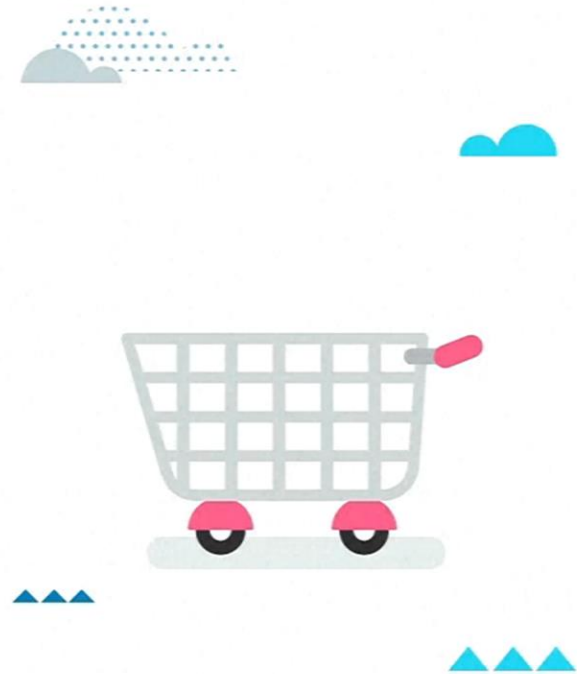
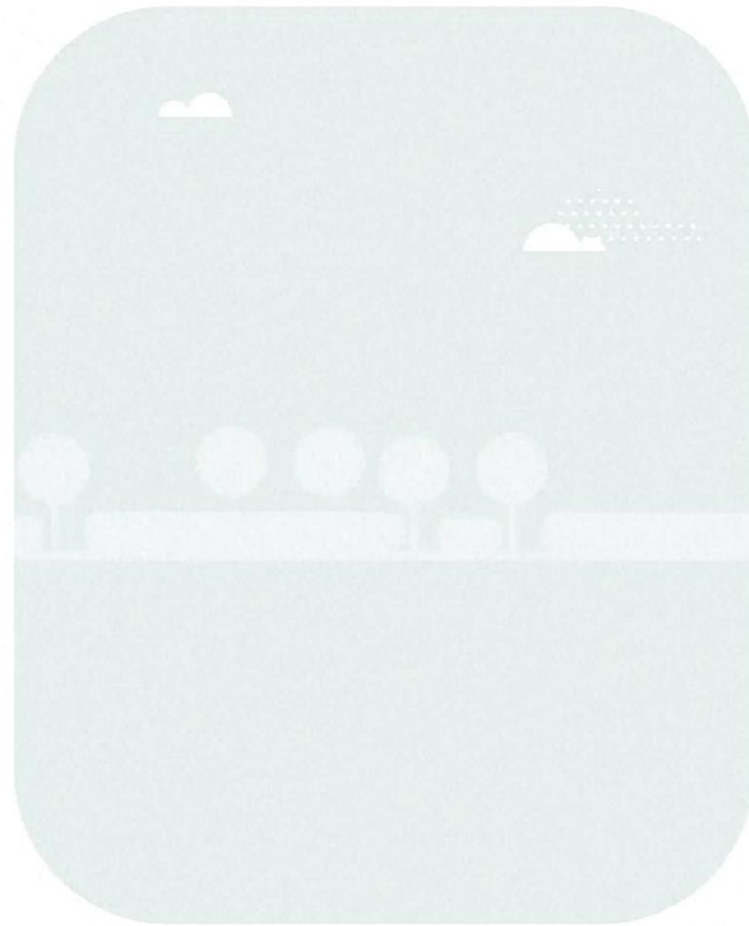
Use SELFIE for work based learning [→](#)



## **SELFIE for TEACHERS**

Are you a teacher? Learn more about and further develop your digital competence.

Use SELFIE for TEACHERS [→](#)



# How can you make use of the SELFIE tools in your projects?



## MAKE USE OF SELFIE WHEN PLANNING YOUR PROJECT



Use [SELFIE's tools for school-wide planning and self-assessment](#) when planning your [Erasmus+](#) or [European Solidarity Corps](#) projects. You can use the tools to involve students, teachers, and school leaders in collective reflection on the use of digital technology. The reports provided by SELFIE can help you identify areas to further develop, which can be considered in your project's needs analysis.

