

APPENDIX 1 - FLEXICOMP Competence Framework

This appendix describes the three competence areas, their associated competences and Learning Outcome Examples for each competence, broken down into knowledge, skills and attitude examples.

DOMAIN A: CORE DIGITAL COMPETENCES

| Competence Area | A1: Professional development and engagement |
|------------------------|---|
| Competence title | 1.1 Organisational communication |
| Competence description | To use digital technologies to enhance organisational communication with colleagues, learners, stakeholders and other third parties |
| Knowledge examples | Knows how to elect the most appropriate channel, format and style for a given communication purpose, audience and context. |
| Skills examples | Make use of digital technologies for communication e.g. with colleagues, VET learners, stakeholders |
| Attitude examples | Willing to reflect on and discuss how digital technologies are used effectively for organisational communication |

| Competence Area | A1: Professional development and engagement |
|------------------------|---|
| Competence title | 1.2 Professional collaboration |
| Competence description | To use digital technologies to engage in collaboration with other VET educators, sharing and exchanging knowledge and experience, and collaboratively innovating VET practices. |
| Knowledge examples | Knowledge of relevant technology platforms and tools for sharing |
| Skills examples | Applies tools like social media to share information |
| Attitude examples | Willing to improve on and expand practice through use of digital tools |

| Competence Area | A1: Professional development and engagement |
|------------------------|---|
| Competence title | 1.3 Reflective practice |
| Competence description | To individually and collaboratively reflect on, critically assess and actively develop one's VET competence and practice. |
| Knowledge examples | Knows which professional development websites to go to to get new ideas |
| Skills examples | Able to use on-line forums to catch up on latest developments |
| Attitude examples | Willing to experiment with new VET practices through digital technologies |

| Competence Area | A1: Professional development and engagement |
|------------------------|--|
| Competence title | 1.4 Digital personal development |
| Competence description | To use digital sources and resources for continuous professional development |
| Knowledge examples | Knows how to use the internet to improve or update skills |
| Skills examples | Can participate in online courses, webinars, or consult digital training materials and video tutorials |
| Attitude examples | Enthusiastic about improving digital competences |

| Competence Area | A2. Resources and Content Use |
|------------------------|---|
| Competence title | 2.1 Selecting digital resources |
| Competence description | To identify, assess and select digital resources for VET teaching. To consider the specific objective, context, engagement approach, and user group, when selecting digital resources and planning their use. |
| Knowledge examples | Awareness of common platforms which provide resources. |
| Skills examples | Evaluates the reliability of digital resources found online and checks their suitability for target group and specific development objective |
| Attitude examples | Strategic and reflective approach to digital resources |

| Competence Area | A2. Resources and Content Use |
|------------------------|---|
| Competence title | 2.2 Creating and modifying digital resources |
| Competence description | To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital VET resources. |
| Knowledge examples | Knows how to make modifications to digital resources to fit them to different classroom settings , e.g. editing or deleting parts, adapting the general settings. |
| Skills examples | Integrates a range of interactive elements and games into self-created instructional resources |
| Attitude examples | Creative attitude to using digital resources |

| Competence Area | A2. Resources and Content Use |
|------------------------|---|
| Competence title | 2.3 Managing, protecting and sharing digital resources |
| Competence description | To organise digital content and make it available to VET learners and other stakeholders. To effectively protect sensitive digital content. |
| Knowledge examples | Knows how to respect and correctly apply privacy and copyright rules |
| Skills examples | Share content on virtual learning environments or by uploading, linking or embedding it e.g. on a website or blog |
| Attitude examples | Respect for privacy |

| Competence Area | A3: Assessment |
|------------------------|---|
| Competence title | 3.1 Assessment strategies and tools |
| Competence description | To understand, evaluate and make decisions about which digital tools to use to help educators and learners identify how they are progressing in relation to desired learning outcomes |
| Knowledge examples | Knows about the different types of digital assessment tools available, what their functionalities are and what works in which circumstances |
| Skills examples | Work with students to create e-portfolios to showcase their work over a semester |
| Attitude examples | Open and flexible to different types of assessment strategy |

| Competence Area | A3: Assessment |
|------------------------|---|
| Competence title | 3.2 Using assessment results for feedback and reflection |
| Competence description | To use digital tools and their assessment results to give better feedback to educators, learners and other stakeholders, so as to improve desired learning outcomes |
| Knowledge examples | Knows how to provide personal feedback and offer differentiated support to learners, based on the data generated by the digital technologies used |
| Skills examples | Use an interactive puzzle-type game, where learners' game-play results present which goals they have met |
| Attitude examples | Awareness that vulnerable learners sometimes are anxious and distrustful of being 'tested' |

