

# INTEF's Digital Competence Framework for Teachers

## and online learning

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### experiences

### aprenden<sup>te</sup>tef

Online Training and Educational Digital  
Competence Area

**Digital competence** is one of the 8 key competences that every young person should have developed by the end of Compulsory Education to be able to face adult life in a satisfactory manner as well as to be able to develop permanent lifelong learning skills, according to European Parliament indications on key competences for lifelong learning (Recommendation 2006/962/EC of the European Parliament and of the Council Official Journal L 394 of 30.12.2006)

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes **information and data literacy, communication and collaboration**, media literacy, **digital content creation** (including programming), **safety** (including digital well-being and competences related to cybersecurity), intellectual property related questions, **problem solving** and critical thinking (Recommendation of the European Council on Key Competences for Lifelong Learning, 2018)

## What?

The Digital Competence Framework for Teachers is a standardized proposal that specifies digital competence through descriptors.

It sets 21 subcompetencies divided into 6 levels & 5 areas (information, communication, content creation, safety and problem solving). The DCF is adapted from DigComp 2.1 and DigCompEdu.

## Why?

Because a reference has become necessary as a follow-up for teachers to be aware of their Digital Competence as professionals.

## What for?

It offers a descriptive reference that can be used for training purposes and evaluation of the Digital Competence.



<http://aprende.intef.es/mccdd>

TRACK RECORD OF THE

# DIGITAL COMPETENCE FOR TEACHERS

Timeline of most relevant milestones regarding Digital Competence For Teachers in Spain.



2012

The 'Common Digital Competence Framework For Teachers' project is born under The Plan for Digital Culture in Schools and The Strategic Framework for Professional Teacher Development.

The draft of The Common Digital Competence Framework For Teachers is published by INTEF and includes a proposal of descriptors.



2013

The draft framework is revised by stakeholders in a Workshop on The Common Digital Competence Framework For Teachers, held in Valladolid in February.

2014

An update of the draft Framework is published in June.



The Common Digital Competence Framework For Teachers is translated into English.

2015

The Working Group on Teachers' Digital Competence meets once a term.



2016

The full Common Digital Competence Framework For Teachers is published in January.

The Digital Competence Portfolio For Teachers is piloted in March.

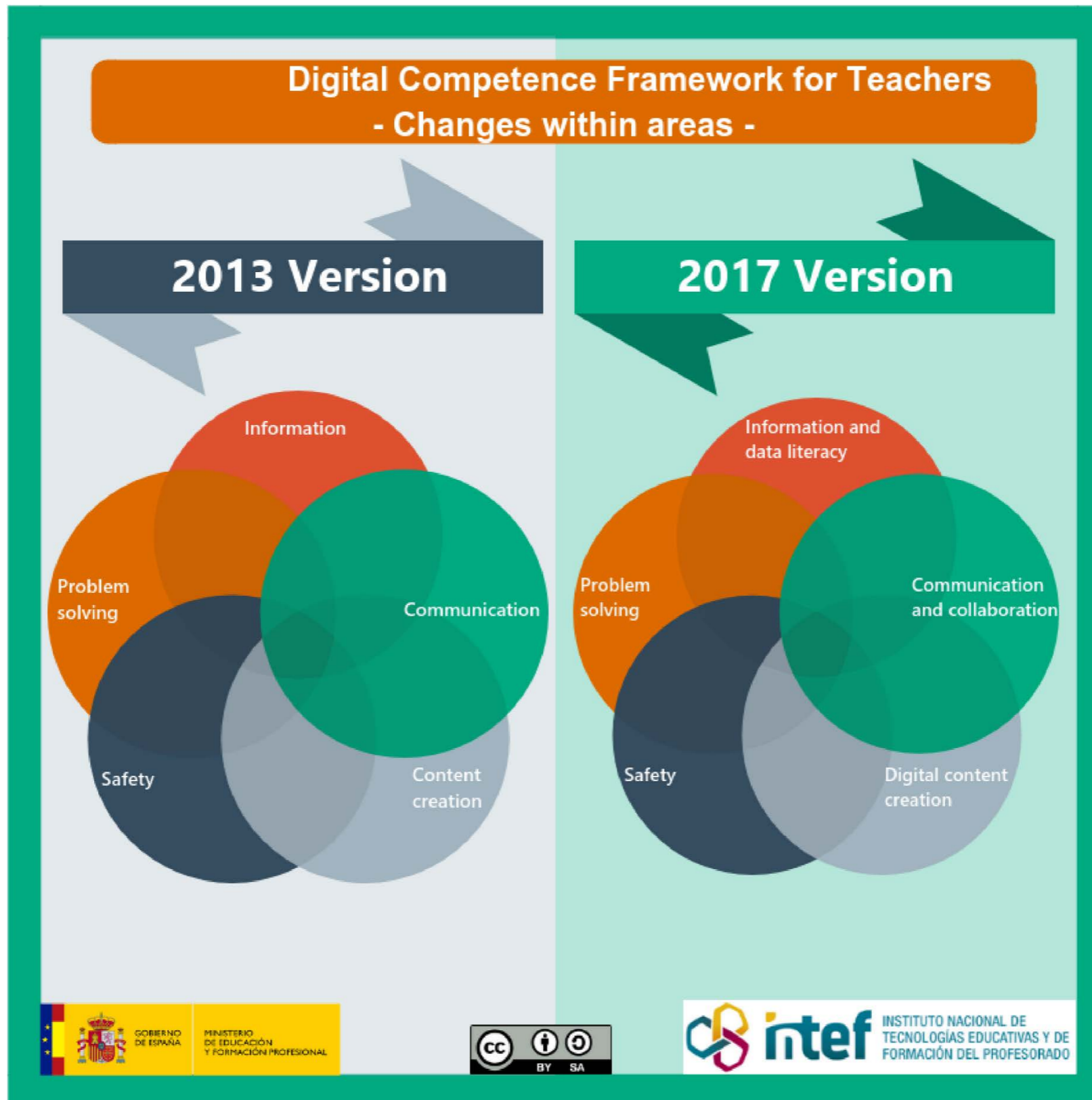
Stakeholders and Teachers help refine the Framework and the Portfolio in April.

