L2D

MEDIA LITERACY COMPETENCES FOR YOUTH WORKERS

MODULE

Digital skills: Introduction to DIGCOMP

Title	Digital skills: Introduction to DIGCOMP
Key words	Digital skills, DigComp, security
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Language	English
Objectives	• definitions for understanding digital skills, • understanding of DigComp framework, • learning about the conceptual reference model, • employable skills
Learning Outcomes	Knowledge about DigComp. Understanding of importance of digital skills in XXI century.
Content Index	1. DEFINITION OF DIGITAL SKILLS 2. DIGCOMP FRAMEWORK 3. THE DIGCOMP CONCEPTUAL REFEREBCE MODEL 4. TOP 10 SKILLS SOCIAL NETWORKS 5. GLOSSARY 6. BIBLIOGRAPHY
Content Development	1.DEFINITION OF DIGITAL SKILLS One of definition for digital skills was given by **UNESCO** Basic computer skills include: * understanding the basic notions of computer manipulation, * managing computer files, * word processing, * using spreadsheets and databases, * creating presentations, * finding information, * communicating using computer, * being aware of social and ethical implications of Internet use. **Definition of digital competence** in **DigComp** involves the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes." (Council Recommendation on Key Competences for Life- long Learning).

A transversal competence, digital competence helps master other key competences, such as communication, language skills, or basic skills in math and science.

Digital skills are an important aspect of ensuring that all young people are digitally included and that young people can simply learn these skills by themselves.

To understand the nature of this competence better, the European Commission has developed the European Digital Competence Framework for Citizens (DigComp) in 2018 which is divided into five areas:

- information and data literacy;
- communication and collaboration;
- digital content creation;
- safety;
- problem solving.

Together they include 21 competences which include knowledge, skills, and attitudes. For each of the competence areas, a series of related competences also has been identified. The first competence in each area is always the one that includes more technical aspects: in these specific competences, the knowledge, skills and attitudes have operational processes as a dominant component. However, technical and operational skills are also and embedded in each competence.

2.DIGCOMP FRAMEWORK

The Digital Competence Framework for Citizen (DigComp) provides a common understanding of what digital competence is.

The DigComp framework identifies the key components of digital competence in 5 areas (Dimension 1). The areas are summarised below:

Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

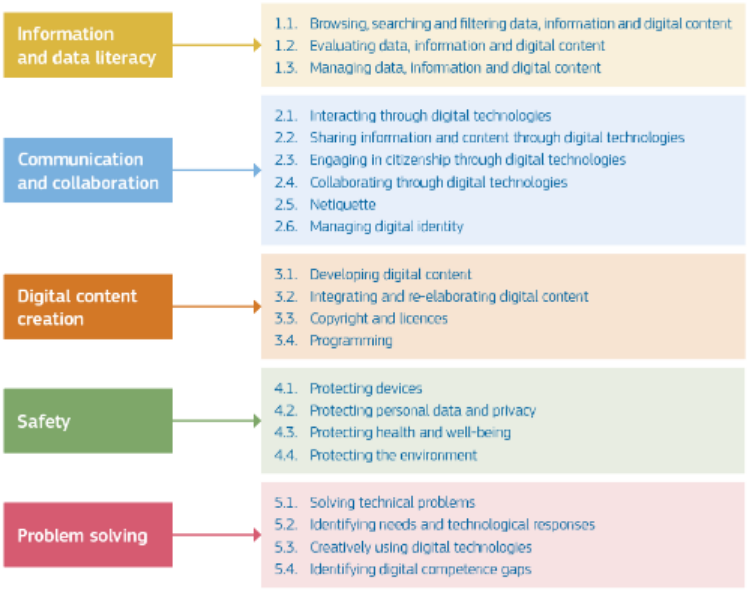
Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.

Digital content creation: To create and edit digital content to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

3.THE DIGCOMP CONCEPTUAL REFEREBCE MODEL



There are **21 competences** that are pertinent to these areas, their titles and descriptors are outlined in Dimension 2. Taken together, **Dimension 1 and 2 form the conceptual reference model**. Additional Dimensions outline Proficiency levels (Dimension 3), Examples of knowledge, skills and attitudes (Dimension 4) and Use cases (Dimension 5). The latest publication, DigComp 2.2, presents the consolidated framework.

1. Information and data literacy

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.

1.2 Evaluating data, information and digital content

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.

1.3 Managing data, information and digital content

To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.

2. Communication and collaboration

2.1 Interacting through digital technologies

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

	2.2 Sharing through digital technologies To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices. **2.3 Engaging in citizenship through digital technologies** To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies. **2.4 Collaborating through digital technologies** To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge. **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. **2.6 Managing digital identity** To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services. 3. Digital content creation **3.1 Developing digital content** To create and edit digital content in different formats, to express oneself through digital means. **3.2 Integrating and re-elaborating digital content** To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge. **3.3 Copyright and licences** To understand how copyright and licences apply to data, information and digital content.

	3.4 Programming To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task. 4. Safety **4.1 Protecting devices** To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy. **4.2 Protecting personal data and privacy** To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used. **4.3 Protecting health and well-being** To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion. **4.4 Protecting the environment** To be aware of the environmental impact of digital technologies and their use. 5. Problem solving **5.1 Solving technical problems** To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems). **5.2 Identifying needs and technological responses** To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).

