

Session 3: Designing training plans based on DigComp 2.0 Levels



Creating an individual learning plan – ADDIE Framework

ADDIE Instructional Design Model

Analysis > Design > Development > Implementation > Evaluation



A – Analyze and Assess Needs

D – Design and Plan Training Program Objectives

D – Develop Content to Support Your Objectives

I – Implement the Program

E – Evaluate and Continually Enhance the Program

Applying the ADDIE Model

(A) Step 1: Assess what skills the organization needs and where the learner is based on the DigComp Framework (e.g. Ikanos self-assessment, Digital Skills Accelerator self-assessment)

(D) Step 2: Design a training plan based on learner needs (e.g. advise them on what skills they need to focus on)

(D) Step 3: **Curate** content (no need to develop!)

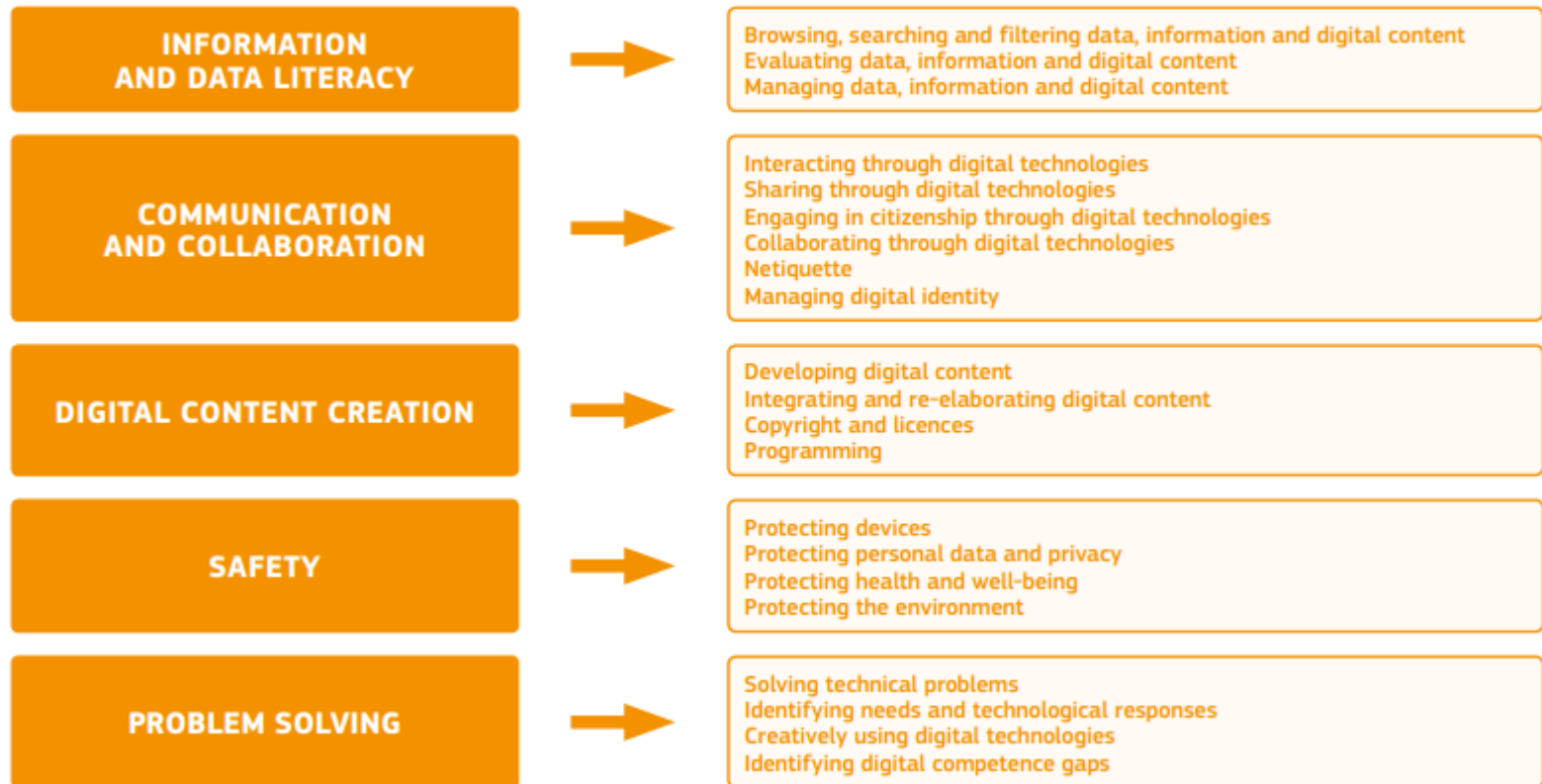
(I) Step 4: Implement the program e.g. (Ask the learner to report back with progress / course completion certificate)

