



UNIVERSITÀ
DI TORINO

DIGCOMP 2.2

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ARGOMENTI

Introduzione

- Competenza digitale
- Digcomp 2.2

Riepilogo

INTRODUZIONE

In questa lezione affronteremo le tematiche riguardanti le competenze digitali e il digcomp 2.2. Faremo riferimento alle definizioni di competenza date dalle Raccomandazioni Europee sulle competenze chiave di cittadinanza e guarderemo la struttura del nuovo documento DIGCOMP 2.2.



La competenza digitale



Nel 2006, l'Unione Europea ha inserito nel proprio programma la competenza digitale come una delle 8 fondamentali per il life long learning.



La competenza digitale

Nelle Raccomandazioni Europee per il life long learning (2018) si afferma che:

«La competenza digitale presuppone **l'interesse per le tecnologie digitali** e il loro utilizzo con dimestichezza e **spirito critico e responsabile** per apprendere, lavorare e partecipare alla società. Essa comprende **l'alfabetizzazione informatica e digitale, la comunicazione e la collaborazione, l'alfabetizzazione mediatica, la creazione di contenuti digitali** (inclusa la programmazione), **la sicurezza** (compreso l'essere a proprio agio nel mondo digitale e possedere competenze relative alla cybersicurezza), **le questioni legate alla proprietà intellettuale, la risoluzione di problemi e il pensiero critico.**»

(Raccomandazioni Europee, 2018: 188)



European
Commission

Digcomp

Digcomp è il framework sviluppato, per conto della Commissione Europea, per dettagliare meglio la competenza digitale. E' stato redatto con l'intento di fornire delle linee guida per i cittadini, affinché possano giostrarsi nel mare magnum delle tecnologie, ma non solo.

Il documento infatti punta a favorire lo sviluppo e il miglioramento di alcune competenze ritenute importanti e fondamentali per vivere e lavorare nella società digitale.

Il documento ha subito delle evoluzioni nel corso del tempo.

DigComp 2.2

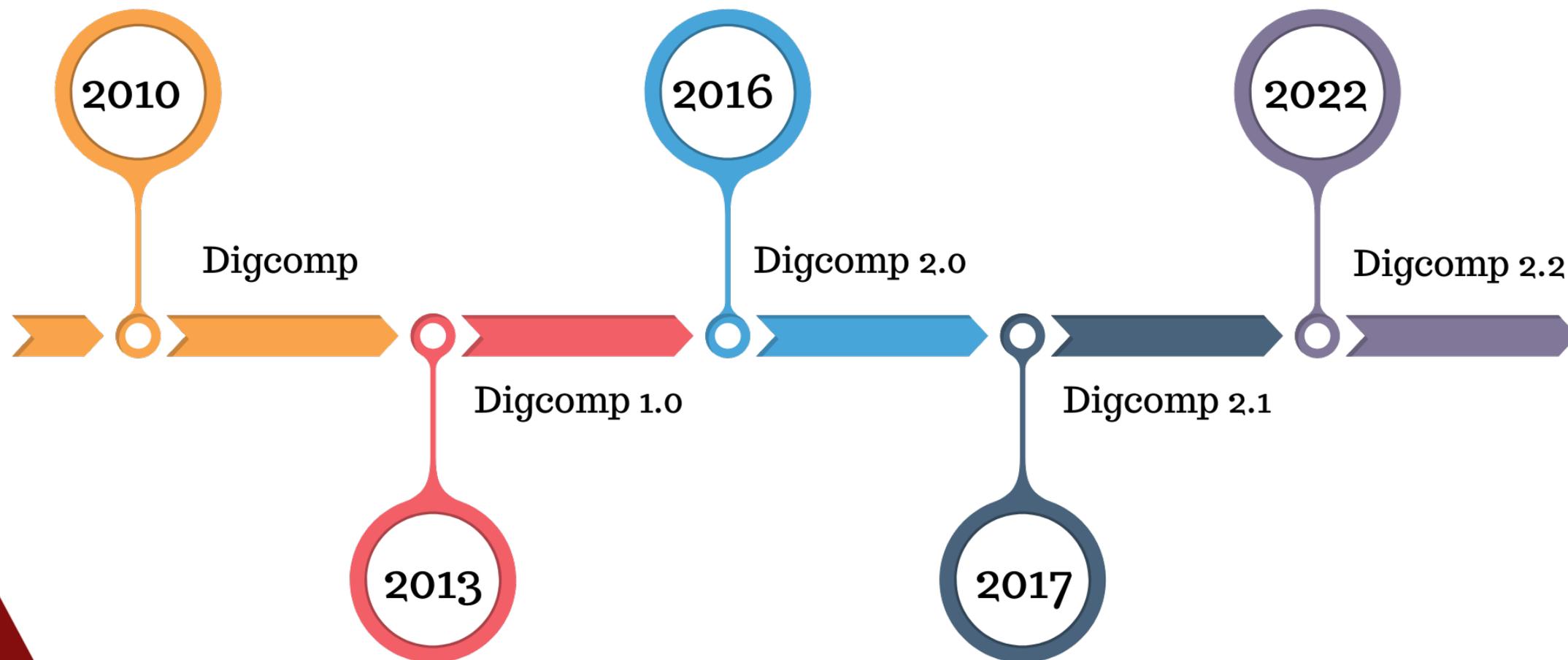
The Digital Competence Framework for Citizens