	5.3 Creatively using digital technologies To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments. **5.4 Identifying digital competence gaps** To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution. 4.TOP 10 SKILLS The top 10 employable skills for students and employers. 1**. Social Media** There are over 4.6 billion active social media users worldwide with people using an average of 7.5 social networks each month. These figures show a 10 percent increase in the number of global social users in just a year with no sign of slowing down. The ability to understand and use social media effectively is a core and valued skill that every professional should have. Social media marketing goes beyond posting a tweet or Facebook update; it is about understanding the dynamic relationship between brands, influencers, and consumers. To put it simply, businesses need to reach out to customers in ways that will drive traffic to their website—or product—for potential conversion. It now also plays a key role in providing good customer service as many consumers take to social media to ask questions or make comments. Educators who recognize social media's influence should understand the intricacies of each platform from YouTube to TikTok marketing and its potential to maximize community engagement to provide graduates with valuable and applicable skills. **2. Search Engine Marketing (SEM)** Beyond social media, Search Engine Marketing (SEM) is one of the most influential disciplines that marketers have come to rely on. To put

	things in perspective, 81% of internet users search online for a product or service to buy, with Google accounting for 70% of that traffic. Students with SEM experience can increase the visibility of a company's website on a search engine (e.g., Google or Bing) primarily via paid advertising. By doing so, the business will attract valuable web traffic from the search engine results page. By using SEM, students will be able to capture precious organic search traffic results. That's why marketers, content managers, and webmasters spend a great deal of time optimizing websites, particularly for mobile and ad campaigns to ensure the highest conversion rates possible. Most companies are in the business of selling products or services and want to outshine their competition to be easily found online. During the Covid-19 pandemic the number of customers going online to purchase led to a spike in e-commerce transactions. According to Statista, in June 2020 there were almost 22 billion visits to retail sites up from 16 billion in January. This online behavior shows no signs of slowing down post-Covid. This means that jobseekers with a working knowledge of search marketing will be very valuable to organizations to ensure they are searchable and visible. **3.Analytics** During Covid-19, many marketers reverted to mass communications to target customers rather than using data-driven precision marketing. This was a mistake. According to McKinsey, one consumer goods company predicted that demand for beauty products would increase as people came out of lockdown. By tracking re-openings and using data, they focused their media spend and saw a double-digit increase in sales. The lesson? Data can provide your students with a wealth of information that - if used correctly - can result in effective marketing campaigns that drive conversions, sales, and revenue. Peter Drucker, a leader in management education and often described as the founder of modern management, has this to say: "If you can't measure it, you can't manage it." Data analytics essentially allow students to make educated and data-driven decisions to drive better business insights. Numbers define whether a campaign was successful and by what percentage. The key is knowing what data to collect and measure to improve the next campaign. Companies don't want to waste valuable marketing dollars

based on trends or gut instincts. It's about maximizing each campaigns' effectiveness and optimizing the return on investment.

Analytics go hand-in-hand with SEM so these skills work together to ensure a business understands what consumers want, and how to attract and retain their attention.

Direct your students to this 'Life as an Analyst' podcast to find out what data analysis is really about.

4. Content Marketing

Content comes in many forms – blog posts, videos, podcasts, infographics, even social media status updates.

Marketers may spend their time optimizing keywords and advertising campaigns, but content is still king. After all, a website or social media page is driven by its content and without it, customers have no way of understanding the benefits of a product or service.

Content is crucial in driving brand awareness and can establish brands or influencers as thought leaders. Therefore, new hires need to understand the importance of creating not just content, but content that is relevant to keyword research and optimizing them in a strategy. With experience and knowledge in content marketing, students will have an valuable and employable skill that will set them up for a career in any industry.

5. Email Marketing

One of the best ways to obtain and retain leads is via a tried and tested method: email.

Email is one of the oldest forms of direct marketing and still packs a punch in customer acquisition and retention. From startups to multinational corporations, a great email marketing strategy helps launch successful campaigns.

An experienced digital marketer knows that each funnel stage has to be carefully planned. From the signup page—including its placement on a website—to the welcome email, every step needs to be optimized to attract users and build engagement.

People may change social media accounts or home addresses, but people aren't prone to change their email addresses. That's why professionals that understand the power of email marketing to connect directly with consumers are in high demand.

Educators should not see email as an old-fashioned tool but challenge students to rethink ways to use email in their roles - current and future.

6. Mobile marketing

According to We Are Social and Hootsuite's Digital 2021 report, mobile connectivity continues to grow, with 97% of the world's population using mobile phones, and 96% of all active connections coming from

	smartphones. Since smartphone traffic now exceeds desktop traffic (64%), mobile-first indexing is now used by Google when crawling pages and prioritizing content. To comprehend the impact of this change, we need only to look at Google who has created a mobile-friendly web app designed to test the usability and speed of mobile websites. Using mobile-friendly content can enhance your search presence amongst consumers who don't have access to desktops. Job seekers can use this knowledge to their advantage by optimizing campaigns using the latest developments in mobile search and user experience.
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