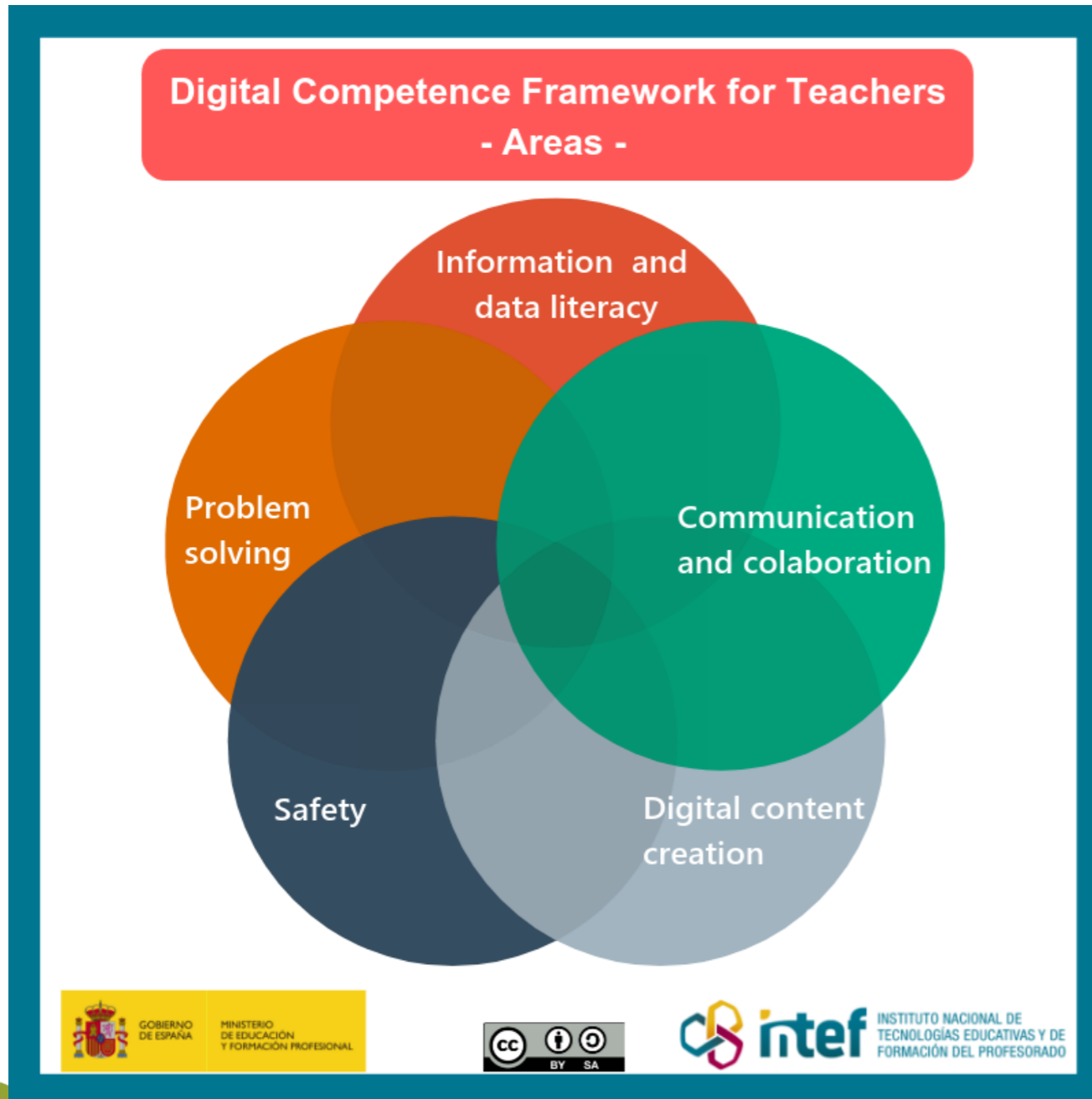


2017

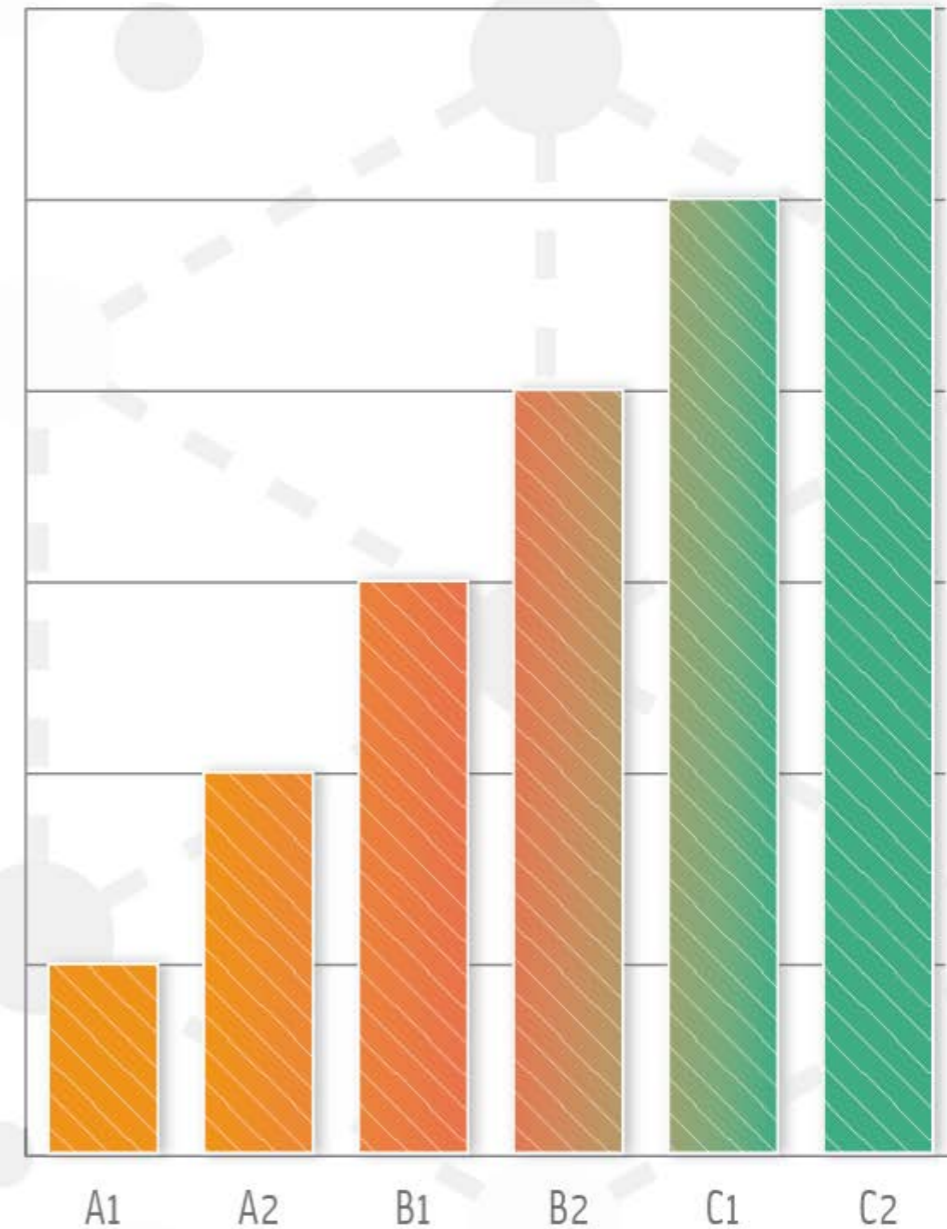
<http://portfolio.educalab.es>



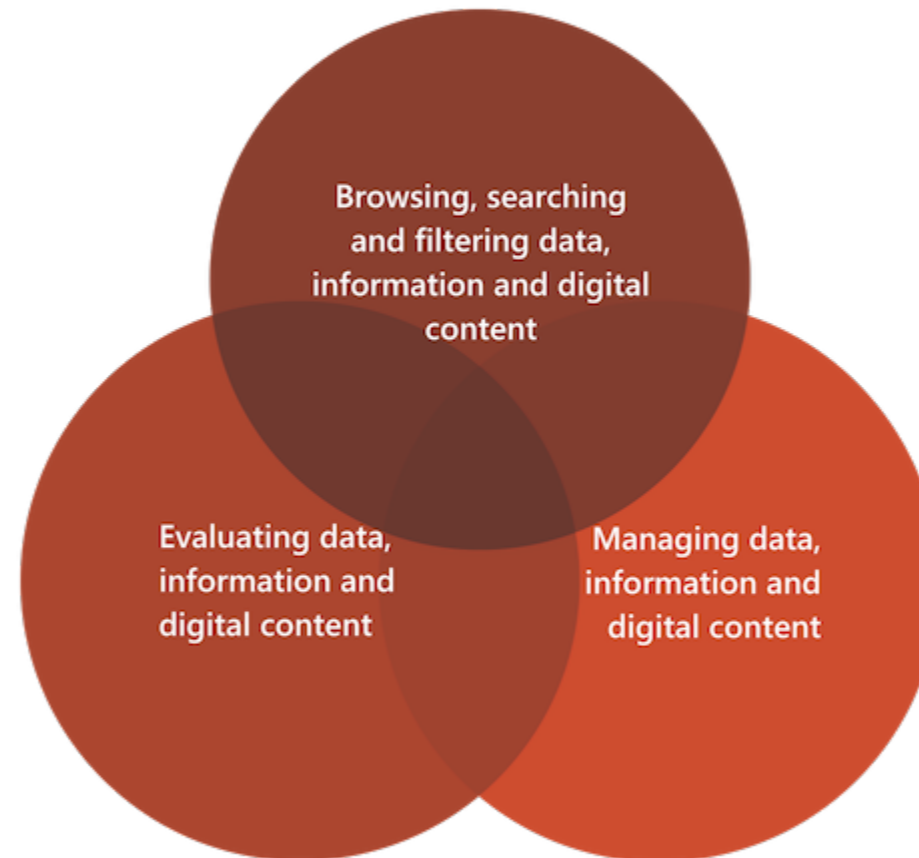




## Competence levels of the Digital Competence Framework for teachers



## Digital Competence Framework for Teachers - Information and Data Literacy -



# 1. INFORMATION AND DATA LITERACY

## DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS



Identify, locate, retrieve, store, organize and analyse digital information, assessing its relevance and purpose for teaching needs.

### 1.1 BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT



To access and search for online information, articulate information needs, find relevant information for teaching needs, select educational resources effectively, manage several sources of information, and create personal information strategies.



### 1.2 EVALUATING DATA, INFORMATION AND DIGITAL CONTENT

To collect, process, understand and assess information, data and digital content critically.

