



Digital Competences Development System (DCDS)

ALL DIGITAL

ALL DIGITAL Summit Bologna

#DCDS #DigitalCompetences

11 October

2019

DCDS Presentation

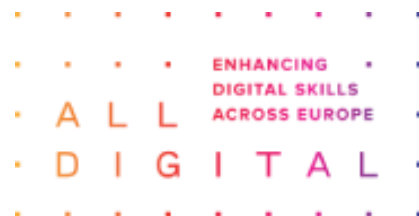
- Project introduction
 - Peter Palvolgyi, ALL DIGITAL
- DCD Methodology
 - Stefano Kluzer, AECA
- DCD Environment, DCD System as a whole
 - Achilles Kameas, HOU

Project info

- **Project title:** Digital Competences Development System
- **Funding Programme:** ERASMUS+ of the European Union KA3 Forward-Looking Cooperation Projects
- **Duration:** 24 months (from Jan 2018 until Dec 2019)



Partnership



Rationale behind DCDS

DCDS designed, developed and tested an integrated modular system, mapped to DigComp 2.1, to **assess**, **develop** and **validate** basic digital and transversal skills of adults with low digital skills.



Specific Objectives

- **Improve** basic digital & transversal competences of digitally **low skilled adults** in a blended learning approach
- **Support training providers** in planning and delivering flexible and modular training offers
- **Empower policy-makers** and **key stakeholders** from different fields in formulating integrated policies
- **Collect and analyse evidence** to validate innovative policies and practices

Key Results

- Digital Competences Development Methodology
- Digital Competences Development Environment
- Piloting & Evaluation Report
- Policy Influence Kit
- Policy Recommendations

Pilot Results

- DCDS was tested in **5 countries** through a blended learning approach
- **176 participants** from different target groups completed the course
- **13 trainers** were involved

DCDS pilot evaluation demonstrates the growth of **skills** and **self-confidence** of the target audience.

From the field

The course helped me to stabilize some knowledge, become more decisive when using the computer, and **organize better my work duties**. Trainee from **Greece**



DCDS has been a very enjoyable experience. Now I feel **able to use Internet resources** in my work and in my personal life. Also, jobs involving digital skills are well paid. This course was very welcome!

*Trainee from **Romania***

From the field

I've gained understanding of how digital solutions can be useful in everyday life. Now I can better work with different programs, search the Internet and even shop online.

After attending training, **I feel more confident** working with my computer.

*Trainee from **Latvia***



“The part I most appreciated **was distance learning**, because it was a new, challenging and satisfying experience. **Working in groups** with my classmates was also important, because we shared insights and supported each other”

*Trainee from **Italy***

Find out more

- Project website: www.dcds-project.eu
- DCDE platform: digitalcompetences.eu
- #DCDS #DigitalCompetences
- #AllDigitalEU



Presentation of DCD Methodology

STEFANO KLUZER

All Digital Summit- Bologna, Italy

October 11, 2019

DigComp

5 competence areas

21 competences



COMPETENCE AREAS	COMPETENCES
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content
2. Communication and collaboration	2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity
3. Digital content creation	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming
4. Safety	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
5. Problem solving	5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps

From DigComp competences to learning outcomes

DigComp 2.5 Netiquette

To be aware of **behavioural norms and know-how** while using digital technologies and interacting in digital environments.

To **adapt communication strategies** to the specific audience and ... to be aware of **cultural and generational diversity** in digital environments.

How does this translate into an **observable behaviour** that indicates the existence of related skills, knowledge and attitudes? -> **Learning outcomes (LOUTs)**

DCDS identified **95 LOUTs at foundation level**



LOUTs for self-assessment test

SELF-ASSESSMENT TEST (SAT) on all 21 DigComp competences

- self-assessment questions on almost all LOUTs
- 41 knowledge and ability questions to check key skills/knowledge

Recommender tool suggests learning path (LP) based on SAT results + learner profile

LOUTs for training design

95 LOUTs -> addressed by **64 LEARNING UNITS**

Set of educational activities sufficient to generate the achievement of one or several LOUTs belonging to a given competence

LEARNING UNITS are organized in **19 thematic MODULES**

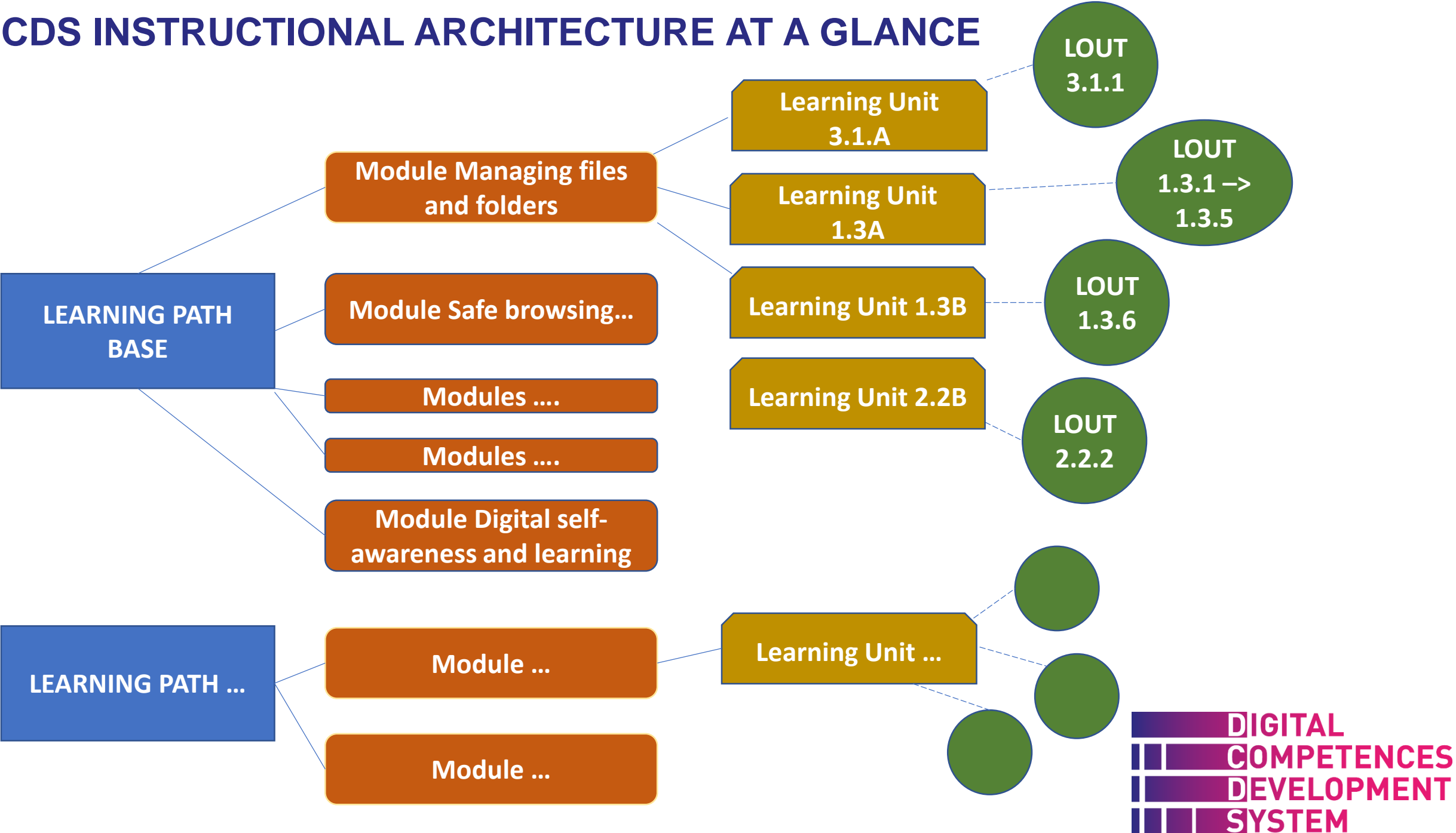
Set of learning units belonging to a relevant digital topic (e.g. Files and folders management or Creating an account and using e-mail safely)