## USE SELFIE RESULTS WITH PROJECT PARTICIPANTS TO BOOST PARTICIPATION AND ENGAGEMENT

When you are starting the implementation phase of your project, you can go through the SELFIE results with project participants to help them better understand the context of your project. You can also reflect on the results together and fine-tune your approaches in a participatory process. This can also lead to higher learner engagement in your project activities.



## LINK THE PROJECT TO THE SCHOOL'S DIGITAL TRANSFORMATION STRATEGY OR PLANS

Use SELFIE to identify potential areas for development on digital practices in the project and to link the project to the schools' digital transformation strategy or plans. Integrating digital technologies in teaching and learning is a complex process and requires schools to take a systemic approach to the development of education. Adopting this approach in your project can increase its relevance and impact.



## USE SELFIE REPORTS TO FOCUS ACTIVITIES AND ENHANCE IMPACT ASSESSMENT

Use the SELFIE tool and its reports to support the implementation of your project activities, especially when they relate to continuous professional development on digital skills and integrating digital technologies in learning and teaching. In addition, the tool and its reports can be used to reflect on activities in the project and assess their impact.



## What is SELFIE?

SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies) is a tool to help schools embed digital technologies into teaching, learning and assessment. SELFIE is available for any primary, secondary and vocational schools in Europe and beyond, and in over 30 languages.

SELFIE anonymously gathers the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 answer scale.

Read more at: <https://education.ec.europa.eu/selfie>

# How can you make use of SELFIEforTEACHERS in your projects?



## SUPPORT PROFESSIONAL LEARNING AND DEVELOPMENT IN YOUR PROJECT



Use the group feature of SELFIEforTEACHERS to help teachers in your project to work together to identify, discuss and take action on their digital skills. Working with the tool as a group can not only facilitate knowledge sharing but also motivate and engage more teachers in project activities. The insights from the tool can be used for planning and implementing further training to better support teachers' needs.

## LINK THE PROJECT TO YOUR SCHOOL'S DEVELOPMENT PLANS

Use SELFIEforTEACHERS to link the project to your school's plans for digital learning and teacher professional development. The tool can help teachers review and receive feedback on how they are currently using digital tools and technologies in their work. This in turn can help a school to further understand where training and support might be needed. Aligning your project with school planning can increase its relevance and impact.



## SUPPORT SELF-REFLECTION DURING PROJECT IMPLEMENTATION



Use SELFIEforTEACHERS during your project to support teachers to reflect on their training needs and where they might need further support. You can also adjust the project activities based on the results from the tool so that teachers have opportunities to learn about and experiment with new digital tools and pedagogical approaches in their work.

## ASSESS THE IMPACT OF YOUR PROJECT ON DIGITAL COMPETENCES AND USE OF EDUCATIONAL TECHNOLOGY

Help teachers to assess the impact of the project on their digital skills by using SELFIEforTEACHERS at the start and at the end of the project. The results can inspire them to further build their digital skills after the project and to explore and try out new tools, technologies and pedagogical approaches.



## What is SELFIEforTEACHERS?

SELFIEforTEACHERS is a free online tool to support teachers in primary and secondary education to reflect on and improve how they use digital technologies in their practice. Teachers answer a series of statements on how they currently use digital tools in six different areas. This takes around 30 minutes to complete. Teachers then receive a personalised report with their results (from 'newcomer' to 'pioneer') as well as suggestions on how to further improve.

SELFIEforTEACHERS, developed by the European Commission, is available in all official EU languages. Learn more about the tool: <https://education.ec.europa.eu/selfie-for-teachers/>

You may also want to use SELFIEforTEACHERS together with SELFIE for schools to gain a holistic view of the school's use of digital technologies. See the SELFIE website for details: <https://education.ec.europa.eu/selfie>

SALTO Digital One Pagers  
and other materials at:  
[saltodigital.eu](https://saltodigital.eu)



# European Digital Education Hub



**Innovation  
Accelerator**



**Mentorship and  
advice**



**Webinars**



**Workshops and  
working groups**



**Reading corner**

EUROPEAN  
DIGITAL  
EDUCATION  
HUB

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## How can you make use of the European Digital Education Hub in your projects?