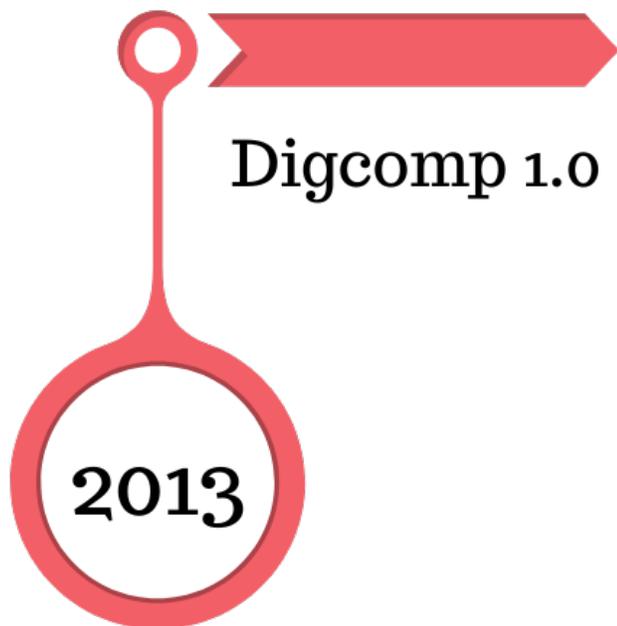
With new examples of knowledge, skills and attitudes

Riina Vuorikari
Stefano Kluzer
Yves Punie

Joint
Research
Centre

Evoluzioni di Digcomp





Sono state individuate 5 dimensioni

1 Area di competenza

Ne sono state individuate 5.

2 Competenze

Ne sono state individuate 21, suddivise tra le varie aree.

3 livelli di padronanza

Sono stati definiti tre livelli: Base (*foundational*), lintermedio e Avanzato.

4 esempi di conoscenze
abilità e atteggiamenti

5 Esempi di applicazione
in vari contesti

Sono stati sviluppati quelli relativi al contesto scolastico (*learning*) e a quello dell'accesso al lavoro (*employment*).

2016

Digcomp 2.0

Sono stati rivisti i nomi delle 5 aree di competenza e sono state riviste le 21 competenze. In particolare, per i descrittori di competenza sono stati adottati termini *device agnostic* quali "tecnologie digitali" e "ambiente digitale" in modo da riferirsi non solo a *personal computer* ma anche a *smartphone*, *console* di gioco, *e-book reader* e in genere a qualsiasi dispositivo collegato in rete.



si è invece concentrato sui *livelli di competenza* che sono stati portati da 3 a 8 aggiungendo ai tre precedenti un livello avanzato e suddividendo poi ciascun livello in 2.

Nel punto 2.1 è stata anche arricchita la dimensione 5 con nuovi esempi di utilizzo, continuando a limitarsi a *Learning* e *Employment*.

2022

Digcomp 2.2

Per lo sviluppo di **DigComp 2.2** è stata coinvolta un'ampia Comunità di pratiche con la costituzione di numerosi gruppi di lavoro. L'obiettivo era quello di sviluppare la dimensione 4 del framework, quella relativa agli esempi di *knowledge, skills e attitudes*.

DIGCOMP 2.2

Digcomp cerca di promuovere lo sviluppo delle competenze chiave definite a livello europeo