MODULES are combined into **6 LEARNING PATHS**

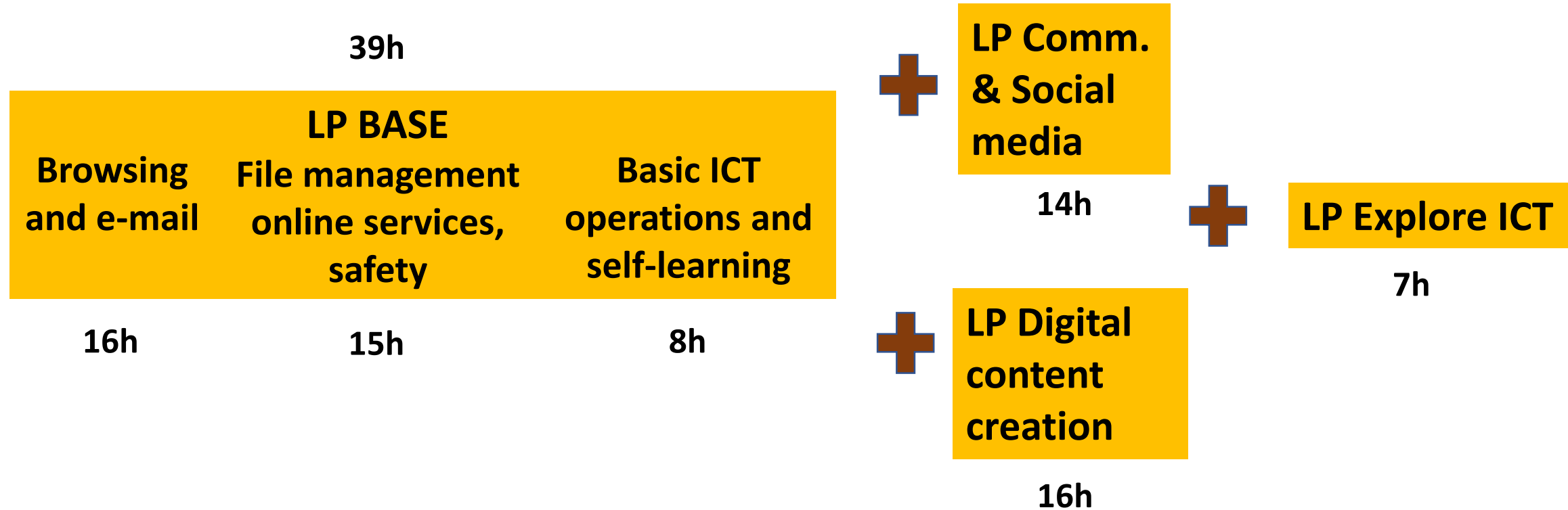
Training offer to develop sufficient skills to manage a digital environment or scenario



DCDS INSTRUCTIONAL ARCHITECTURE AT A GLANCE



DCDS FOUR LEARNING PATHS



**Total estimated/optimistic delivery
time (off/online) = approx. 60 hours**

Blended learning in DCDS

Project goal: 40 h. face-to-face + 20 h. distant learning

Why not all distant learning?

- potential DCDS users are people with low digital skills (unfamiliar with...)
- who need/prefer direct contact with teacher/tutor
- (often) also with low autonomous learning capacity

Why some distant learning?

- Flexible delivery and individualised learning
- Gain additional study time ('homework')
- Opportunities to learn/practice digital skills
- Learn to use digital learning opportunities

Learning materials on the DCDE platform

A minimum **‘common learning path’ (core content)** made of:

for each Learning Unit/related to LOUTs

- Reading materials on **Key topics**
- 1 to 3 **Learning quizzes** and **Practical exercises** in preparation for ...

in each module a **Summative Test**

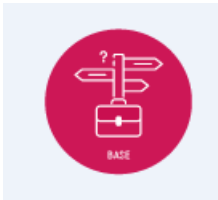
Teachers can add **auxiliary materials**

DCDS validation badges

MODULE Badge: issued subject to the outcome of Summative test (>60% score)

LEARNING PATH Badge: issued after passing all Module tests belonging to the LP

COMPETENCE Badge: issued after passing all LUs/Modules related to a given competence (possibly also in different LPs)



**LP BADGE
BASE**



**LP BADGE
COMMUNICATE**



**LP BADGE
CREATE**



**LP BADGE
EXPLORE**

Presentation of DCD Environment

**Achilles Kameas
Hellenic Open University**

All Digital Summit - Bologna, Italy

October 11, 2019

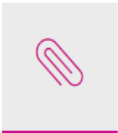
Welcome to Digital Competences Development System

DCDS, the Digital Competences Development System, was developed to help you improve your digital competences and validate them on the basis of European competence frameworks. DCDS supports you in self-assessing your digital competences and identifying shortages and gaps. It brings you in contact with tutors and training centres to facilitate you in closing the gaps and improving your competence profile. It offers you access to blended courses that combine face to face training and use of online training platform. It provides a mechanism that validates your achievements using an online badge which you can download in your computer and add to your profile. You can also receive a Europass CV supplement!

DCDS consists of:

- **DCDM, the Digital Competences Development Methodology**, that supports the development of digital competences and related transversal competences of adults
- **DCDE, the Digital Competences Development Environment**, an online platform that implements DCDM by offering a collection of tools and services

DCDS has been developed in the context of DCDS project. It's really important and must be noted that DCDS is completely aligned to DigComp 2.1, the European Digital Competence Framework for Citizens. DCDE has been developed using Open technologies. The structure of courses is based on competences. The education and validation approaches are based on learning outcomes.