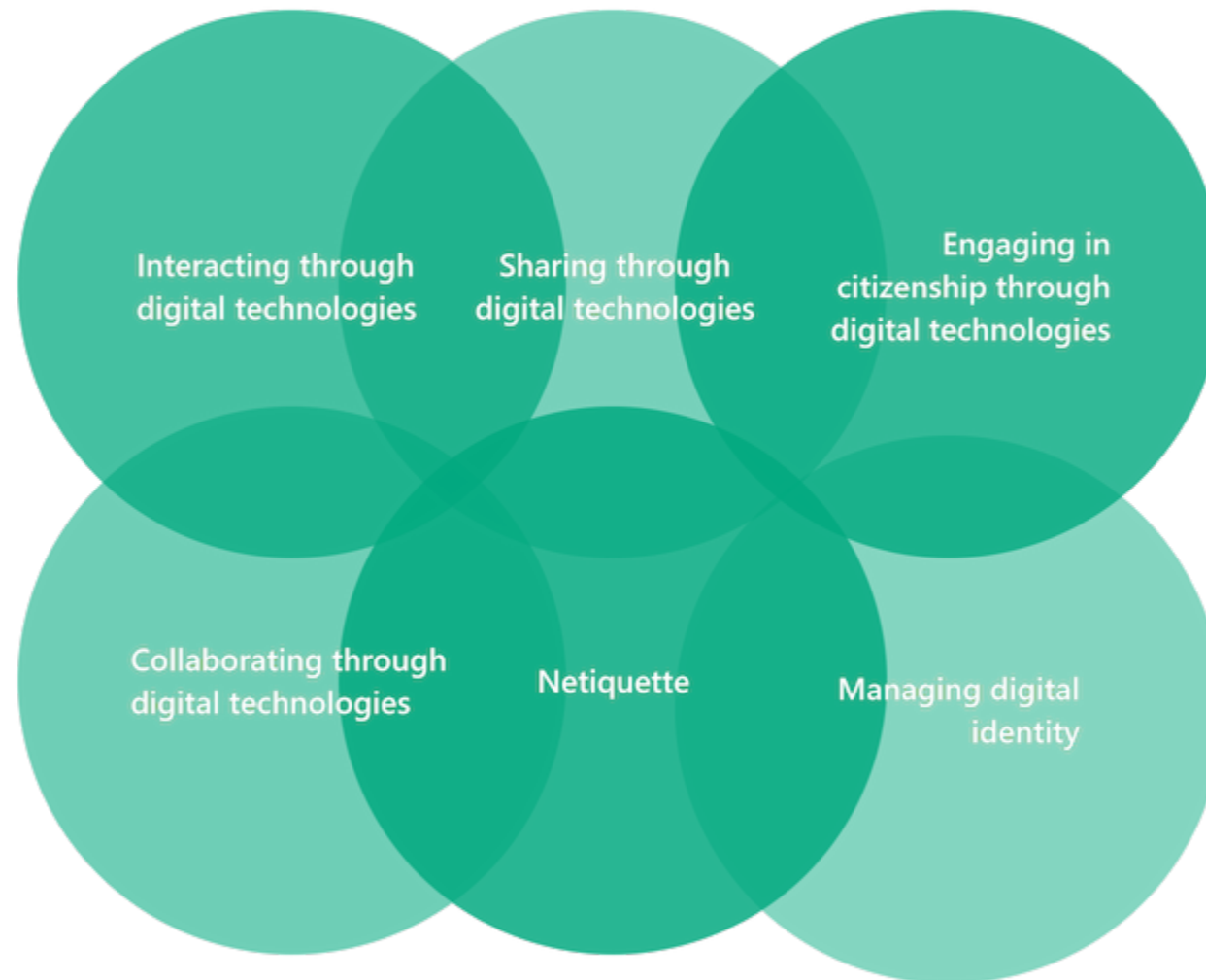
### 1.3 MANAGING AND RETRIEVAL OF DATA, INFORMATION AND DIGITAL CONTENT



To manage, store and organise information, data and digital content for easy retrieval.



## Digital Competence Framework for Teachers - Communication and Collaboration -



## 2. COMMUNICATION AND COLLABORATION

### DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS



To communicate in digital environments, share resources via online tools, connect and collaborate with others through digital tools, interact and participate in communities and networks; intercultural awareness.

#### 2.1 INTERACTING THROUGH DIGITAL TECHNOLOGIES



To interact through various digital services and applications, understand how digital communication is distributed, presented and managed, understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients.

#### 2.2 SHARING INFORMATION AND DIGITAL CONTENT



To share the location of the information and digital content found, be willing and able to share knowledge, content and resources, act as an intermediary, be proactive in the dissemination of news, content and resources, meet practices of citation and references and integrate new information into the body of the set of existing knowledge.

#### 2.3 CITIZEN PARTICIPATION ONLINE



To engage with society through online participation, search for technological opportunities for empowerment and self-development in terms of technology and digital environments, and be aware of the potential of technology for citizen participation.

#### 2.4 COLLABORATING THROUGH DIGITAL TECHNOLOGIES



To use technologies and media for teamwork, collaborative processes and for creating and building common resources, knowledge and content.