### MAKE USE OF THE KNOWLEDGE AVAILABLE IN THE DIGITAL EDUCATION HUB

Join the [European Digital Education Hub](#) and check out the Reading corner for any materials related to the topic of your project. Get inspired by compact digital education materials, dive into papers on cutting-edge research issues or expand the knowledge base in your project teams in the working groups in the hub.



### JOIN INTERACTIVE SESSIONS WHILE PLANNING OR IMPLEMENTING YOUR PROJECT

Check upcoming topics of thematic webinars or other sessions for connections to your project plan or answers to questions your project team is grappling with. Join an online or residential capacity building activity organised by the hub and share the knowledge with colleagues.



### What is the European Digital Education Hub?

[The European Digital Education Hub](#) brings together the community working on digital education and provides a dedicated space for its information-sharing and cooperation needs. It provides a community for cooperation, a network of National Advisory Services and opportunities for proposing solutions to digital education issues through the Digital Education Hackathon.

Read more at: <https://education.ec.europa.eu/focus/topics/digital-education/action-plan/european-digital-education-hub>

### ENGAGE WITH EXPERTS DIRECTLY TO BROADEN YOUR KNOWLEDGE BASE AND GET SUPPORT

Jump onboard the "Ask Me Anything" (AMA) threads on Teams to ask questions from experts on AI in education, sustainability or other topics. Submit your project to the accelerator programme for support and mentoring, where the most innovative prototypes are selected for the opportunity to be scaled and implemented in their target sector.



### DEVELOP YOUR DIGITAL COMPETENCES BY ENROLLING IN SELF-PACED ONLINE LEARNING ACTIVITIES

[The European Digital Education Hub](#) provides self-paced online learning offers to guide you through a knowledge-building journey on a specific digital education topic with resources selected by experts. Select one that supports the realisation of your project, pace yourself and embark on a personal learning journey. Consider diversifying journeys within your project consortium.



### SHARE YOUR EXPERTISE AND EXPERIENCES WITH THE COMMUNITY

Take an active role in the community by sharing your expertise or your project results. Join an event and present your project or apply to take part in a squad where you can focus to develop a topic further with European digital education colleagues. Your project experience can benefit others!



SALTO Digital One Pagers and other materials at:

[saltodigital.eu](https://saltodigital.eu)





**Ethical guidelines on the use of  
artificial intelligence (AI) and  
data in teaching and learning  
for Educators**

## Ethical guidelines on the use of AI and data in teaching and learning for Educators

Helping teachers and educational staff to better understand and engage in the ethical use of AI and data

### Who are they for?

- ▶ The guidelines target **teachers and educational staff** in formal education, mainly in primary and secondary levels of education, **with some or no prior experience of using AI and data in teaching.**

### Why is action needed?

- ▶ **AI in Education is no longer a distant reality**  
using AI applications to train and learn foreign languages;  
using adaptive exercises to differentiate teaching and learning
- ▶ **AI has a great potential to enhance education**  
but, it lacks in depth impact analysis and could raise ethical considerations
- ▶ **AI is part of digital skills to be acquired**  
by teachers and learners by the end of the Decade



### What are the guidelines?

A flagship initiative of the **Digital Education Action Plan (2021–2027)**, the guidelines will help teachers and educators to understand the potential that **AI applications and data** can have in education and to raise awareness of the possible risks – even unintentional ones – so that they are able to engage positively, critically and ethically with AI systems and exploit their full benefit.