Find out more about DCDS project



Review DigComp v.2.1



Go to DCDE

Σύνδεση

Όνομα χρήστη

test

Κωδικός πρόσβασης

☒ Να αποθηκευτεί το όνομα χρήστη

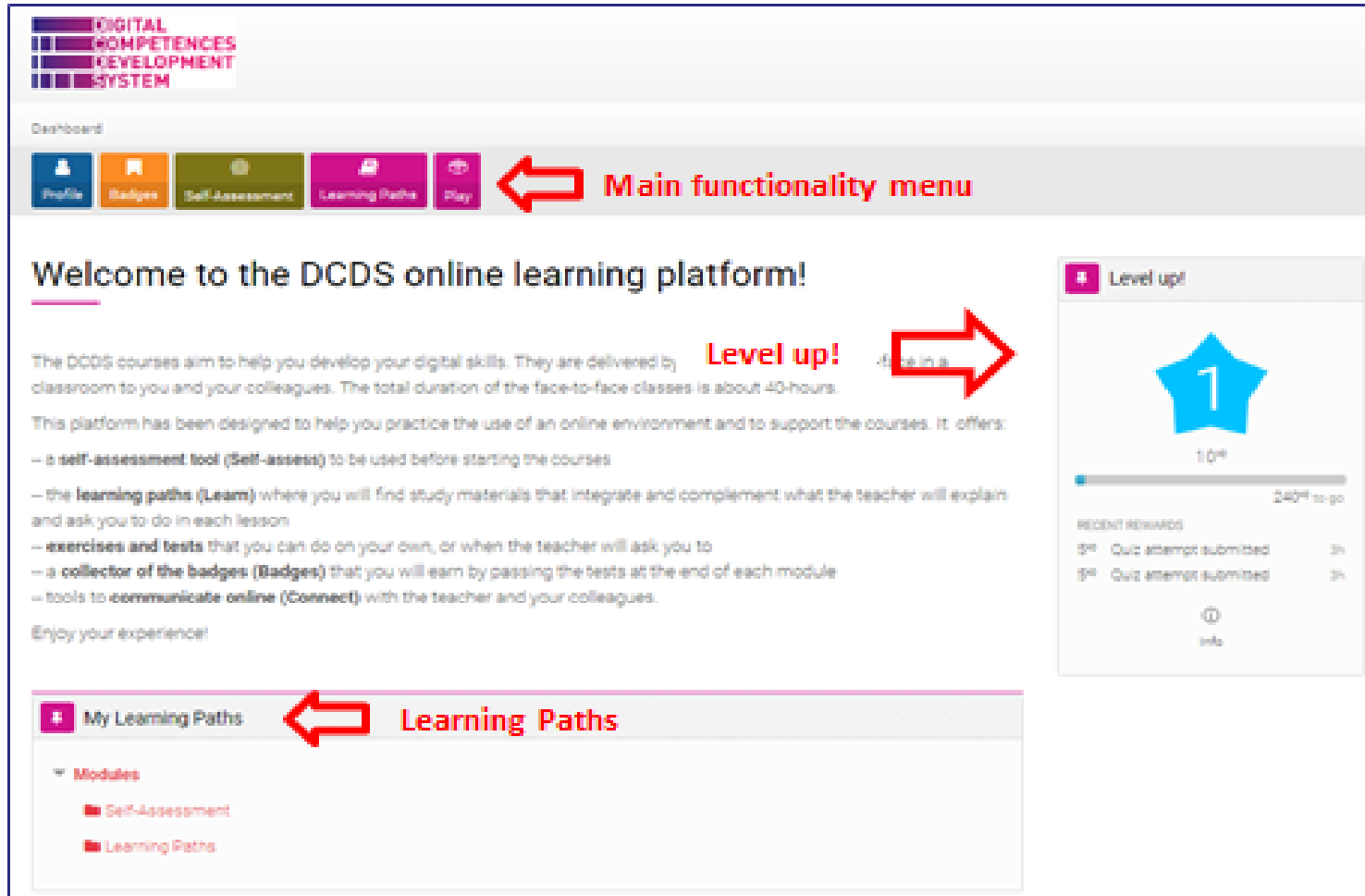
Σύνδεση

Ξεχάσατε το όνομα χρήστη ή τον κωδικό πρόσβασης;

Τα cookies πρέπει να είναι ενεργοποιημένα στον περιηγητή σας ⓘ

<https://digitalcompetences.eu/>

DCDE dashboard



The screenshot shows the DCDE dashboard with the following elements:

- Header:** "DIGITAL COMPETENCES DEVELOPMENT SYSTEM" logo.
- Dashboard:** A navigation bar with icons for Profile, Badges, Self-Assessment, Learning Paths, and Play. A red arrow points to this bar with the text "Main functionality menu".
- Welcome message:** "Welcome to the DCDS online learning platform!"
- Course description:**

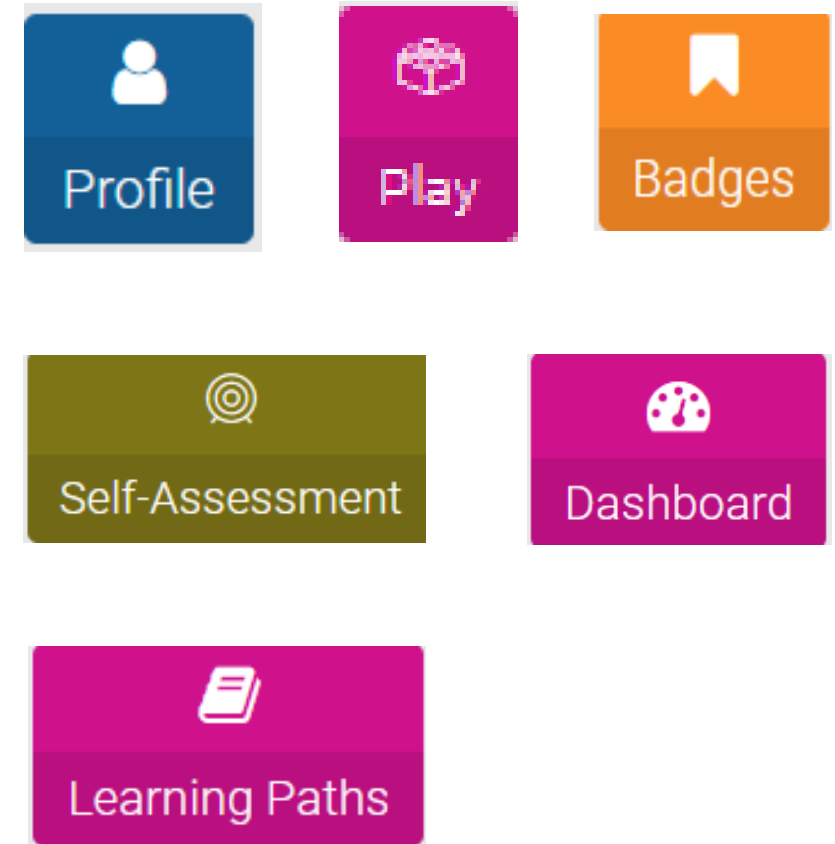
The DCDS courses aim to help you develop your digital skills. They are delivered by classroom to you and your colleagues. The total duration of the face-to-face classes is about 40-hours.

This platform has been designed to help you practice the use of an online environment and to support the courses. It offers:

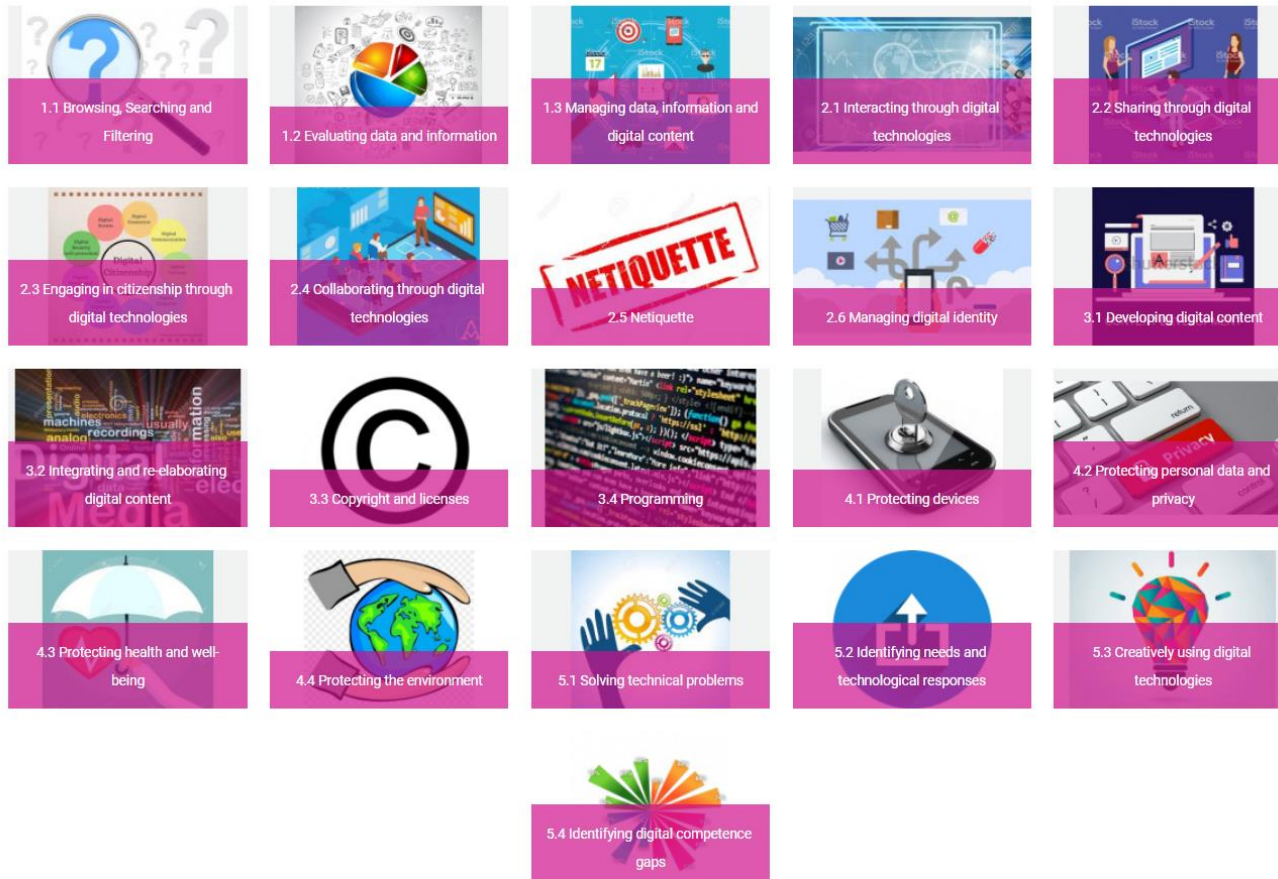
 - a **self-assessment tool (Self-assess)** to be used before starting the courses
 - the **learning paths (Learn)** where you will find study materials that integrate and complement what the teacher will explain and ask you to do in each lesson
 - **exercises and tests** that you can do on your own, or when the teacher will ask you to
 - a **collector of the badges (Badges)** that you will earn by passing the tests at the end of each module
 - tools to **communicate online (Connect)** with the teacher and your colleagues.