#### 2.5 NETIQUETTE



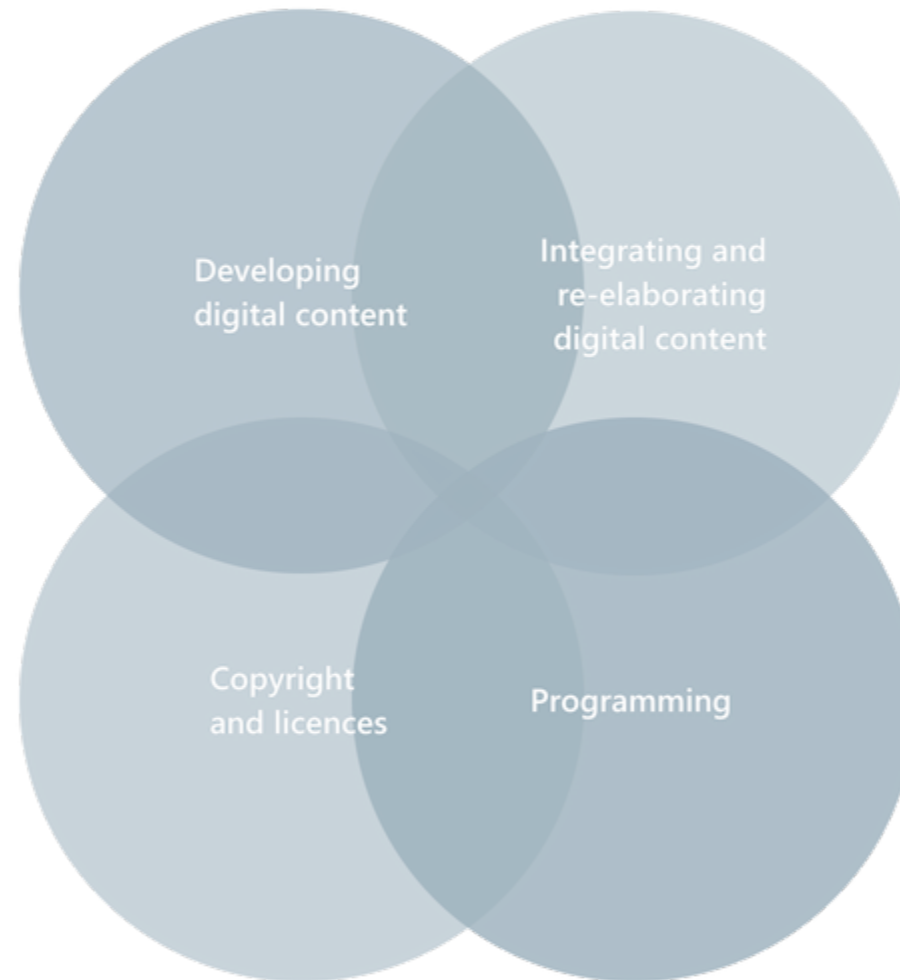
To be familiar with the standards of conduct in online and virtual interactions, be conscious in relation to cultural diversity, being able to protect myself and others from possible dangers online, and develop active strategies for identifying inappropriate behaviour.

#### 2.6 MANAGING DIGITAL IDENTITY



To create, adapt and manage one or more digital identities, be able to protect my own digital reputation and manage data generated through various accounts and applications used.

## Digital Competence Framework for Teachers - Digital Content Creation -



## 3. DIGITAL CONTENT CREATION

### DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS



To create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, and know how to apply intellectual property rights and licenses.

#### 3.1 DEVELOPING DIGITAL CONTENT



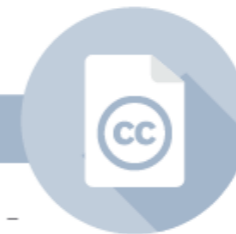
To create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies.

#### 3.2 INTEGRATING AND RE-ELABORATING DIGITAL CONTENT



To modify, refine, improve and combine existing resources to create digital content and new, original relevant knowledge.

#### 3.3 COPYRIGHT AND LICENSES



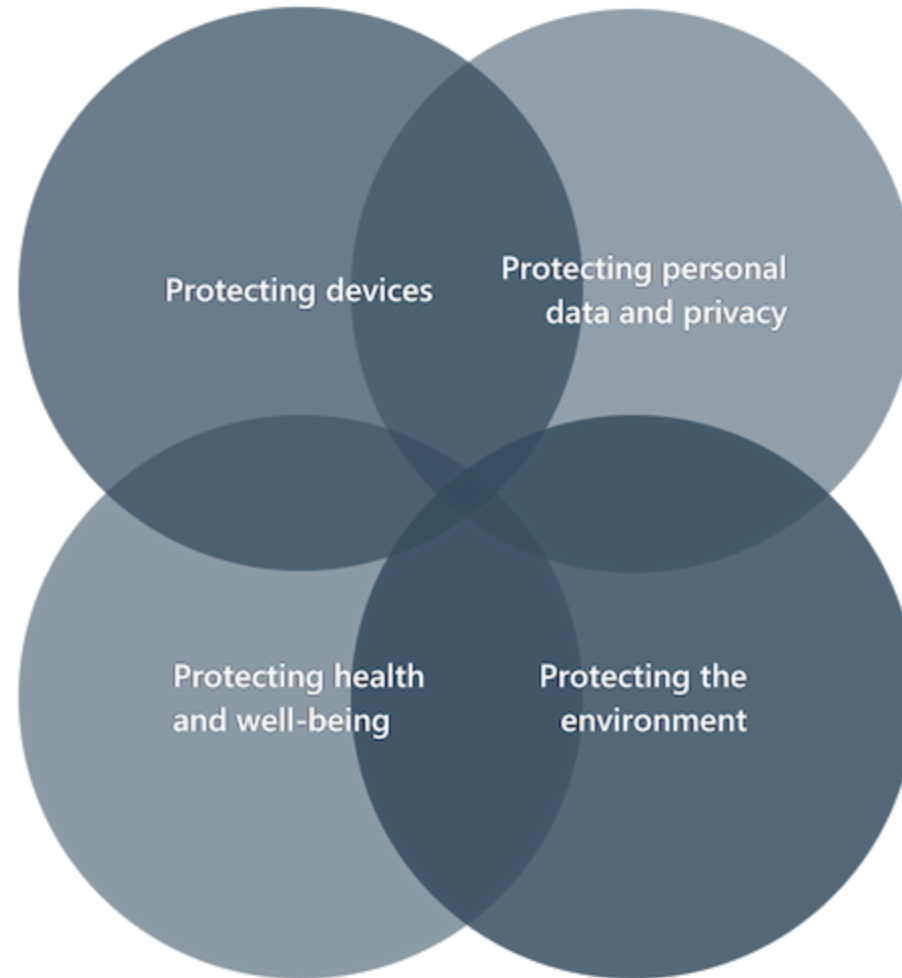
To understand how copyright and licenses are applied to information and digital content.