- ▶ Identifying concrete examples and generic use-cases
- ▶ Underpinning ethical considerations and requirements
- ▶ Highlighting emerging competences and key terms or techniques into the field of education

### What do they include?

- ▶ A contextualisation of the objectives and possible use of AI in education, as well as a series of ethical considerations arising from them
- ▶ An explanation of the challenges of using AI techniques and data for teaching and learning purposes
- ▶ A series of questions related to the ethical and practical considerations of implementing AI and data-based resources and tools and advice on how to adapt them to different particular purposes and contexts
- ▶ A set of emerging skills for confident use of resources and tools or on the use of key technical terms in the field of education



### How will they help teachers?

- ▶ **Fostering awareness and knowledge acquisition** regarding the ethical use of AI and data in teaching and learning
- ▶ **Identifying concrete examples** and guiding questions to build projects and use AI and data in an ethical manner
- ▶ Engaging teachers and educational staff to **assess and share their experience in providing information** deriving from diverse contexts
- ▶ **Proposing methodology and guidance to develop digital competences** and evaluate the relevance of using AI and data for various purposes in different contexts with confidence

### Who developed them?

- ▶ **Based on the work of an expert group**, Led by the European Commission
- ▶ **Based on the consultations provided by European Commission Services**
- ▶ **Based on feedback from educators** (survey and consultations)
- ▶ **Based on existing Commission initiatives and policies**

### How can you get involved?

- ▶ **Use the guidelines with your students in the classroom**
- ▶ **Share them with other teachers**
- ▶ **Encourage your colleagues to use them and spread the word**





**Ethical guidelines on the use of  
artificial intelligence (AI) and  
data in teaching and learning  
for Educators**



## Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training

### Why is action needed?

According to Eurobarometer:



70% of Europeans share that they often come across news that they believe misrepresent reality or are even false.<sup>1</sup>



8/10 respondents think that the existence of fake news is a problem in their country (78%) and for democracy in general (81%).<sup>2</sup>

▶ Meanwhile, the time children spend online almost doubled between 2010 and 2020 in many countries. A majority of children use their smartphones 'daily' or 'almost all the time'.



Little over half of 15-year-olds in the EU reported being taught how to detect whether information is subjective or biased.<sup>3</sup>



Of young people across Europe think that critical thinking, media literacy and democracy are not taught sufficiently at school as shown in Eurobarometer data<sup>4</sup>.



Of 13-14 year olds were shown to be underperforming in the results from International Computer and Information Literacy Study (ICILS)<sup>5</sup> from 2018.

### What are the guidelines?

A flagship initiative of the Digital Education Action Plan (2021-2027), the guidelines support teachers and educators in addressing the pressing topics of disinformation and digital literacy in the classroom.

The guidelines will ensure that young people are equipped with the skills and competences to live and thrive in the digital age in four ways:

- ▶ Generating broader understanding of digital literacy achieved through education and training.
- ▶ Promoting responsible and safe use of digital technologies.
- ▶ Fostering better public awareness and knowledge regarding disinformation.
- ▶ Providing insights into how students can be assessed regarding their digital literacy competences

<sup>1</sup> <https://europa.eu/eurobarometer/surveydetails/2553>

<sup>2</sup> <https://europa.eu/eurobarometer/surveydetails/2553>

<sup>3</sup> OECD (2021), 21st-Century Readers Develops Literacy Skills in a Digital World, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/1a58394d-en>, Weighted EU-27 average

<sup>4</sup> <https://europa.eu/eurobarometer/surveydetails/2264>

<sup>5</sup> Fraillon, J., Bailey, J., Schulz, W., Friedman, T., Duckworth, D. (2019), Preparing for Life in a Digital World: International Computer and Information Literacy Study 2018. International Report. Amsterdam: IEA

### Who are they for?

- ▶ The guidelines are targeted at teachers and educators in primary and secondary levels of education, with some or no prior experience with digital literacy or disinformation.

### How will they help teachers?

The guidelines support teachers:

- ▶ To better understand disinformation and how it can be addressed in the classroom.
- ▶ To foster digital literacy in classrooms and schools by supporting learners to become digital citizens.
- ▶ To navigate key definitions and concepts in the field of digital literacy and disinformation.
- ▶ To get inspiration on how to assess students in the area and evaluate digital literacy initiatives in their school.