Enjoy your experience!
- Level up! widget:** A blue star with the number 1, indicating progress. A red arrow points to it with the text "Level up!". Below the star is a progress bar showing 10% completion (10/100) and a "240h to go" indicator. A table of recent rewards is also visible:

RECENT REWARDS	
5th	Quiz attempt submitted
5th	Quiz attempt submitted
- My Learning Paths section:** A red arrow points to the "My Learning Paths" header with the text "Learning Paths". Below it, a list of modules is shown:
 - Self-Assessment
 - Learning Paths



Self Assessment Tool



DCDE includes two types of assessment questions:

- *Proper Self-Assessment questions (SAs) through the Self-Assessment (SA) test, where learners are asked to assess their own proficiency in a given area, and*
- *Knowledge & Ability questions (KAs) through the Knowledge and Ability (KA) test, where they have to give the correct answer and prove their knowledge.*

SAT Completion Progress

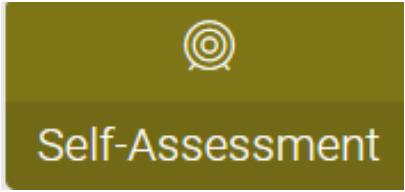
KA "Managing data, information and digital content"

Completed (achieved pass grade)

First name / Surname	SA "Browsing, Searching and ..."	KA "Browsing, Searching and ..."	SA "Evaluating data and ..."	KA "Evaluating data and ..."	SA "Managing data, ..."	KA "Managing data, ..."	SA "Interacting through ..."	KA "Interacting through ..."	SA "Sharing through digital ..."	KA "Sharing through digital ..."	SA "Engaging in citizenship ..."	KA "Engaging in citizenship ..."	SA "Collaborating through ..."	KA "Collaborating through ..."	SA "Netiquette"	KA "Netiquette"	SA "Managing digital identity"	KA "Managing digital identity"	SA "Developing digital ..."	KA "Developing digital ..."	SA "Integrating and ..."	KA "Integrating and ..."	SA "Copyright and licences"	KA "Copyright and licences"	SA "Programming"	KA "Programming"	SA "Protecting devices"
Demy Vi																											

[Download in spreadsheet format \(UTF-8 .csv\)](#)[Download in Excel-compatible format \(.csv\)](#)

- ☐ I have no skills at all
- ☐ My skills are very poor
- ☐ I have sufficient skills to operate on my own
- ☐ I have some skills, but not sufficient to operate on my own

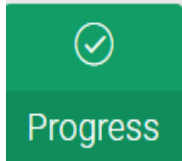


Recommender

Groups: All participants

You can enrol/unenroll learners to/from Learning Paths only if he/she has completed the Self-Assessment.

Learner	Completion Status	LP Base need	LP Comm need	LP Content need	LP ICT need
STD DEMO	Completed	100% <i>(Enrol)</i>	80% <i>(Enrol)</i>	95% <i>(Unenroll)</i>	90% <i>(Enrol)</i>
STD DEMO 1	Completed	93.33% <i>(Unenroll)</i>	85% <i>(Enrol)</i>	80% <i>(Enrol)</i>	90% <i>(Unenroll)</i>
TUT DEMO 1	Not completed yet <i>(Complete now)</i>	93.33%	80%	80%	80%
STD DEMO 2	Not completed yet <i>(Complete now)</i>	93.33%	80%	80%	80%