#### 3.4 PROGRAMMING



To make modifications to software, applications, settings, programs, devices, understand the principles of programming, and understand what lies behind a program.

## Digital Competence Framework for Teachers - Safety -



## 4. SAFETY

### DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS



Protection of personal information and data, digital identity protection, digital content protection, security measures and responsible use of technology.

#### 4.1 PROTECTING DEVICES



To protect personal devices and digital content, understand the risks and threats online and know safety measures.



#### 4.2 PROTECTING PERSONAL DATA AND PRIVACY

To understand the usual terms of use of software and digital services, actively protect personal data, respect the privacy of others, and protect myself from threats, fraud and cyberbullying.

#### 4.3 PROTECTING HEALTH



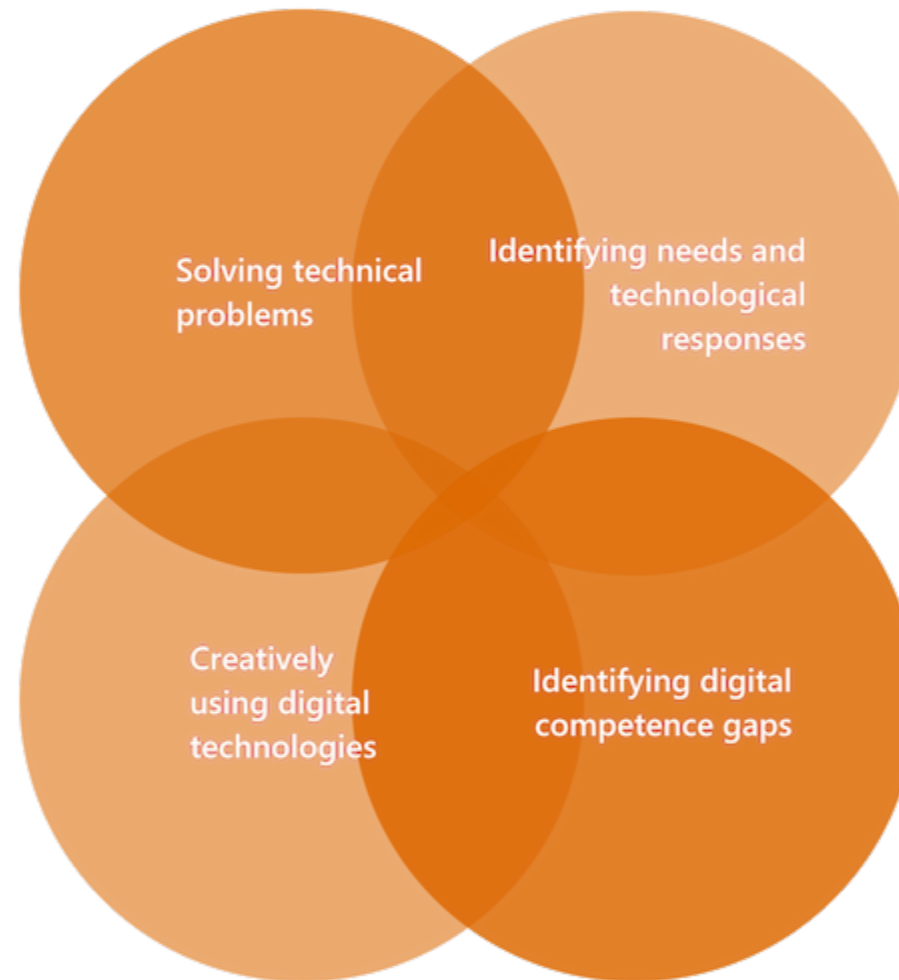
To avoid health risks related to the use of technology in terms of threats to the physical safety and psychological well-being.



#### 4.4 PROTECTING THE ENVIRONMENT

To take into account the impact of technology on the environment.

## Digital Competence Framework for Teachers - Problem Solving -



## 5. PROBLEM SOLVING

### DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS



Identify needs in the use of digital resources, make informed decisions about the most appropriate digital tool depending on the purpose or need, solve conceptual problems through digital media or digital tools, use technology creatively, solve technical problems, and upgrade my competence and of others.

#### 5.1 SOLVING TECHNICAL PROBLEMS



To identify possible technical problems and solve them (from basic troubleshooting to solving more complex problems).

#### 5.2 IDENTIFYING TECHNOLOGICAL NEEDS AND RESPONSES



To assess and identify own needs, to assess, select and use digital tools and give possible technological responses to solve them. To adjust and customise digital environments to personal needs.

#### 5.3 INNOVATION AND USE OF DIGITAL TECHNOLOGIES CREATIVELY



To innovate using digital technology, actively participate in collaborative digital multimedia productions, express themselves creatively through digital media and technologies, generate knowledge, and solve conceptual problems with the help of digital tools.

