

1. Framework Title

European Framework for Digitally-Competent Educational Organisations

2. Initials

DigCompOrg

3. Document(s) in which the framework is presented (if there are previous versions, etc.)

Kampylis, P., Punie, Y. & Devine, J. (2015); Promoting Effective Digital-Age Learning - A European Framework for Digitally-Competent Educational Organisations; EUR 27599 EN; doi:10.2791/54070

<https://ec.europa.eu/jrc/en/digcomporg>

4. Documents dates

2015

5. Number of pages of the document(s)

77

6. Organizations or authors responsible for developing the framework, context (if applicable)

The European Reference Framework of Digitally Competent Educational Organisation is an initiative of the European Commission, Directorate General for Education and Culture (DG EAC). Research and design of the Framework was carried out by the Joint Research Centre - Institute for Prospective Technological Studies (JRC-IPTS).

7. Scope: regional (indicate region) or international

regional (Europe), but it indicates that is international

8. Synthesis

DigCompOrg provides a comprehensive and generic conceptual framework that reflects all aspects of the process of systematically integrating digital learning in educational organisations from all education sectors.

9. Purpose(s) of the framework

The primary purposes of DigCompOrg are (i) to encourage self-reflection and selfassessment within educational organisations as they progressively deepen their engagement with digital learning and pedagogies (ii) to enable policy makers (at local, regional, national and international level) to design, implement and appraise programmes, projects and policy interventions for the integration of digital learning technologies in E&T systems.

10. Focus of the framework: citizens, workers, teachers, students, managers, parents, organizations, etc.

DigCompOrg is designed to focus mainly on the teaching, learning, assessment and related learning support activities undertaken by a given educational organisation.

The term has multiple meanings according to the settings in which is being applied and often it is used interchangeably with the term 'educational institution' (e.g. European Commission, 2013b). In the context of the InnovativEdu study the term educational organisation refers primarily to primary, secondary and VET schools as well as higher education institutions such as Universities, University Colleges and Polytechnics

11. Methodology for the elaboration of the framework

developed through a mixed-research approach including comprehensive review of academic and grey literature, in-depth analysis of existing frameworks and self-assessment questionnaires promoting the integration of digital

technologies in education and training systems at national/international level, and a process of expert and stakeholder consultation.

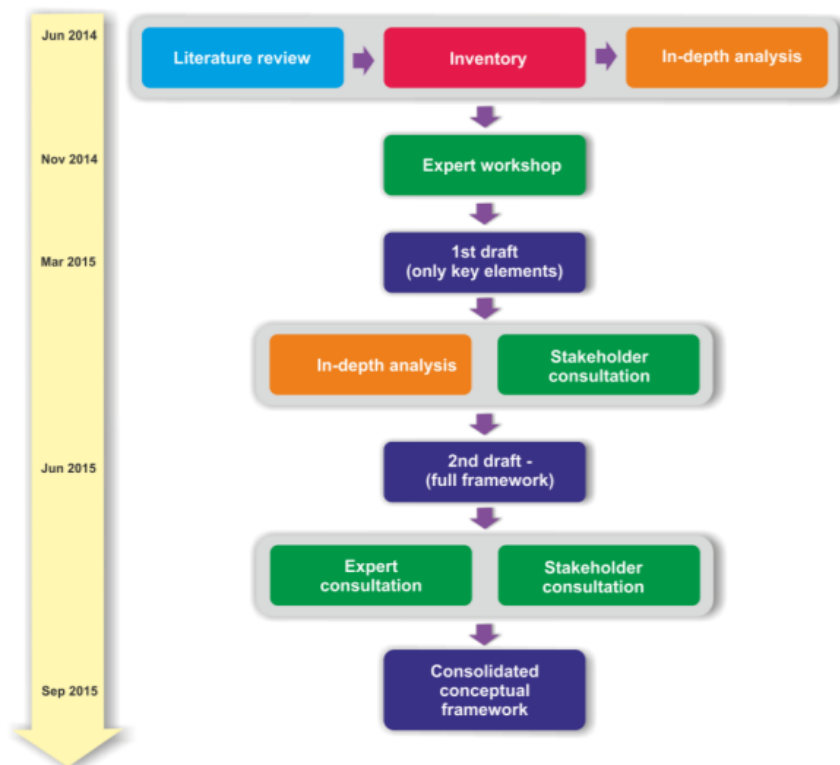
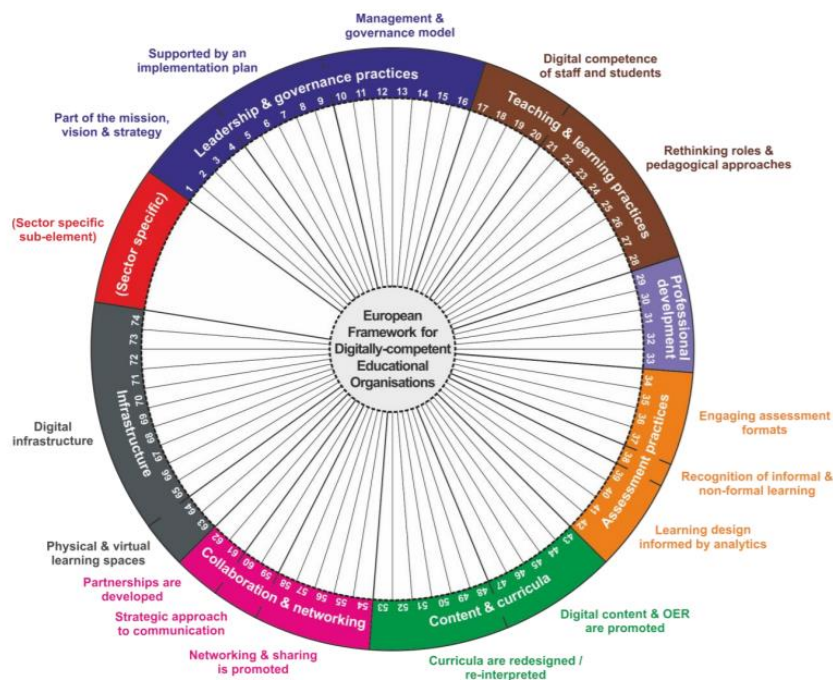