DOMAIN B – ENABLING DIGITAL COMPETENCES

| Competence Area | B4: Teaching & Learning |
|------------------------|--|
| Competence title | 4.1 Learning design & planning |
| Competence description | Design and plan effective teaching & learning activities using digital education methods |
| Knowledge examples | Knowing about and aligning digital and didactic/pedagogic/methodological strategies |
| Skills examples | Applying a flipped classroom approach in a learning programme |
| Attitude examples | Willingness to recognise and accept the pros and cons of different pedagogic approaches |

| | |
|-------------------------------|---|
| Competence Area | B4: Teaching & Learning |
| Competence title | 4.2 Digital learning environments |
| Competence description | Choose and configure the right digital tools for different learning situations |
| Knowledge examples | Knowing which tool to use when and for what purpose |
| Skills examples | Understanding the time learners require to deploy digital tools in a task and building time into the task so they can interpret the task, assess their options, choose a strategy and correct it if necessary |
| Attitude examples | Flexibility in considering different digital tools for different circumstances |

| | |
|-------------------------------|---|
| Competence Area | B4: Teaching & Learning |
| Competence title | 4.3 Guidance and support |
| Competence description | Actively looking for ways to help learners develop their capacities, choices and decision-making through appropriate digital guidance and support |
| Knowledge examples | Knowledge of human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation |
| Skills examples | Considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the class members |
| Attitude examples | Openness to alternative life pathways for learners |

| | |
|-------------------------------|---|
| Competence Area | B5: Empowering learners |
| Competence title | 5.1 Accessibility and inclusion |
| Competence description | To ensure accessibility to learning and development resources and activities, for all VET learners, including those with complex needs |
| Knowledge examples | Understands learners' digital expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies |
| Skills examples | Able to consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and seeks to provide alternative or compensatory tools or approaches |
| Attitude examples | Sensitive to different needs and capabilities of VET learners |

| | |
|-------------------------------|---|
| Competence Area | B5: Empowering learners |
| Competence title | 5.2 Actively engaging VET learners |
| Competence description | To use digital technologies to foster VET learners' active and creative engagement with a subject matter. |
| Knowledge examples | Knows how to use digital technologies within pedagogic strategies that foster transversal skills, deep thinking and creative expression |
| Skills examples | Uses a range of digital technologies to create a relevant, rich and effective digital learning environment, e.g. by addressing different sensory channels, learning styles and strategies |
| Attitude examples | Openness to new, real-world contexts, which involve VET learners themselves in hands-on activities |

| | |
|-------------------------------|---|
| Competence Area | B5: Empowering learners |
| Competence title | 5.3 Information and media literacy |
| Competence description | To incorporate development activities which require VET learners to articulate information needs and find information and resources |
| Knowledge examples | Knows how to find information and resources in digital environments; to organise, process, analyse and interpret information |
| Skills examples | Teach VET learners' how to find information, how to assess its reliability, how to compare and combine information from different sources |
| Attitude examples | Methodological attitude to information seeking |

| | |
|------------------------|--|
| Competence Area | B5: Empowering learners |
| Competence title | 5.4 Understanding and guiding VET learners' on-line lives |
| Competence description | To understand and keep up to date with the online behaviours of VET learners and support them in maximizing the benefits of digital technologies in their lives |
| Knowledge examples | Knows which social media re currently used by VET learners and under what circumstances |
| Skills examples | Guides VET learners in respecting behavioural norms, appropriately selecting communication strategies and channels, and being aware of cultural and social diversity in digital environments |
| Attitude examples | Willingness to explore new online trends and behaviours |

| | |
|------------------------|---|
| Competence Area | B5: Empowering learners |
| Competence title | 5.5 Digital content creation for empowerment |
| Competence description | To incorporate learning and development activities in VET work which require learners to express themselves through digital means, and to modify and create digital content in different formats. |
| Knowledge examples | Knows how to support VET learners to express themselves through digital means, and to modify and create digital content in different format |
| Skills examples | Implements development activities in which VET learners use digital technologies to express themselves and produce digital content, e.g. in the form of text, photos, other images, videos |
| Attitude examples | Boldness in using experimental and disruptive digital tools to empower VET learner |

| | |
|------------------------|---|
| Competence Area | B5: Empowering learners |
| Competence title | 5.6 Responsible use |
| Competence description | To take measures to ensure VET learners' physical, psychological and social wellbeing while using digital technologies. To empower VET learners to manage risks and use digital technologies safely and responsibly |
| Knowledge examples | Is aware of the main risks and risk-taking behaviours that affect VET learners' lives online |
| Skills examples | Develops and implements strategies to effectively prevent, identify and respond to digital behaviour that negatively affects VET learners'' health and wellbeing (e.g. trolling) |
| Attitude examples | Responsible attitude to the use of digital technologies |