#### 5.4 IDENTIFYING GAPS IN DIGITAL COMPETENCE



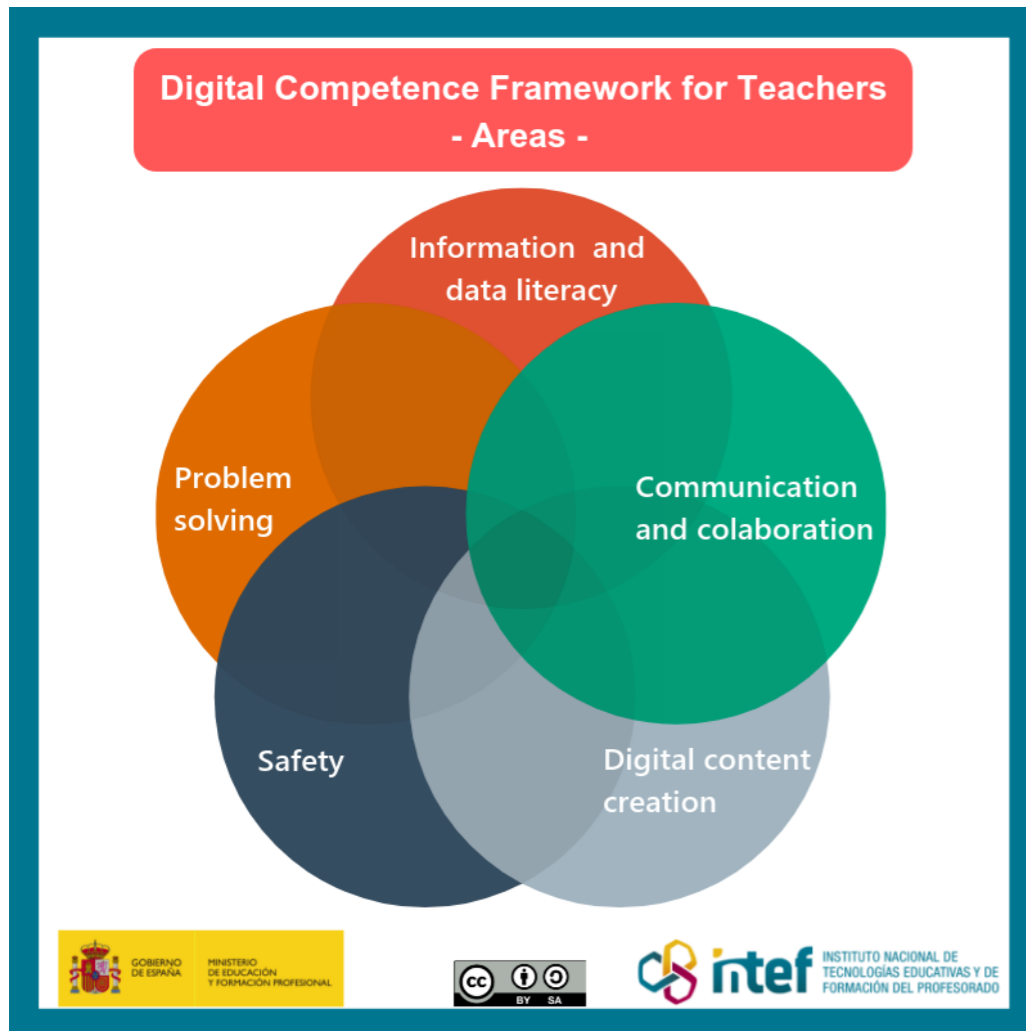
To understand the needs of improvement and updating of the own competence, support others in developing their own digital competence, and keep up-to-date with new developments.



COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS  
October 2017

Competence 3.1. Developing digital content: to create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies.

	A1	A2	B1	B2	C1	C2
1	I search and find online tutorials on how to use applications for creating digital educational content.	I know the PLE concept (Personal Learning Environment) and I use it for learning when I edit digital content. I represent it explicitly in a detailed and organised way to be used in my teaching practice.	I promote my students to be involved in the creation of digital educational materials involving the design and editing of text, videos, presentations and audios, helping them to create their own PLE.	I have a channel or personal space in online applications or services where I publish, throughout the course, text files, video, presentation and recording audio and video programs in which my students have been involved.	I plan, develop and assess online teaching activities that will insist on using different content creation tools (texts, maps, tag cloud-based, hypertexts, videos, audio recordings, etc.). Also, I encourage the students to create their own e-portfolio.	I collaborate with other teachers to create open educational websites or platforms to share the digital content created, including game creation or educational apps.
2	I know and use text processing and/or presentation programs in my teaching practice.	I edit texts and presentations at advanced user level, bearing in mind that students should find them appealing.	I create, store and edit all kinds of text files and presentations in my teaching practice.	I use different programs and services for editing and creating texts and presentations for my teaching practice, on any device, both offline and in the cloud, and publish the products.	I encourage among my students and educational community to create digital presentations and texts that I assess and monitor.	I participate with other teachers in the shared document creation and online presentations in various educational communities.
3	I save and store in organized folders, documents and presentations created for my teaching practice on my devices.	I save, store and retrieve digital documents and presentations prepared by myself and others, both offline and in the cloud in my teaching practice.	I use programs and services for image, icon material, audio and video editing, both offline and in the cloud to adapt and reuse digital content in my teaching practice.	I design, create and edit images, iconic materials, videos and audios owned by me, both locally and in the cloud, and publish them as part of my teaching practice.	I design, use and share digital content using audiovisual formats and tools like, for example, infographics, concept maps, podcasts or videos.	I create, develop and maintain digital spaces in the cloud aimed at learning, as, blogs, sites, etc., where I publish and share educational projects that include digital content of different types and I promote the participation of students in them.



Online  
tutored  
courses

moocintef

noocintef

spoocintef

Edu Pills

insigniasintef

- **Two** yearly editions (March & September)
- Official call on **Spanish Official Gazette** (BOE)
- Registration through **Sede Electrónica**.
- Open to **working teachers** at state schools or educational administrations.
- Official **certificates** stating training hours/credits.
- **Social learning** promoting interaction.
- **Collaborative creation** of digital artifacts to be reused on their diary teaching practice and shareable online.
- Creation of learning **communities** and **networks** (lifelong learning)

## Online tutored courses



## CURSOS TUTORIZADOS

### WHAT ARE ONLINE TUTORED COURSES?

They are 100% online courses carried out through communication and learning spaces to focus on the social aspect of learning.