First name

All

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

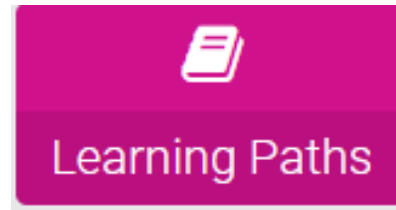
Surname

All

A B C D E F G H I J K L M

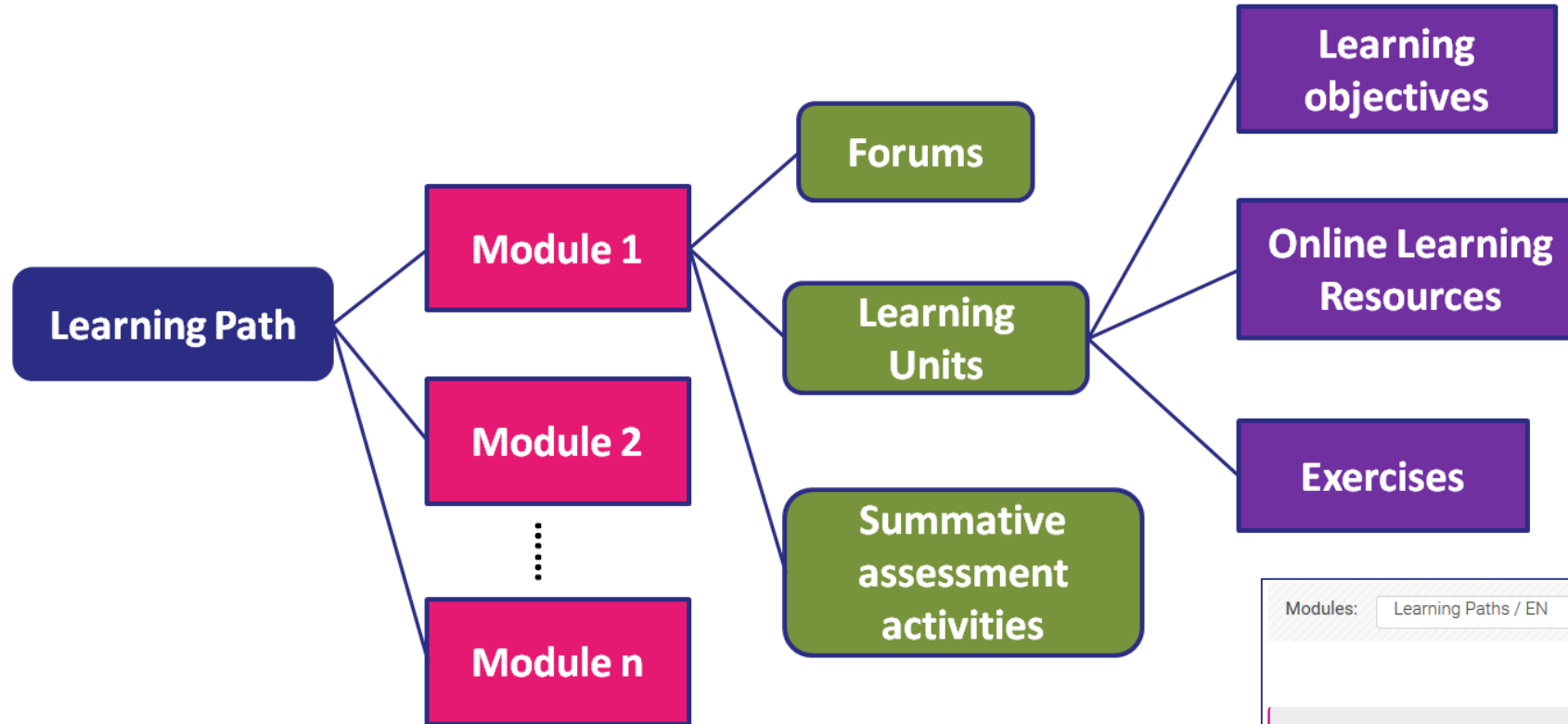
N O P Q R S T U V W X Y Z

First name / Surname	Email address	SA "Browsing, Searching and ..."	KA "Browsing, Searching and ..."	SA "Evaluating data and ..."	KA "Evaluating data and ..."	SA "Managing data, ..."	KA "Managing data, ..."	SA "Interacting through ..."	KA "Interacting through ..."	SA "Sharing through digital ..."	KA "Sharing through digital ..."	SA "Engaging in citizenship ..."	KA "Engaging in citizenship ..."	SA "Collaborating through ..."	KA "Collaborating through ..."	SA "Netiquette"	KA "Netiquette"	SA "Managing digital identity"	KA "Managing digital identity"	SA "Developing digital ..."	KA "Developing digital ..."	SA "Integrating and ..."	KA "Integrating and ..."	SA "Copyright and licences"	KA "Copyright and licences"	SA "Programming"	KA "Programming"	SA "Protecting devices"	KA "Protecting devices"	SA "Protecting personal ..."	KA "Protecting personal ..."	SA "Protecting health and ..."	KA "Protecting health and ..."	SA "Protecting the ..."	KA "Protecting the ..."	SA "Solving technical ..."	KA "Solving technical ..."	SA "Identifying needs and ..."	KA "Identifying needs and ..."	SA "Creatively using ..."	KA "Creatively using ..."	SA "Identifying digital ..."	KA "Identifying digital ..."			
STD DEMO	pandreas82@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
STD DEMO 1	pandreas@upatras.gr	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STD DEMO 2	aaa@gmail.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Learning Paths

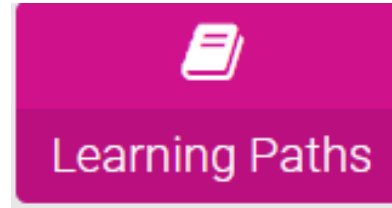
Learning paths



Modules:

[Expand all](#)

Base	
Communicate	
Create	
Explore ICT	



Learning paths

My Learning Paths

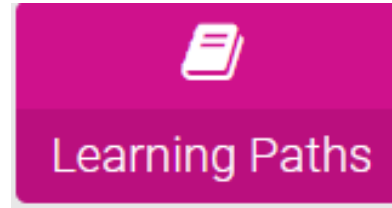
▼ **Modules**

- Self-Assessment
- Leaning Paths

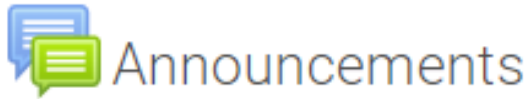
My Learning Paths

▼ **Base**

- Managing Files and Folders
- Safe Browsing and Aware Info Search
- Creating an Account and Using E-mail Safely and Correctly
- Learning about Public and Private Online Services



Learning

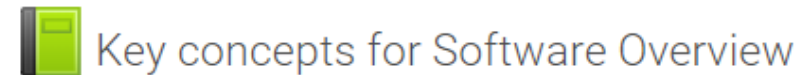


Software Overview

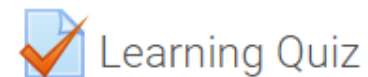
After studying this material, you will be able to

1. Identify (through their icons) and describe the purpose/basic functionality of commonly used software applications

Online Learning



Exercises



Introduction

Welcome to the Module **Protecting Devices, Data, Health and Well-Being**

Announcements

Forum for "Protecting Devices, Data, Health and Well-Being"

Learning Units

1

2

3

4

5

Summative ...

Hardware Risk

After studying this material, you will be able to

1. Describe risks and threats for my digital device (hardware breakdown, physical impacts, human error etc.) and their potential consequences

Online Learning

Key concepts for Hardware Risk

Exercises

Learning Quiz: Describe the risks of your device

Student report "Describe the risks of your device"

Level up!

1

48^{XP}

202^{XP} to go

RECENT REWARDS

3 ^{XP}	Game viewed	1d
3 ^{XP}	Game viewed	1d
3 ^{XP}	Προβολή αρθρώματος μαθήματος	1d

Info

Exercises



Learning Quiz

Click to start the quiz report



Practical Exercise: Managing files and folders

Click to read the exercise



Student report "Managing files and folders"

Click to answer the
questions and submit
answers or assignment

Learning Units

1

2

3

4

Summative

...



Assessment

Icons

Question 1









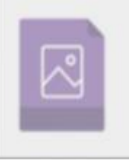
Not yet answered



Marked out of 18.0

Flag question

Edit question

Look at the left column below: in each row, there is only one icon with the file format that can be opened by the application on the right column. For each row on the left, identify the correct file icon and drag and drop it into the appropriate applications on the right

			Writer
			Reader
			Gallery



Assessment (teacher)

Learning Quiz

Attempts: 6

[Collapse all](#)

What to include in the report

Attempts from

Attempts that are ☒ In progress ☒ Overdue ☒ Finished ☒ Never submitted

☐ Show at most one finished attempt per user (Highest grade)

Show only attempts ☐ that have been regraded / are marked as needing regrading

Display options

Page size

Show report

Regrade all

Dry run a full regrade

Showing graded and ungraded attempts for each user. The one attempt for each user that is graded is highlighted. The grading method for this quiz is Highest grade.

[Reset table preferences](#)

Download table data as

Download

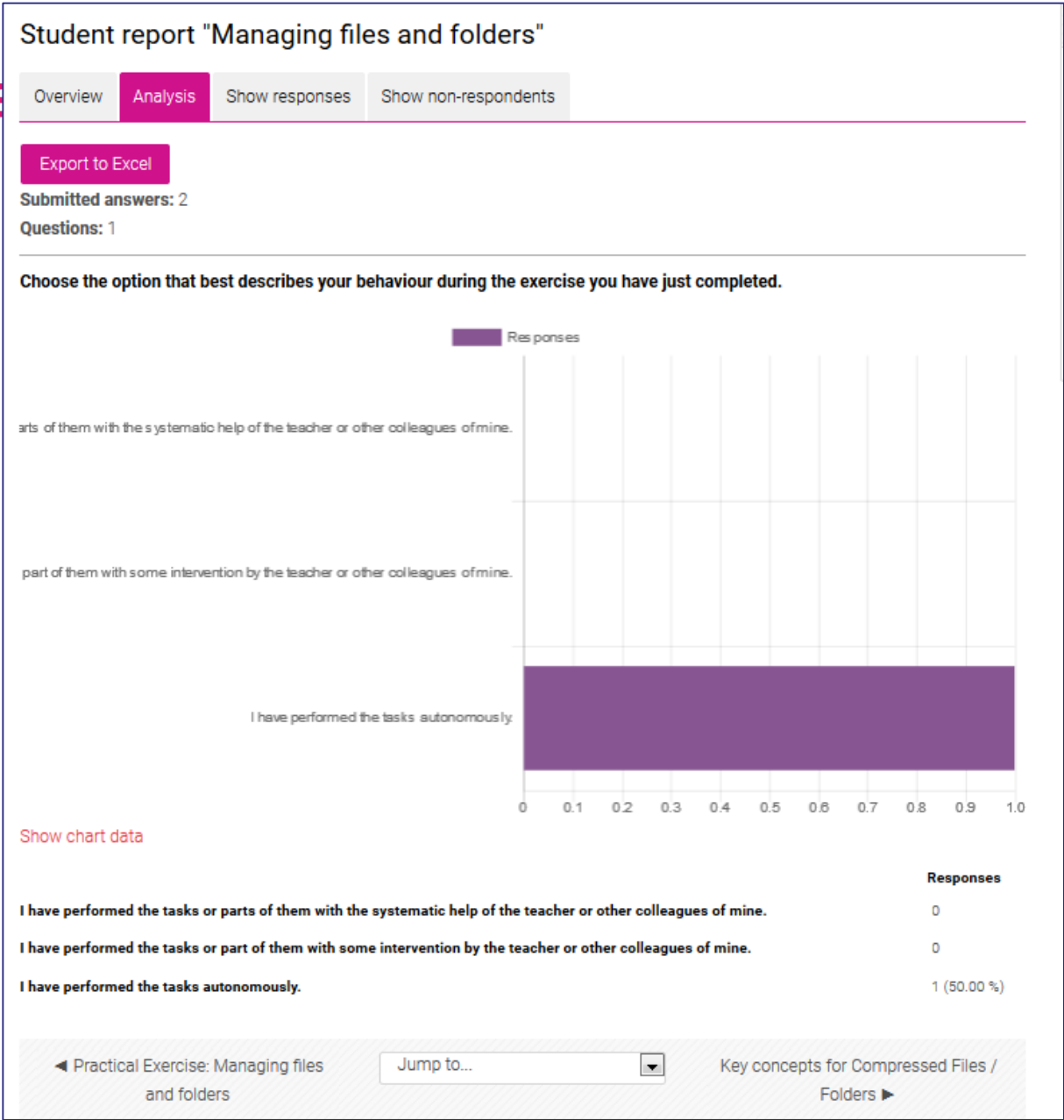
	First name / Surname	Email address	State	Started on	Completed	Time taken
<input checked="" type="checkbox"/>	Pinco Palla Review attempt	s.kluzer@croitla.it	In progress	6 April 2019 12:57 PM	-	-
<input type="checkbox"/>	Demy Vi Review attempt	demy@gmail.com	In progress	6 April 2019 4:13 PM	-	-
<input type="checkbox"/>	STD DEMO Review attempt	pandreas82@gmail.com	In progress	17 April 2019 4:28 PM	-	-
	Overall average					