(E) Step 5 – Evaluate the program (Check whether the learner has gained the skills needed)

Digcomp Competencies

5 Key Areas, 21 Competencies

DigComp's five key areas and 21 competencies



Digcomp 2.0

8 Proficiency Scales

Foundation (Level 1,2)

Intermediate (Level 3,4)

Advanced (Level 5,6)

Highly Specialised
(Level 7,8)

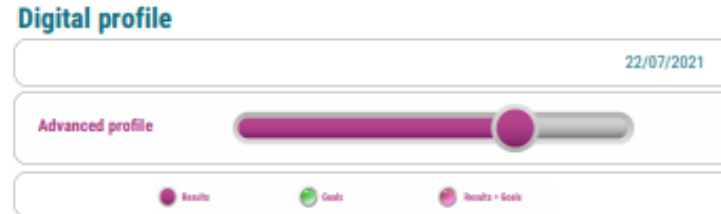
Levels in DigComp 1.0	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding
Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

Step 1: Assess where the learner is

Start with the DigComp levels of the learner

Construct a learning plan based on their needs

Ikanos Self-Assessment (on the right)

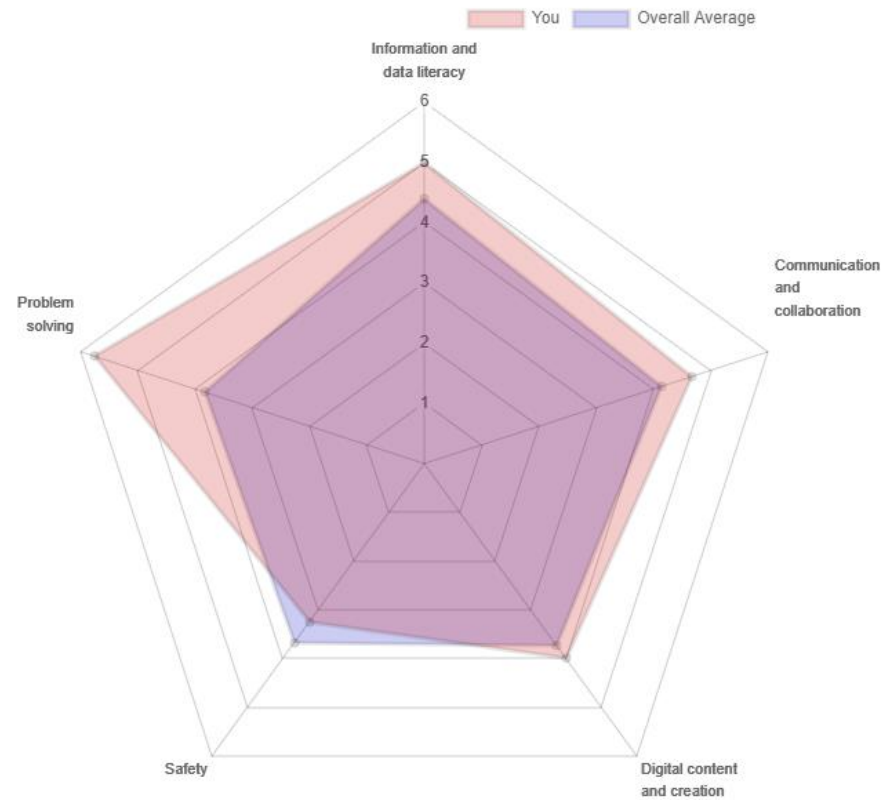


Area	Digital Competence	Foundation	Intermediate	Advanced					
Information	Browsing, searching and filtering information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Evaluating data, information and digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Managing data, information and digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	Interacting through digital technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sharing through digital technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Engaging in citizenship through digital technologies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Collaborating through digital technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Netiquette	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Managing digital identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content creation	Developing content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Integrating and re-elaborating digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copyright and licenses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Programming	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Safety	Protecting devices	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Protecting personal data and privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Protecting health and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Protecting the environment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	Solving technical problems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identifying needs and technological responses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Creatively using digital technology	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identifying digital competence gaps	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Step 1: Assess where the learner is