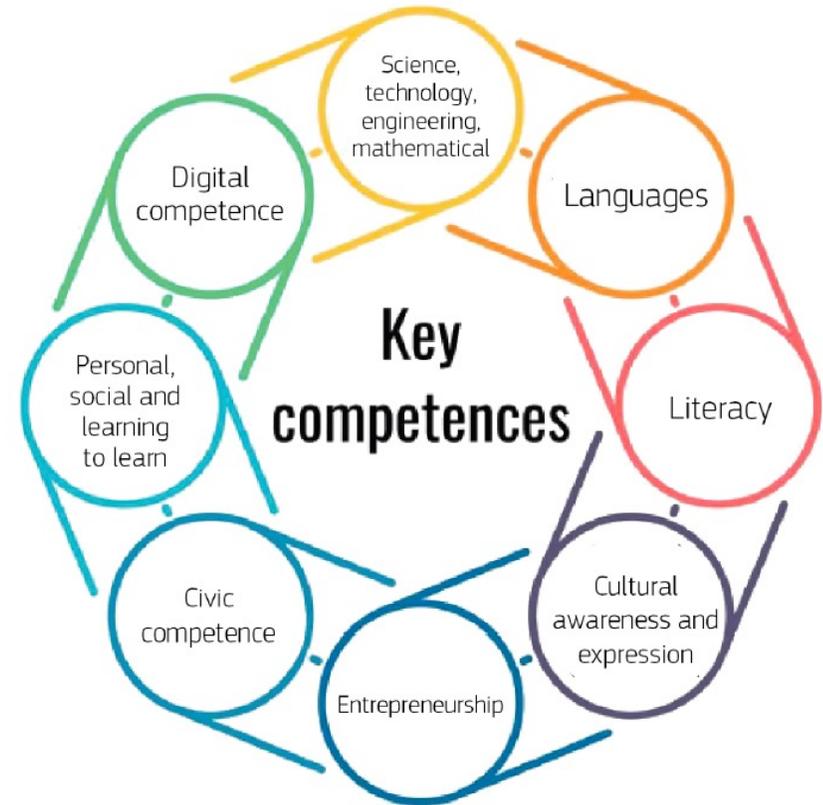


FIG.2 Digital competence is part of the Key Competence Framework for Lifelong Learning and interlinked with other competences

Le 5 aree e le 21 competenze di DIGCOMP 2.2



1. Alfabetizzazione su informazioni e dati

- 1.1 Navigare, ricercare e filtrare dati, informazioni e contenuti digitali
- 1.2 Valutare dati, informazioni e contenuti digitali
- 1.3 Gestire dati, informazioni e contenuti digitali



2. Comunicazione e collaborazione

- 2.1 Interagire attraverso le tecnologie digitali
- 2.2 Condividere informazioni attraverso le tecnologie digitali
- 2.3 Esercitare la cittadinanza attraverso le tecnologie digitali
- 2.4 Collaborare attraverso le tecnologie digitali
- 2.5 Netiquette
- 2.6 Gestire l'identità digitale



3. Creazione di contenuti digitali

- 3.1 Sviluppare contenuti digitali
- 3.2 Integrare e rielaborare contenuti digitali
- 3.3 Copyright e licenze
- 3.4 Programmazione



4. Sicurezza

- 4.1 Proteggere i dispositivi
- 4.2 Proteggere i dati personali e la privacy
- 4.3 Proteggere la salute e il benessere
- 4.4 Proteggere l'ambiente



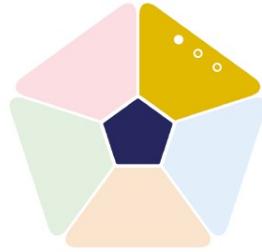
5. Risolvere i problemi

- 5.1 Risolvere problemi tecnici
- 5.2 Individuare fabbisogni e risposte tecnologiche
- 5.3 Utilizzare in modo creativo le tecnologie digitali
- 5.4 Individuare divari di competenze digitali

Un esempio della struttura di Digcomp

1/2

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DIMENSION 1 • COMPETENCE AREA
**1. INFORMATION AND
DATA LITERACY**

DIMENSION 2 • COMPETENCE
**1.1 BROWSING,
SEARCHING AND
FILTERING DATA,
INFORMATION AND
DIGITAL CONTENT**

To articulate information needs ,
to search for data, information and
content in digital environments,
to access them and to navigate
between them. To create and update
personal search strategies.