Select all / Deselect all










Regrade selected attempts

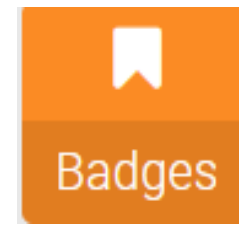
Delete selected attempts

Assessment (teacher)

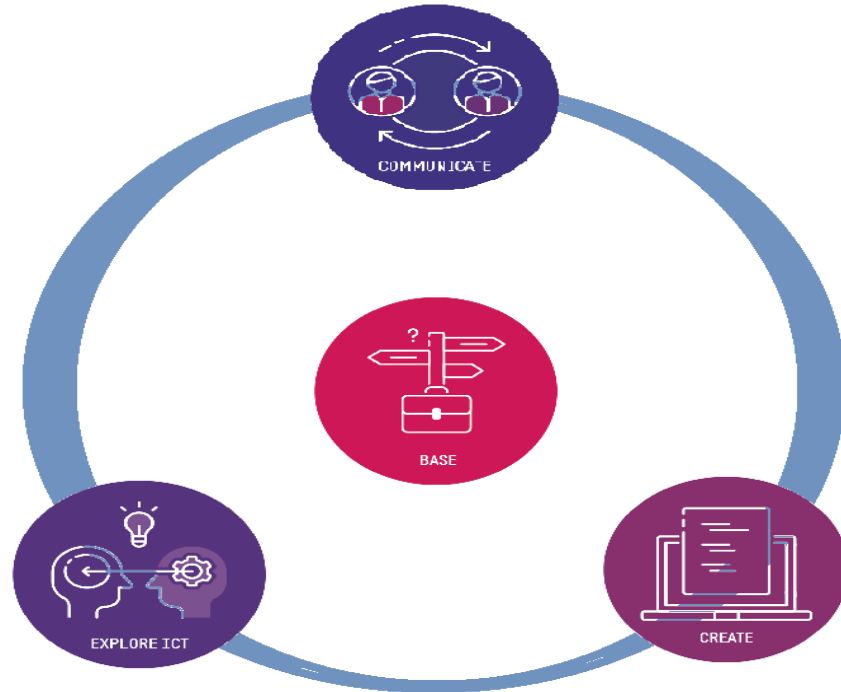


Grading (teacher)

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	Online text	File submissions	Submi comm
<input type="checkbox"/>		Student Demo	pandreas@ecomet.eap.gr	Submitted for grading	Grade -	Edit ▼	Thursday, 11 April 2019, 5:06 PM	rw		Comm (0)
<input type="checkbox"/>		STD DEMO	pandreas82@gmail.com	Draft (not submitted) Graded - follow up submission received	Grade 54.00 / 54.00	Edit ▼	Tuesday, 9 April 2019, 5:18 PM	dd		Comm (0)
<input type="checkbox"/>		Spiros Borotis	borotis@daissy.eap.gr	No submission	Grade -	Edit ▼	-			Comm (0)
<input type="checkbox"/>		David Ford	david.ford@eos.ro	No submission	Grade -	Edit ▼	-			
<input type="checkbox"/>		Elev Silitor	elev.test@eosro.info	No submission	Grade -	Edit ▼	-			
<input type="checkbox"/>		Studenta Silitoare	studenta.silitoare@eosro.info	No submission	Grade -	Edit ▼	-			
<input type="checkbox"/>		Pinco Palla	s.kluzer@crcitlia.it	No submission	Grade -	Edit ▼	-			
<input type="checkbox"/>		Victorita Popescu	Victorita@yahoo.com	No submission	Grade -	Edit ▼	-			
<input type="checkbox"/>		Dace	b_dace@inbox.lv	No submission	Grade -	Edit ▼	-			



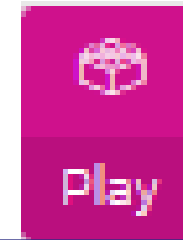
Badges



Path

Module





Games

Games

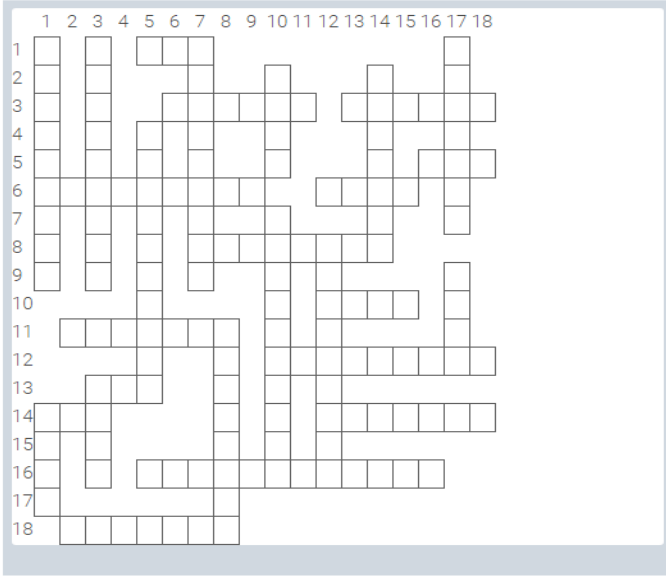


Crossword based on Critical Words



Cryptex game based on critical words

Grade 0 %



Welcome!

Click on a word to begin/continue.