### What do they include?

- ▶ Practical teaching and learning tips on game-based learning, assessing digital literacy and engaging parents.
- ▶ Activity plans, which include how to judge information, trace digital footprints and master fact-checking.
- ▶ Boxes with insights on digital pedagogy and emotional dimensions of disinformation.
- ▶ Cautionary notes on topics that include discussing conspiracy theories and discussing controversial issues.



### Who developed them?

- ▶ An expert group made up of experts from academia, teacher training, civil society, social media, telecommunications, broadcasting, international organisations and the European Commission.

For more information, see the full final report.

Check out  
our guidelines



Stay tuned for latest  
news and updates  
@EUDigitalEU

### What can you do to help us promote digital literacy?

- ▶ Use the guidelines with your students in the classroom
- ▶ Share them with other teachers
- ▶ Encourage your colleagues to use them and spread the word



Leadership and  
Governance



Organisational Capacity:  
People, Resources,  
Incentives and Rewards



Entrepreneurial Teaching  
and Learning



Preparing and Supporting  
Entrepreneurs



Digital Transformation and  
Capability



Entrepreneurial Ecosystem  
and Networks



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ONE PAGER

## How can you make use of the Digital Education Action Plan in your projects?

Digital Education Action Plan 2021-2027

ONE PAGER

## How can you make use of the SELFIE tool in your projects?

ENSURE THE CAPACITY OF YOUR PROJECT CONSORTIUM

Before implementing your digital Competence Framework (DigComp) for progression 2020 to make sure your necessary competences to be applying for. Can also be communicate your capacities phase.

ENSURE ALIGNMENT TO INCREASE IMPACT

If your project deals with one of the [DigComp](#) areas, [EUSSADAN](#) and [SALTO](#) digital with European higher.

SALTO Erasmus+ Digital Education

Produced by SALTO

ONE PAGER

## How can you make use of the SELFIE tool in your projects?

What is SELFIE for TEACHERS?

ONE PAGER

## How can you make use of SELFIEforTEACHERS in your projects?

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## How can you make use of DigComp in your projects?

MAKE USE OF SELFIE WHEN PLANNING YOUR PROJECT

Do you think to do something when [DigComp](#) is the tool to know school teachers use of digital devices? SELFIE can help to identify which digital competences are needed.

ONE PAGER

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ONE PAGER

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They can be used in various contexts, including [EUSSADAN](#) projects, to assess and improve digital competence among participants in a consortium.

Read more about DigComp at [ec.europa.eu/digital-skills/en/digcomp](https://ec.europa.eu/digital-skills/en/digcomp)

ONE PAGER

## How can you make use of DigComp in your projects?

LINK THE PROJECT TO THE SCHOOL'S DIGITAL TRANSFORMATION STRATEGY OR PLANS

Use SELFIE to identify covered areas to development on digital strategy in the project and link the project to the school's digital transformation strategy in a long-term digital strategy in teaching and learning in a complex process and negative attitude to take a consistent approach to the development of education. Adapting the approach in your project, with a view to a consistent approach.

ONE PAGER

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When planning your [Erasmus+ Digital Education](#) project, think on digital competence development of your project participants, even if developing digital skills isn't central theme in your project, consider how digital skills are relevant to the project's theme and goals.

ONE PAGER

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ONE PAGER

## How can you make use of DigComp in your projects?

USE SELFIE RESULTS TO BOOST PARTICIPATION

When you are starting the project, you can get through [SELFIE](#) results to help them in your project. You can share and frame your approach. This will lead to higher participation.

ONE PAGER

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ONE PAGER

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ONE PAGER

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Increase the impact and visibility of your shared project results by using the language within the framework to connect your results to a broader context. This can help other organizations and projects implement similar approaches to digital competence development in their own projects.

ONE PAGER

## How can you make use of DigComp in your projects?

FOSTER A CULTURE OF SELF-REFLECT TO PROMOTE FUTURE PROJECTS AND RESULTS

Develop a culture of self-reflection, a positive attitude on aspects of digital transformation as well as personal digital competences. These can help in creating a digital culture that supports ongoing development of DigComp.