DIMENSION 3 • PROFICIENCY LEVEL

FOUNDATION	1	At basic level and with guidance, I can:	<ul style="list-style-type: none"> • identify my information needs, find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them, • identify simple personal search strategies.
	2	At basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none"> • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them. • identify simple personal search strategies.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none"> • explain my information needs, • perform well-defined and routine searches to find data, information and content in digital environments, • explain how to access them and navigate between them, • explain well-defined and routine personal search strategies.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none"> • illustrate information needs, • organise the searches of data, information and content in digital environments, • describe how to access these data, information and content, and navigate between them, • organise personal search strategies.
ADVANCED	5	As well as guiding others, I can:	<ul style="list-style-type: none"> • respond to information needs, • apply searches to obtain data, information and content in digital environments, • show how to access these data, information and content and navigate between them. • propose personal search strategies.
	6	At advanced level, according to my own needs and those of others, and in complex contexts, I can:	<ul style="list-style-type: none"> • assess information needs, • adapt my searching strategy to find the most appropriate data, information and content in digital environments, • explain how to access these most appropriate data, information and content and navigate among them, • vary personal search strategies.
HIGHLY SPECIALISED	7	At highly specialised level, I can:	<ul style="list-style-type: none"> • create solutions to complex problems with limited definition that are related to browsing, searching and filtering of data, information and digital content, • integrate my knowledge to contribute to professional practice and knowledge and guide others in browsing, searching and filtering data, information and digital content.
	8	At the most advanced and specialised level, I can:	<ul style="list-style-type: none"> • create solutions to solve complex problems with many interacting factors that are related to browsing, searching and filtering data, information and digital content. • propose new ideas and processes to the field.



Un esempio della struttura di Digcomp 2/2

DIMENSION 4 • EXAMPLES OF KNOWLEDGE, SKILLS AND ATTITUDES

NEW IN 2.2

KNOWLEDGE	<ol style="list-style-type: none"> Knows that some online content in search result may not be open access or freely available and may require a fee or signing up for a service in order to access it. Aware that online content that is available to users at no monetary cost is often paid for by advertising or by selling the user's data. Aware that search results, social media activity streams and content recommendations on the internet are influenced by a range of factors. These factors include the search terms used, the context (e.g. geographical location), the device (e.g. laptop or mobile phone), local regulations (which sometimes dictate what can or cannot be shown), the behaviour of other users (e.g. trending searches or recommendations) and the user's past online behaviour across the internet. Aware that search engines, social media and content platforms often use AI algorithms to generate responses that are adapted to the individual user (e.g. users continue to see similar results or content). This is often referred to as "personalisation". (AI) Aware that AI algorithms work in ways that are usually not visible or easily understood by users. This is often referred to as "black box" decision-making as it may be impossible to trace back how and why an algorithm makes specific suggestions or predictions. (AI)
SKILLS	<ol style="list-style-type: none"> Can choose the search engine that most likely meets one's information needs as different search engines can provide different results even for the same query. Knows how to improve search results by using a search engine's advanced features (e.g. specifying exact phrase, language, region, date last updated). Knows how to formulate search queries to achieve the desired output when interacting with conversational agents or smart speakers (e.g. Siri, Alexa, Cortana, Google Assistant), e.g. recognising that, for the system to be able to respond as required, the query must be unambiguous and spoken clearly so that the system can respond. (AI) Can make use of information presented as hyperlinks, in non-textual form (e.g. flowcharts, knowledge maps) and in dynamic representations (e.g. data). Develops effective search methods for personal purposes (e.g. to browse a list of most popular films) and professional purposes (e.g. to find appropriate job advertisements). Knows how to handle information overload and "infodemic" (i.e. increase of false or misleading information during a disease outbreak) by adapting personal search methods and strategies.
ATTITUDES	<ol style="list-style-type: none"> Intentionally avoids distractions and aims to avoid information overload when accessing and navigating information, data and content. Values tools designed to protect search privacy and other rights of users (e.g. browsers such as DuckDuckGo). Weights the benefits and disadvantages of using AI-driven search engines (e.g. while they might help users find the desired information, they may compromise privacy and personal data, or subject the user to commercial interests). (AI) Concerned that much online information and content may not be accessible to people with a disability, for example to users who rely on screen reader technologies to read aloud the content of a web page. (DA)

DIMENSION 5 • USE CASES

FOUNDATION

1

EMPLOYMENT SCENARIO: job seeking process

With help from an employment adviser

- I can identify, from a list, those job portals which can help me look for a job.
- I can also find these job portals in my smartphone's app store, and access and navigate between them.
- From a list of generic keywords for job seeking available in a blog on job hunting, I can also identify the keywords that are useful for me.

LEARNING SCENARIO: prepare group work with my classmates

With help from my teacher

- I can identify websites, blogs and digital databases from a list in my digital textbook to look for literature on the report topic.
- I can also identify literature on the report topic in these websites, blogs and digital databases, and access and navigate among them.
- Using a list of generic keywords and tags available in my digital textbook, I can also identify those which would be useful for finding literature on the report topic.

Riepilogo

In questa lezione abbiamo parlato dagli elementi che caratterizzano le competenze digitali, dalle diverse dimensioni che compongono il DIGICOMP e della sua applicabilità.



Siti utili

DIGCOMP

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

**Raccomandazioni del consiglio relative alle competenze chiave
dell'apprendimento permanente**

[https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01))