This is another version of the self-assessment

Go here: <https://www.digitalskillsaccelerator.eu/radar/>



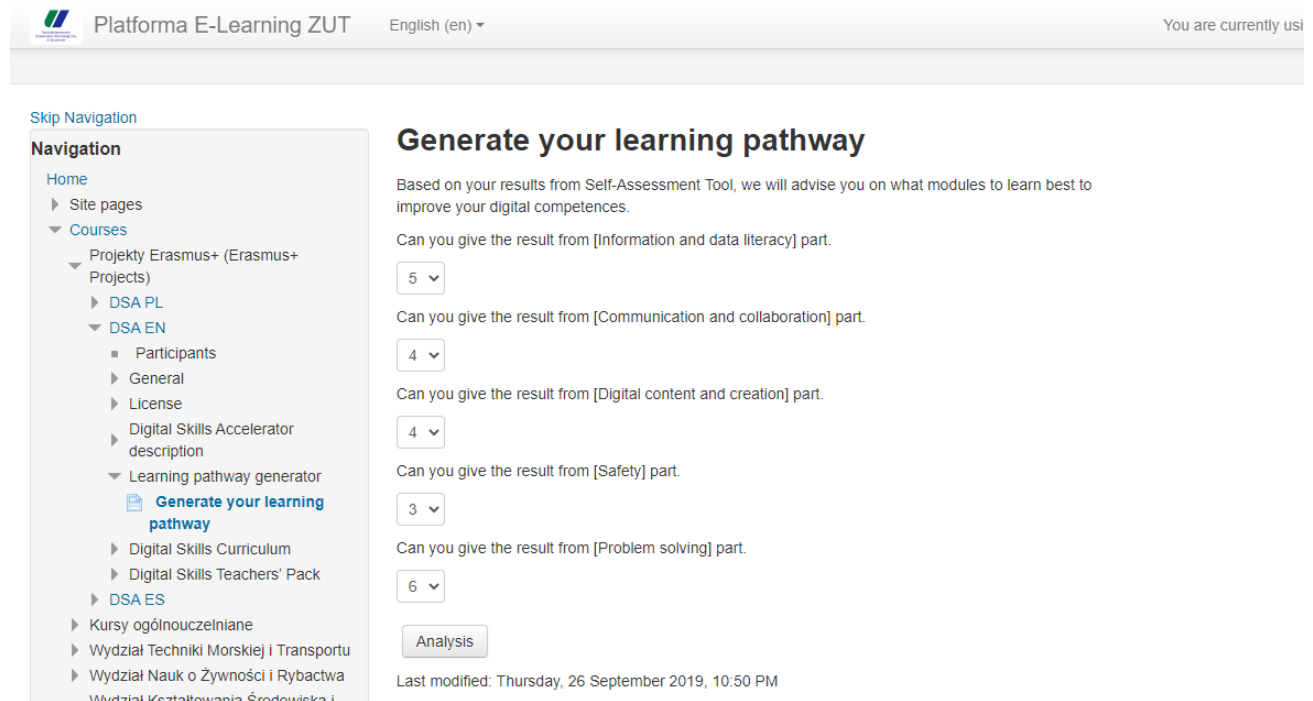
Step 2: Developing a training plan (70-20-10 model)

The 70-20-10 model for learning and development is a popular training methodology. On the job experiences (70%), Interactions with others (20%), and Formal training (10%) are the components of this model.

Competency to Develop	Developmental Activities	Target Date	Date Completed	Supervisory Comments
Copyright and Licensing	Starting a MOOC on the topic (10%)	(WRITE)	(WRITE)	
	Joining a Work Chat group assigned to look at licensing (20%)			
	Audit the 3 internal training courses whether they not infringing on any copyrights (70%)			
(COMPETENCY 2)			

Step 3: Finding/Curating content

Can go here to generate a customized learning pathway:
<https://e-edukacja.zut.edu.pl/mod/page/view.php?id=12459>



Platforma E-Learning ZUT English (en) You are currently using

Skip Navigation

Navigation

- Home
- Site pages
- Courses
 - Projekty Erasmus+ (Erasmus+ Projects)
 - DSA PL
 - DSA EN
 - Participants
 - General
 - License
 - Digital Skills Accelerator description
 - Learning pathway generator
 - Generate your learning pathway**
 - Digital Skills Curriculum
 - Digital Skills Teachers' Pack
 - DSA ES
 - Kursy ogólnouczelniane
 - Wydział Techniki Morskiej i Transportu
 - Wydział Nauk o Żywności i Rybactwa
 - Wydział Kształtowania Środowiska i

Generate your learning pathway

Based on your results from Self-Assessment Tool, we will advise you on what modules to learn best to improve your digital competences.