SALTO Erasmus+ Digital Education

Produced by SALTO Digital, December

ONE PAGER

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SALTO Erasmus+ Digital Education

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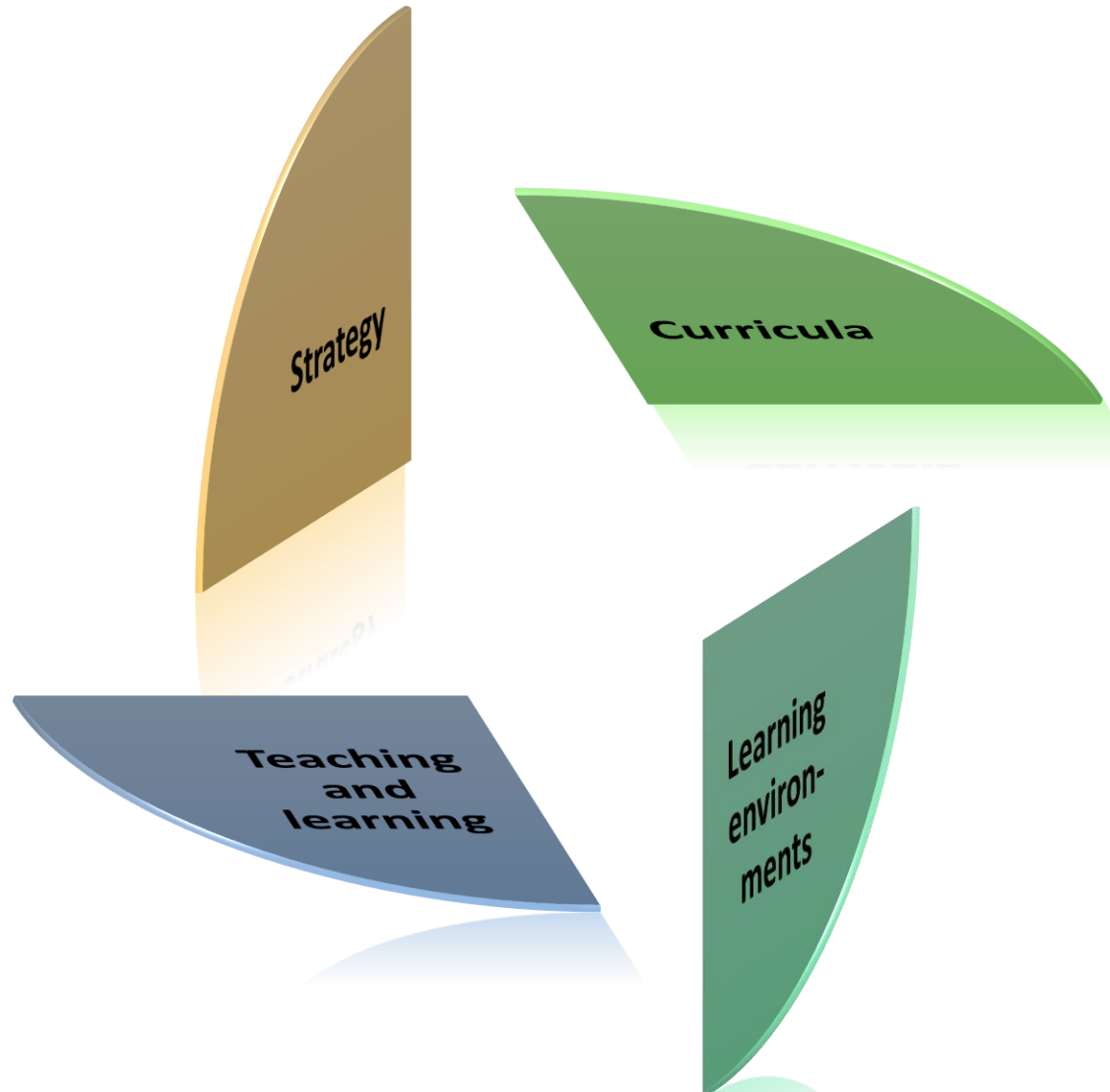
Erasmus+ Defining times, opening minds