Check crossword

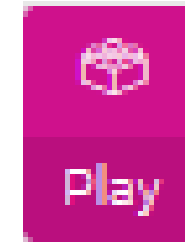
End of crossword game

Print

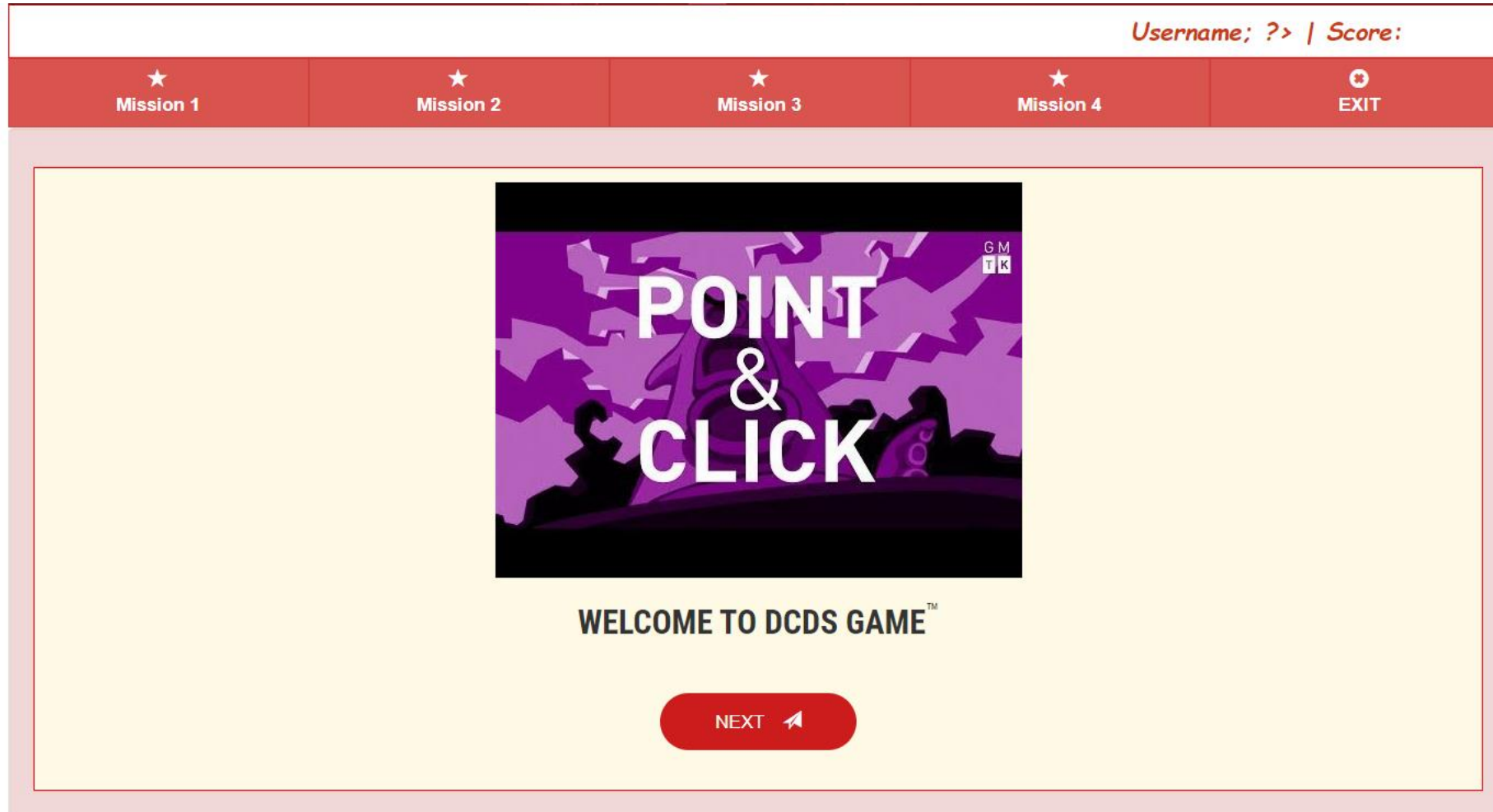
Across

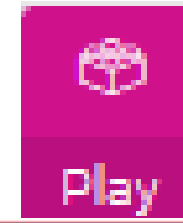
1: The Portable Document Format (PDF) is a **file** format developed by Adobe in the 1990s to present documents, including text formatting and images, in a manner independent of **application** software, **hardware**, and operating systems, through the use of the *Adobe Reader*. A full version of Adobe Acrobat is required to *edit* a **PDFfile**, otherwise the **file** is read-only. In many applications today (Microsoft Office, Open Office and others) files can be saved to **PDF** format, so for example, a text document can be saved in **PDF** format and then viewed on an Android smartphone.

3A: A **cookie** is a small text **file** (up to 4KB) created by a website that is stored by the **browser** in the user's device either temporarily for