### WHO ORGANISE THEM?

Offered by **intef**  
To promote teachers' professional development.

### WHAT IS THEIR METHODOLOGY?

Modules and blocks structure with contents and activities.

Collaborative creation of useful artefacts for everyday teaching practice.

Resolution of doubts and follow-up work by a specialised Tutoring Team.

Activity correction and assessment by peers and the Tutoring Team.

# An Online tutored course



**Tutored course name:** 'Professional future'

**Participants:** Vocational training teachers

**Timing:** September - November 2019

# moo*ntef*

- ✓ Modality of training aimed at web content dissemination and a plan of learning activities open to collaboration.
- ✓ Connectivist approach with a social character, in which social spaces, virtual communities and dynamization play a vital role.
- ✓ Dynamization Teams to facilitate, curate contents and solve queries.
- ✓ Creation of artifacts to prove acquisition of teaching competencies stated in the MOOC.
- ✓ Continuous registration on the digital learning platform.
- ✓ Courses offered all year long.

## What is moo*ntef*?

They are



Offered by



to promote teachers' professional development

They are guided to **SOCIAL LEARNING** through:



They are carried out on AprendeINTEF website



Learn, create community and get digital badges for your **INSIGNIAS INTEF** backpack!



# noocintef

- Nano open learning experiences where participants collaborate.
- 180 minutes estimated time, 1 competence, 1 digital artifact.
- Registration on the digital learning platform along the whole year.
- Open to anyone interested in the topic, teachers or not, from anywhere in the world.

<http://enlinea.intef.es>



# spoo*ntef*

## What is spoo*ntef* ?

Develop your professional competencies



Improve your digital skills

Manage your own learning



Join educational communities and collaborate online

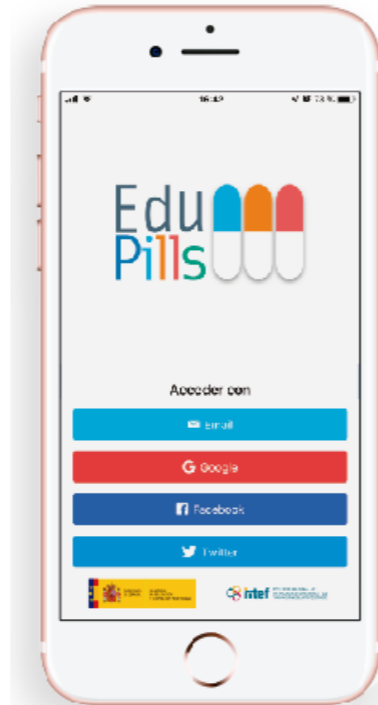
Live self-learning experiences  
**at your own pace**





SPOOC  
stands for:

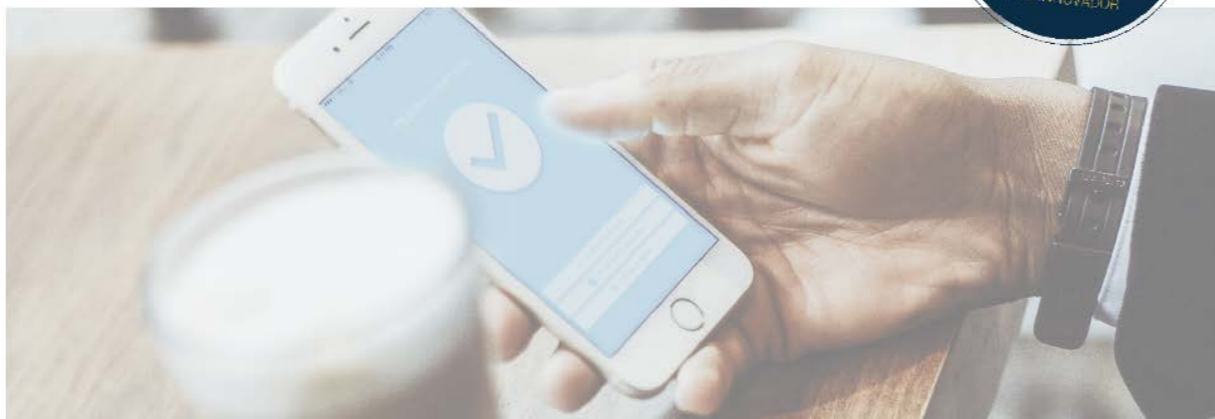


<http://enlinea.intef.es>

# With EduPills Learn something new anywhere



-  Educative pills according to competencies
-  Microlearning anywhere
-  Share your achievements online
-  Bookmark your favourite EduPills



- Micro-learning app to acquire and/or develop digital abilities, skills and competences in fast and simple way (3 - 8 minutes)
- They are designed to improve Teachers' Digital Competence and sorted out according to INTEF's Digital Competence Framework for Teachers.
- **Mobile Learning (Self-paced) + BYOD + Lifelong learning**
- Available App for Android & iOS devices.
- 122 EduPills for 21120 users <http://edupills.intef.es>



# insignias **ntef**

## Manage, store and share your digital badges

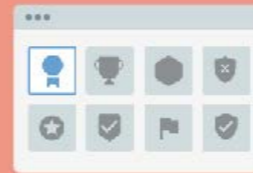
Register in Insignias INTEF Backpack to store, import, export, download, or share on social media your digital badges related to training in competences.

<http://insignias.intef.es>

Safe storage



Badges management



Social profile







ONLINE TRAINING AND DIGITAL  
COMPETENCE AREA

aprende**ntef**

*Thank you!*

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[aprende.intef.es](https://aprende.intef.es)