| | |
|------------------------|--|
| Competence Area | B5: Empowering learners |
| Competence title | 5.7 Digital problem solving |
| Competence description | To incorporate learning and development activities which require VET learners' to identify and solve technical problems, or to transfer technological knowledge creatively to new situations |
| Knowledge examples | Knows how to to seek out different technological solutions to a problem, investigate their benefits and drawbacks and critically and creatively come up with a new solution or product |
| Skills examples | Can apply 'thinking-outside-the-box' approaches to working with digital technologies |
| Attitude examples | Open to new ways of solving problems |

DOMAIN C – FLEXICOMP-SPECIFIC COMPETENCES

| | |
|-------------------------------|--|
| Competence Area | C6: Collaboration Intelligence |
| Competence title | 6.1 Inter-personal competences |
| Competence description | Apply empathy, social responsibility and relationship-handling in teaching activities with vulnerable learners |
| Knowledge examples | Understand the advantages of recognising other people's emotions |
| Skills examples | Ability to step into someone else's shoes |
| Attitude examples | Realise the benefits of understanding how other people's emotions affect relationships |

| | |
|-------------------------------|---|
| Competence Area | C6: Collaboration Intelligence |
| Competence title | 6.2 Conflict management |
| Competence description | Ability to express ones' thoughts, feelings and beliefs without violating the rights of others |
| Knowledge examples | Being aware of and understanding the different behaviours that people can apply in social anxiety situations |
| Skills examples | Ability to assert one's rights while offering consideration for others. |
| Attitude examples | Take ownership of one's feelings and not blaming others. Recognise that people should not take responsibility for the behaviour of others or for situations which are beyond their control. |

| | |
|-------------------------------|--|
| Competence Area | C6: Collaboration Intelligence |
| Competence title | 6.3 Resilience building |
| Competence description | Ability to cope with and adapt to challenges and use active listening and inter-cultural awareness to help vulnerable learners overcome barriers |
| Knowledge examples | Knowledge of the various dimensions and elements of active listening and non-verbal communication |
| Skills examples | Pays attention to body language |
| Attitude examples | Non-judgmental and engaging attitude Listens openly, without judgement |

| | |
|-------------------------------|--|
| Competence Area | C7: Unlocking potential |
| Competence title | 7.1 Supporting employability and development |
| Competence description | Use digital tools to support learners' employment, entrepreneurship and personal development |
| Knowledge examples | Knows how to develop learners' financial digital skills to support their future self-employment or freelance work. |
| Skills examples | Designs a class activity in which students search databases to identify job placements |
| Attitude examples | Willingness to work with external stakeholders such as local businesses |

| | |
|-------------------------------|--|
| Competence Area | C7: Unlocking potential |
| Competence title | 7.2 Subject and Industry- specific teaching |
| Competence description | Use digital tools to identify and take advantage of new practices and opportunities in relevant VET sectors, industries and fields |
| Knowledge examples | Knows how to use digital technology to keep updated in industry-related field. |
| Skills examples | Plan and develop a sequence of understandable instructions to solve a given subject/industry-related problem or perform a specific subject/industry-related task |
| Attitude examples | Open-ness to learn about developments in relevant industries |

| | |
|-------------------------------|---|
| Competence Area | C8: Promoting creativity |
| Competence title | 8.1 Working with hidden talent |
| Competence description | Use digital tools to surface and valorise the talents of disadvantaged learners and explore radical and emancipatory ways of changing their situation |
| Knowledge examples | Knowledge of principles of participatory / emancipatory / empowerment pedagogy |
| Skills examples | Application of empowerment theory and practice in setting a classroom assignment |
| Attitude examples | Knowledge of principles of participatory / emancipatory / empowerment pedagogy |

| | |
|-------------------------------|---|
| Competence Area | C8: Promoting creativity |
| Competence title | 8.2 Promoting creativity and out of the box thinking |
| Competence description | Designing and running activities that enable disadvantaged learners to solve problems in radical ways |
| Knowledge examples | Demonstrates an understanding of factors that support and block creativity |
| Skills examples | Uses collaborative learning environment to support students to creatively solve a problem together |
| Attitude examples | Courage to explore radical and disruptive approaches |

This appendix is published in the project webpage at (pages 46-50):

<https://flexi-comp.eu/wp-content/uploads/2023/10/FLEXICOMP-IO1-FINAL-PUBLIC-2.pdf>