Figure 1: Overall methodology for the development of DigCompOrg

12. Framework structure

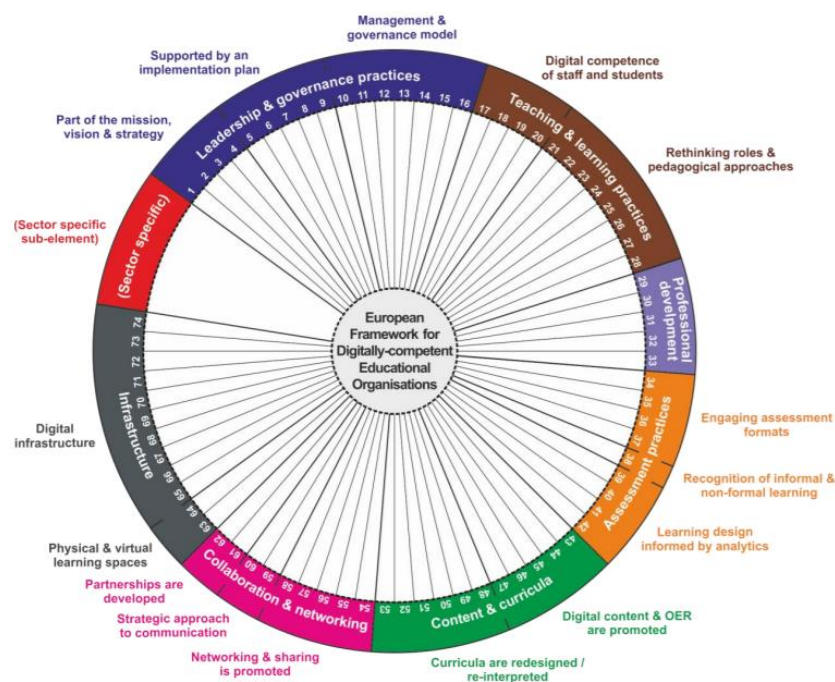
The DigCompOrg framework has seven key elements and fifteen sub-elements that are common to all education sectors. There is also scope for the addition of sectorspecific elements and sub-elements. For each of the elements and sub-elements of DigCompOrg, a number of descriptors were developed (74 in total).



13. Definition of digital competence, digital literacy etc. proposed by the framework

Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. Source: DigComp Framework <http://ftp.jrc.es/EURdoc/JRC83167.pdf>

14. Competences proposed by the framework (areas, dimensions, competences, knowledge, skills and attitudes, levels of proficiency, etc.)



15. Examples of use

The DigCompOrg framework can be used by educational organisations (i.e., primary, secondary and VET schools, as well as higher education institutions) to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies.

DigCompOrg can facilitate transparency and comparability between related initiatives throughout Europe, and it can also play a role in addressing fragmentation and uneven development across the Member States.

DigCompOrg can also be used as a strategic planning tool for policymakers to promote comprehensive policies for the effective uptake of digital learning technologies by educational organisations at regional, national and European level. It can also be used as a means to create awareness about the systemic approach needed for effective use of digital learning technologies.

It can facilitate transparency and comparability between related initiatives throughout Europe, and it can also play a role in addressing fragmentation and uneven development across the Member States. In addition, the Framework is valuable in its own right because it can be used by educational organisations (i.e., primary, secondary and VET schools, as well as higher education institutions) to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning

technologies. DigCompOrg can also be used as a strategic planning tool for policymakers to promote comprehensive policies for the effective uptake of digital learning technologies by educational organisations at regional, national and European level.

DigCompOrg has not been developed ab initio - it has been developed as a comprehensive meta-framework that can be used as a:

- reference to inspire further development of existing frameworks and SAQs;
- basis for the development of new sector-specific conceptual frameworks;
- basis for the development of self-assessment questionnaires;
- tool for policymakers to promote more effective integration of digital technologies in E&T systems.

16. Indications for the elaboration of instruments based on the framework

there is not, but we know that Selfie exists

17. Miscellaneous