Can you give the result from [Information and data literacy] part.

5

Can you give the result from [Communication and collaboration] part.

4

Can you give the result from [Digital content and creation] part.

4

Can you give the result from [Safety] part.

3

Can you give the result from [Problem solving] part.

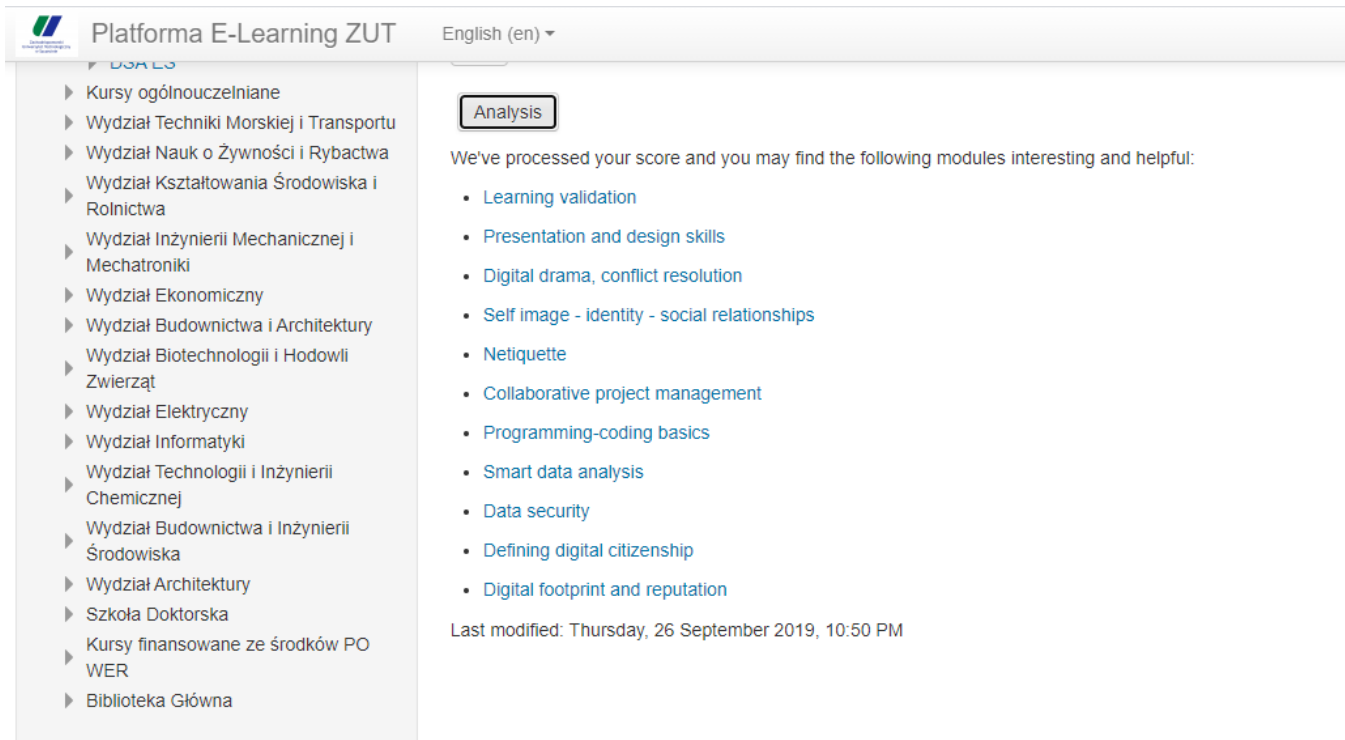
6

Analysis

Last modified: Thursday, 26 September 2019, 10:50 PM

Step 3: Finding/Curating content

Generated results..



The screenshot shows the 'Platforma E-Learning ZUT' interface. On the left is a navigation menu with various university departments and courses. The main content area is titled 'Analysis' and contains a message: 'We've processed your score and you may find the following modules interesting and helpful:'. Below this message is a list of 10 recommended modules. At the bottom of the main content area, it says 'Last modified: Thursday, 26 September 2019, 10:50 PM'.