Erasmus+ Erasmus+ Digital Education

SALTO Erasmus+ Digital Education

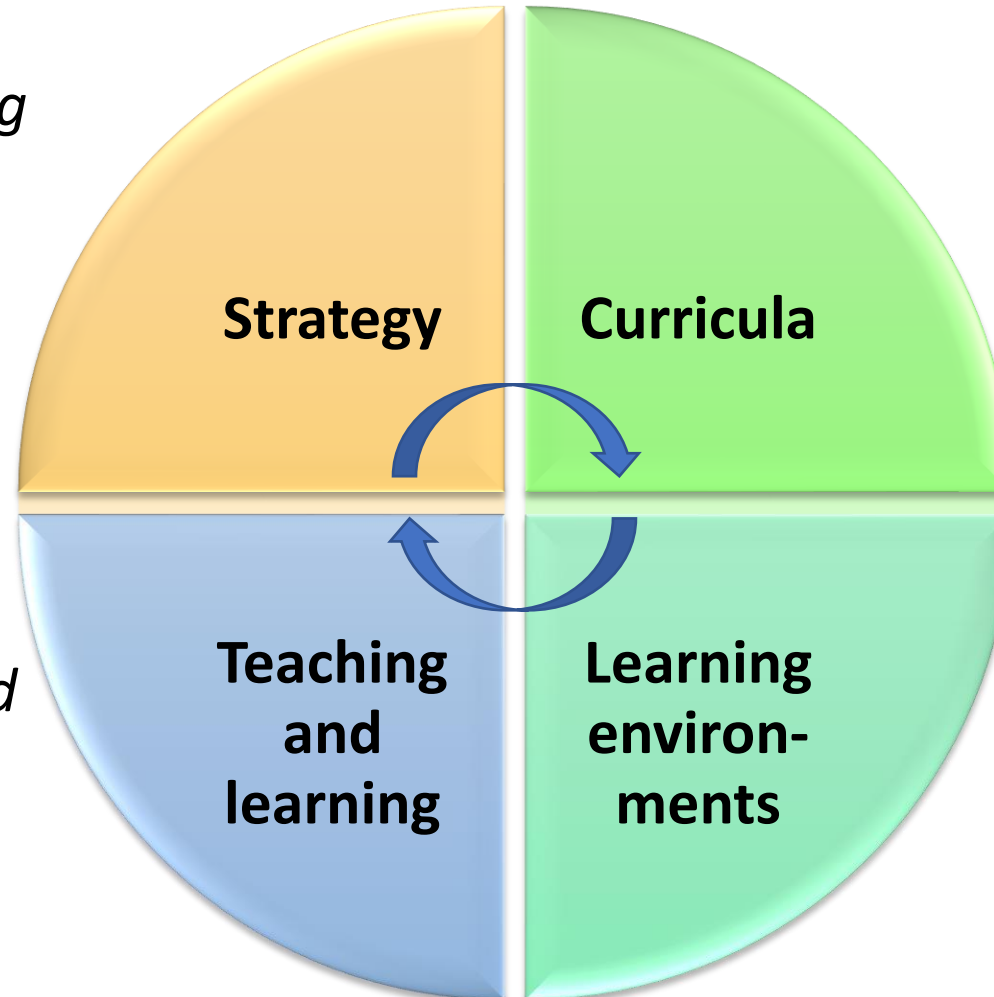
Erasmus+ Erasmus+ Digital Education

# Transforming Digital Education Ecosystem – Systemic Change



# Transforming Digital Education Ecosystem – Systemic Change

- *Vision*
- *Capacity building*
- *Pedagogical leadership*
- *Research*

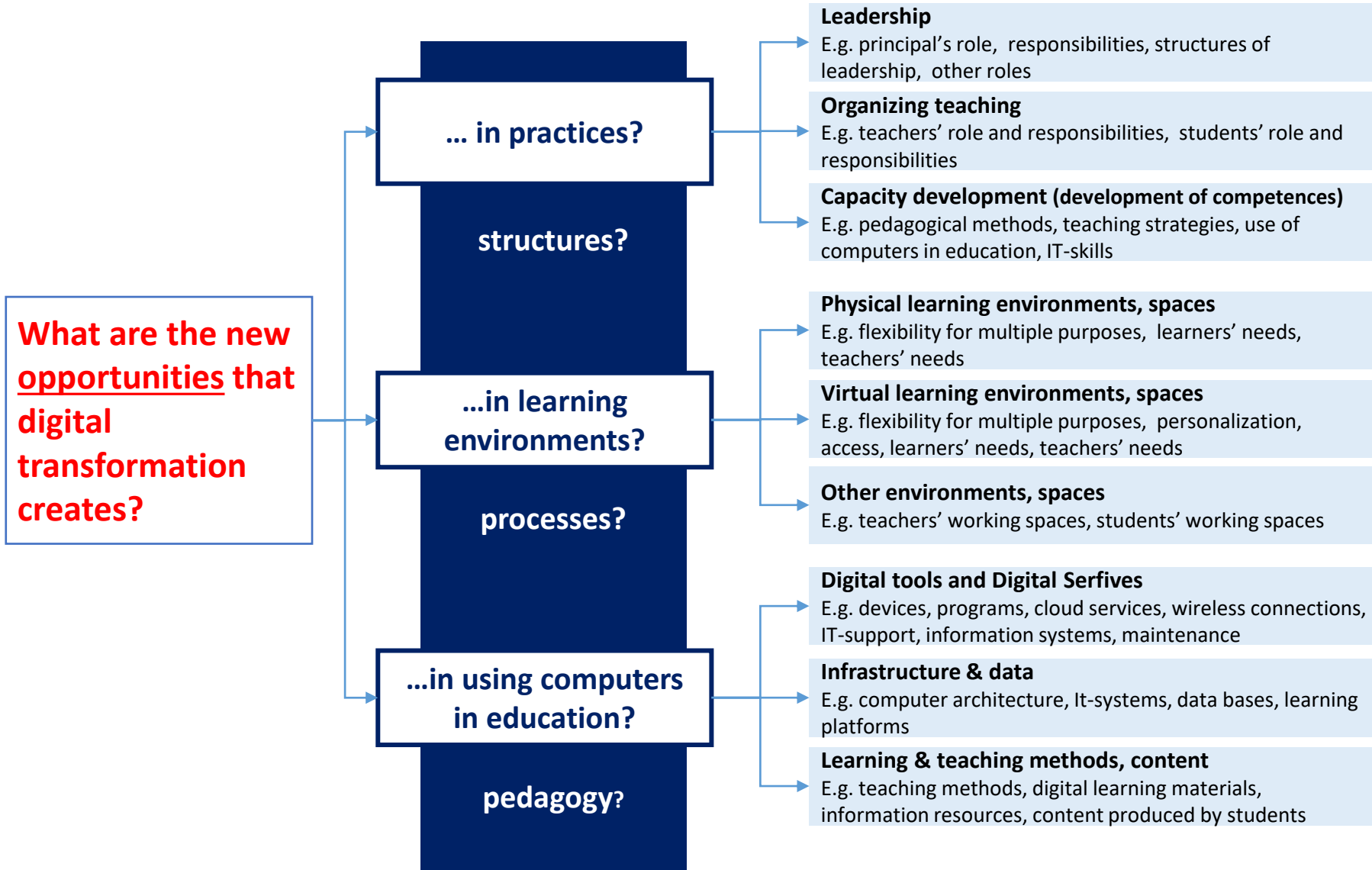


- *Dynamic curriculum*
- *Competencies*
- *+21<sup>st</sup> century skills*

- *Phenomenon based learning*
- *Multiprofessional teams*
- *New assessment*

- *Physical learning environments*
- *Virtual learning environments*
- *Digital tools*

## What kind of changes are needed (with digital transformation)?



## *Short reflection & networking on the coffee break*

Which of the tools and frameworks could your organization utilize to build *digital transformation plans* and Erasmus+ - projects?

- **DigiComp** competence framework
- **SELFIE** – Self reflection tools(for the whole school)
- **SELFIE for TEACHERS**
- **SELFIE for work-based learning (VET)**
- **Heinnovate** - Self-reflection tool for Higher Education Institutions
- **European Digital Education Hub** – community of practice and networking “digital developers”



# Thank you!

Questions?

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