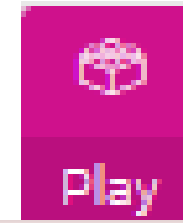
Games



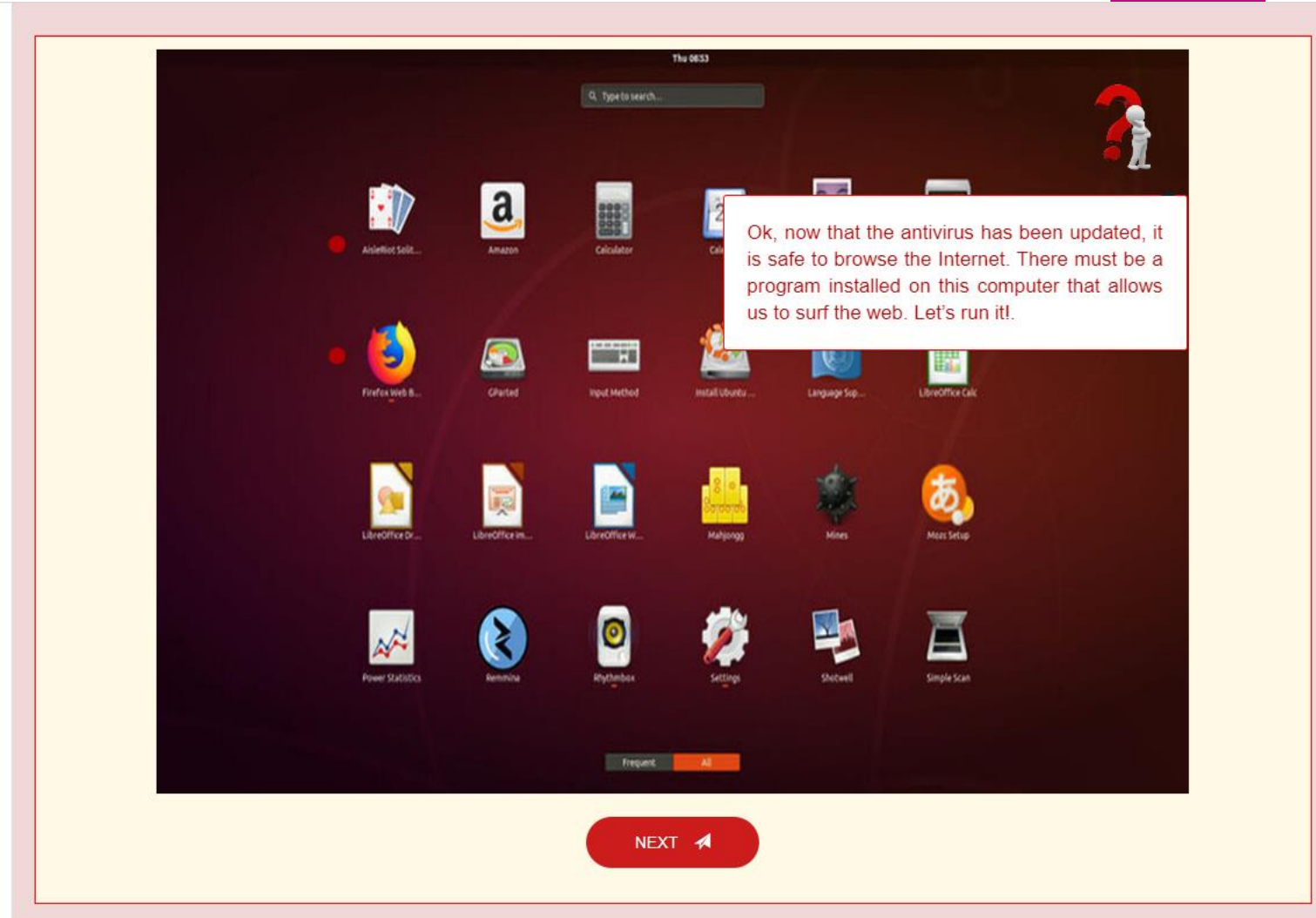


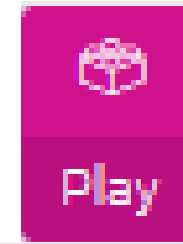
Games



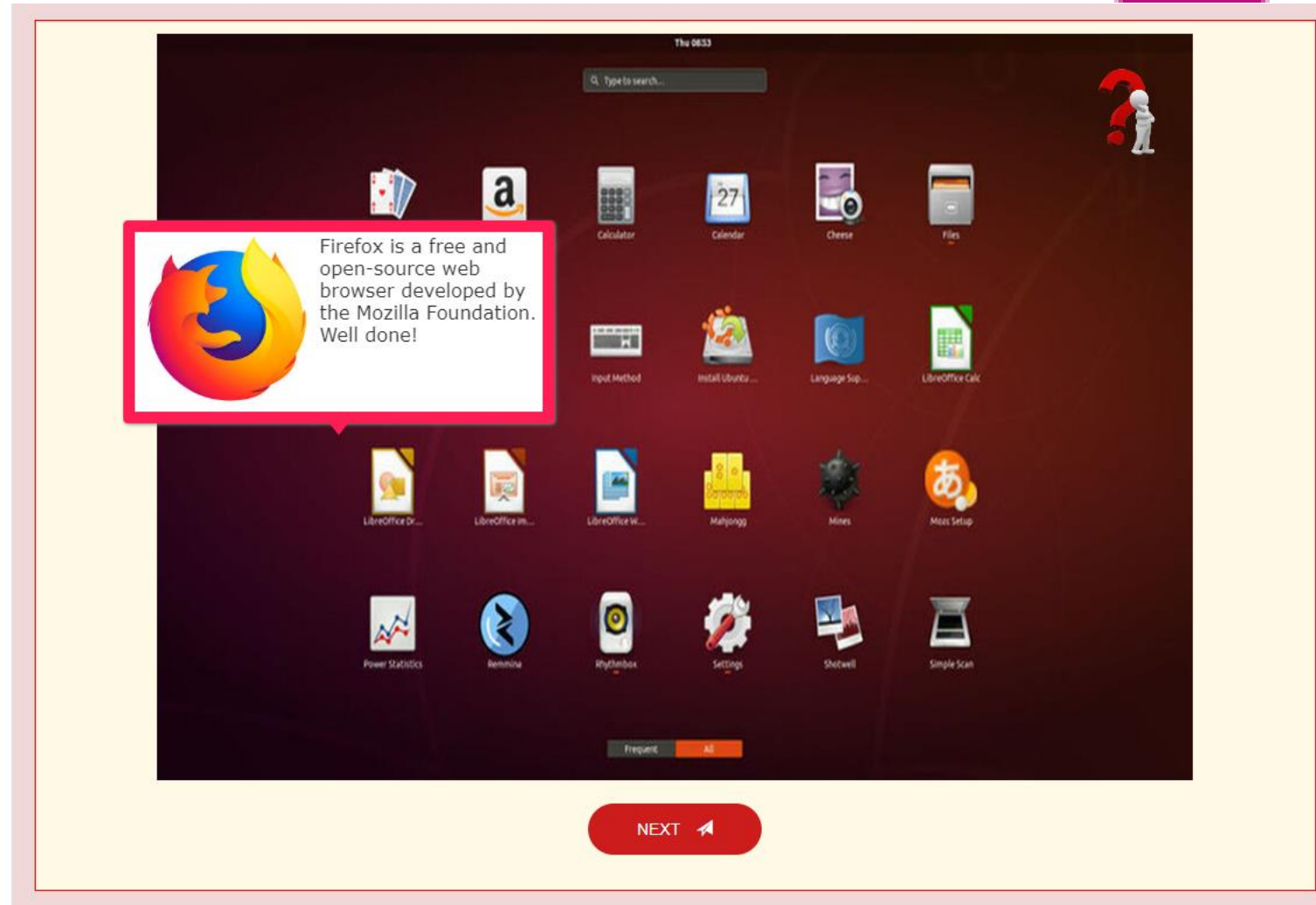


Games





Games

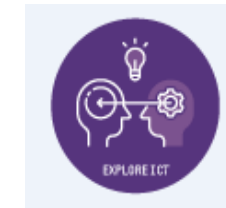
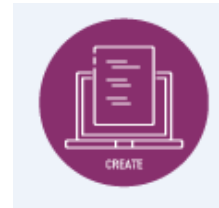
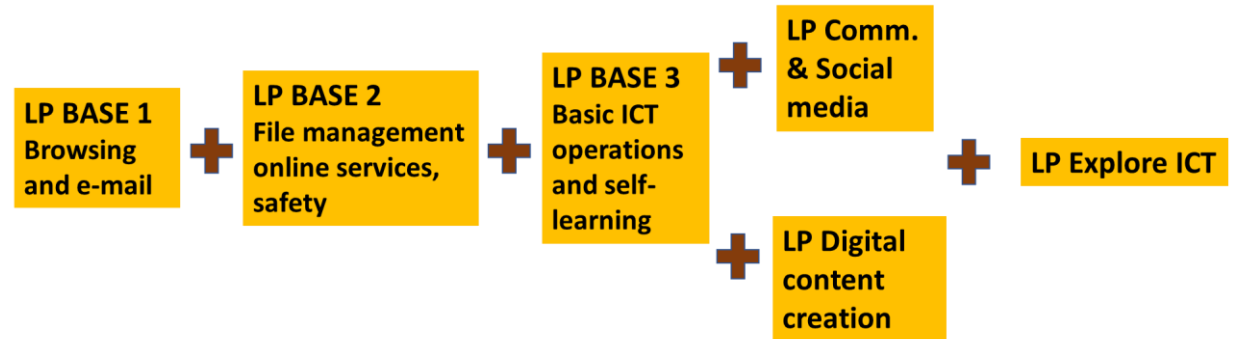


DCDS Exploitation

- 45

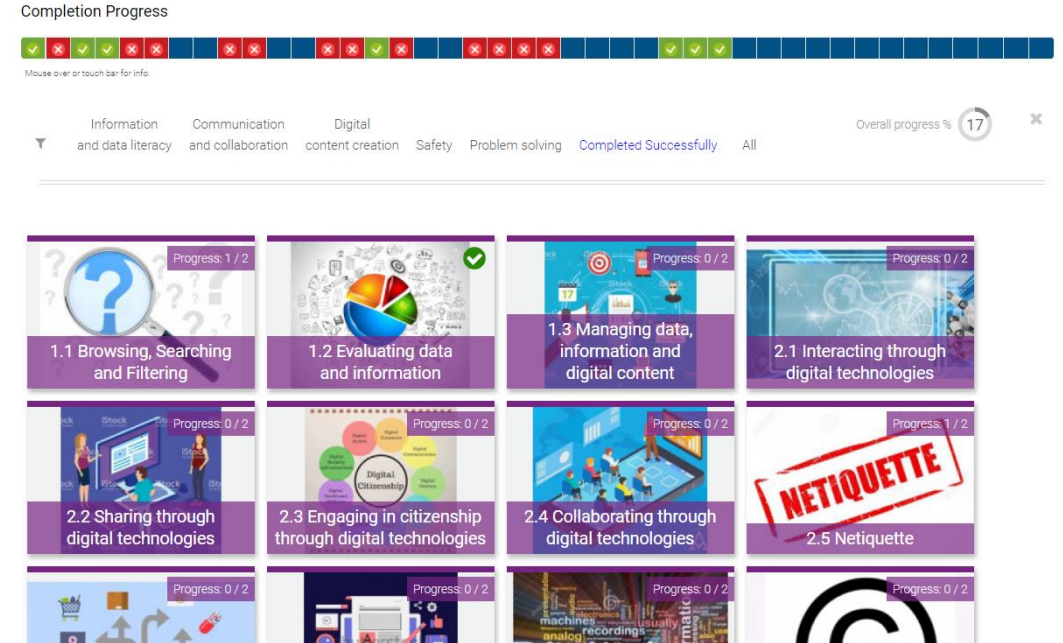
DCDM – The methodology

- Adopts DigComp 2.1
- Based on learning outcomes
- Uses online learning material
- Includes self-assessment and assessment
- Implements blended learning
- Supports learning paths
 - BASE
 - ALT
- Awards online badges



DCDE – The platform

- SAT
- Recommender tool
- Online learning environment
 - Embedded learning content
 - Auxiliary content
 - Game-like content
 - Badges
- Communication tool
- Moodle based



Grade item	Grade	Range	Percentage
Self-Assessment Tool EN			
SA "Browsing, Searching and Filtering"	1	0-8	13 %
KA "Browsing, Searching and Filtering"	0	0-5	0 %
SA "Evaluating data and information"	1	0-4	25 %
KA "Evaluating data and information"	2	0-2	100 %



Ideas for exploitation

- Take-up integrated DCDS and adapt to national context
- Adopt methodology
- Reuse content items (e.g. assessment quizzes)
- Add new content (embedded, auxiliary)
- Extend to higher DigComp competence levels
- Add / re-compose new learning paths (e.g. browsing and email, safety and security)
- Use tools independently (e.g. SAT)
- Add new tools (e.g. games)
- Give policy recommendations (e.g. to stakeholders / policy makers)

THANK YOU!