Platforma E-Learning ZUT English (en) ▾

DSA ES

- ▶ Kursy ogólnouczelniane
- ▶ Wydział Techniki Morskiej i Transportu
- ▶ Wydział Nauk o Żywności i Rybactwa
- ▶ Wydział Kształtowania Środowiska i Rolnictwa
- ▶ Wydział Inżynierii Mechanicznej i Mechatroniki
- ▶ Wydział Ekonomiczny
- ▶ Wydział Budownictwa i Architektury
- ▶ Wydział Biotechnologii i Hodowli Zwierząt
- ▶ Wydział Elektryczny
- ▶ Wydział Informatyki
- ▶ Wydział Technologii i Inżynierii Chemicznej
- ▶ Wydział Budownictwa i Inżynierii Środowiska
- ▶ Wydział Architektury
- ▶ Szkoła Doktorska
- ▶ Kursy finansowane ze środków PO WER
- ▶ Biblioteka Główna

Analysis

We've processed your score and you may find the following modules interesting and helpful:

- [Learning validation](#)
- [Presentation and design skills](#)
- [Digital drama, conflict resolution](#)
- [Self image - identity - social relationships](#)
- [Netiquette](#)
- [Collaborative project management](#)
- [Programming-coding basics](#)
- [Smart data analysis](#)
- [Data security](#)
- [Defining digital citizenship](#)
- [Digital footprint and reputation](#)

Last modified: Thursday, 26 September 2019, 10:50 PM

Step 3: Finding/Curating content



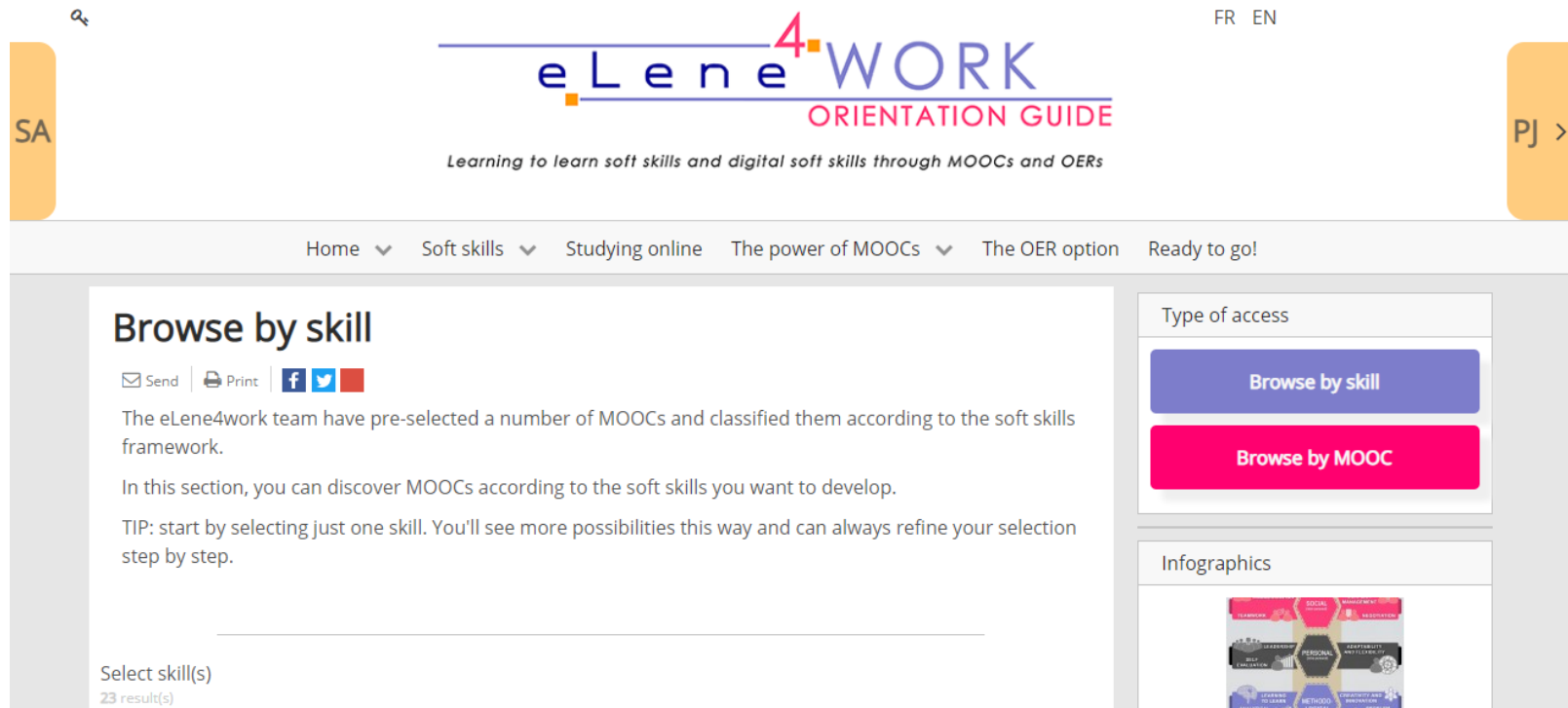
The screenshot shows a PowerPoint presentation viewer interface. The top bar indicates 'PowerPoint Presentation', '1 / 30' slides, '81%' zoom, and navigation icons. The left sidebar shows a thumbnail of the current slide and four other slides. The main slide area displays a slide with the following content:

- DIGITAL SKILLS** accelerator logo (a stylized triangle)
- DIGITAL SKILLS** accelerator (text)
- Presentation and design skills** (title)
- This programme has been funded with support from the European Commission  **Erasmus+**

The slide features a large green and blue geometric design on the left side, including a photo of a smiling man with a beard and a yellow sticky note that says 'Erasmus+'.

Step 3: Finding/Curating content

Site: <http://og.elene4work.eu/en/>



The screenshot shows the website's header with a search icon, language options (FR, EN), and navigation buttons (SA, PJ). The main navigation menu includes: Home, Soft skills, Studying online, The power of MOOCs, The OER option, and Ready to go!

The main content area is titled "Browse by skill" and includes social media sharing options (Send, Print, Facebook, Twitter, LinkedIn). The text explains that the team has pre-selected MOOCs and classified them by soft skills. It provides a tip to start by selecting one skill and offers a search bar with "23 result(s)" below it.

On the right side, there is a "Type of access" section with two buttons: "Browse by skill" (purple) and "Browse by MOOC" (pink). Below this is an "Infographics" section featuring a central graphic with various skill categories: Leadership, Social, Management, Responsibility, Personal, Learning, Analytical, Methods, and Creativity.

Step 3: Finding/Curating content

< SA

Select skill(s)
8 result(s)

Select a skill
(Digital) Problem solving x

Select a skill
Select a skill

Zusammenhänge entdecken, Phänomen mit Etoys
Other Content creation (Digital) Problem solving

Filter by availability ^(reset)

Self-paced Periodically open Self-paced and Periodically open Other

21st *This list is updated regularly, but you should always check the latest details on the platform which hosts the MOOC.*

Other (Digital) Communication (Digital) Problem solving Leadership

How to Create Your First Website
Other (Digital) Problem solving

Analyzing and Visualizing Data with Excel
Other (Digital) Problem solving

Introduction to Data Analysis using Excel
Other (Digital) Communication (Digital) Problem solving

Microsoft Digital Literacy - IT Basics, Internet & Productivity Programs
Other (Digital) Problem solving Content creation

Implementing and Evaluating

Step 4 & 5 (Implementing and Evaluating)

- Ensuring that the learner is able to access the course (Internet connectivity, Device, Budget as needed)
- Implementing the 70/20/10 model (the course is only 10%), the other **90% would be work experiences**
- Course evaluation questionnaire, and also evaluation on the **work experience**

Applying the ADDIE Model

(A) Step 1: Assess what skills the organization needs and where the learner is based on the DigComp Framework (e.g. Ikanos self-assessment, Digital Skills Accelerator self-assessment)

(D) Step 2: Design a training plan based on learner needs (e.g. advise them on what skills they need to focus on)

(D) Step 3: **Curate** content (no need to develop!)

(I) Step 4: Implement the program e.g. (Ask the learner to report back with progress / course completion certificate)

(E) Step 5 – Evaluate the program (Check whether the learner has gained the skills needed)

Activity

Activity 1

- Go to this site and enter your DigComp score (from the previous session) - <https://bit.ly/gain-digcomp2>.
- Click Login as Guest

Activity 2

Find additional content here: <https://bit.ly/gain-digcomp3>

Summary

- Each learner will have a different set of skills that they need to learn based on the DigComp levels / Digital Competencies
- The DigComp initiatives of the EU have already curated courses based on the different needs :
 - <https://e-edukacja.zut.edu.pl>
 - <https://og.ele4work.eu>
- Can implement the training program using the 70/20/10 model (Job related experiences – 70%, Experiences with others – 20%, Training – 10%)