

Education and media literacy

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Bénédicte ROBERT, DG EAC, Unit A1



















What is the challenge?

Some facts

- Some 90% of EU households have access to the internet
- Among young people aged 16-29, more than 80% used the internet on a daily basis
- Between 80-90% of EU youth use social networking sites across the EU

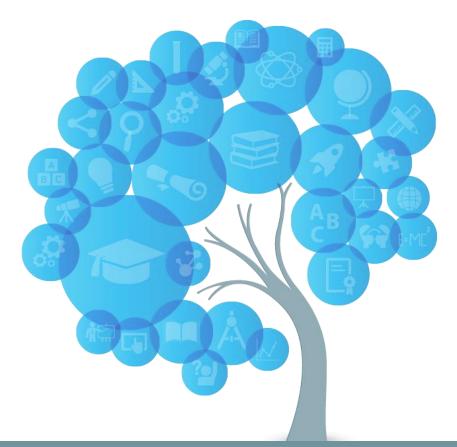
Opportunities... and threats:

- Use of internet/ social media to promote intolerant acts (hate speech) and cause psychological harm (cyber-bullying).
- Extremist groups use the internet/ social media to influence young people and recruit new members (online radicalisation).
- A need for digital skills and media literacy skills



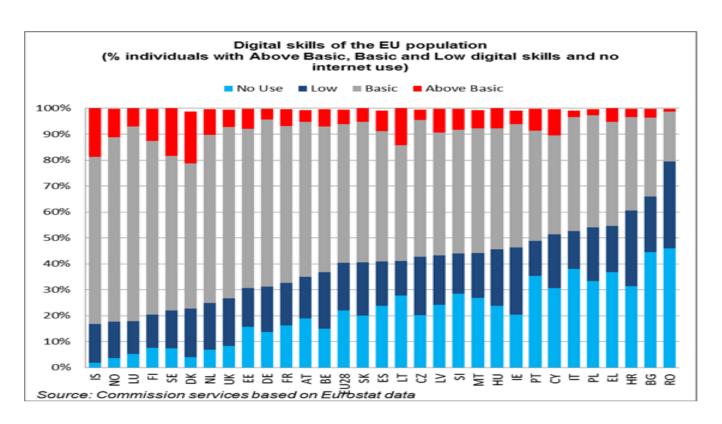


1. Where do we stand?



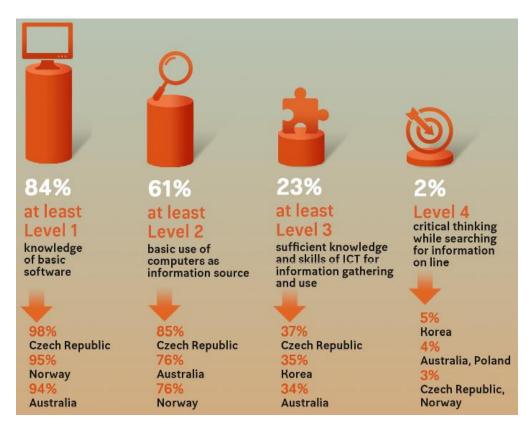


40% of the EU population has insufficient digital skills, 22% has none at all...











Source: IEA International Computer and Information Literacy Study (ICILS) 2013



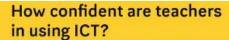


How do they get their ICT skills?



applications

subject





less than 50%

· of teachers feel that they are self-sufficient in using computers for more complex tasks

They feel more confident when

- finding useful teaching ressources on the internet
- · using word
- · emailing a file as an attachment

They feel the least confident when

- · installing software
- · collaborating with others
- · taking part in discussion forums

When teaching only



use simulation

software

and modeling

use digital learning games

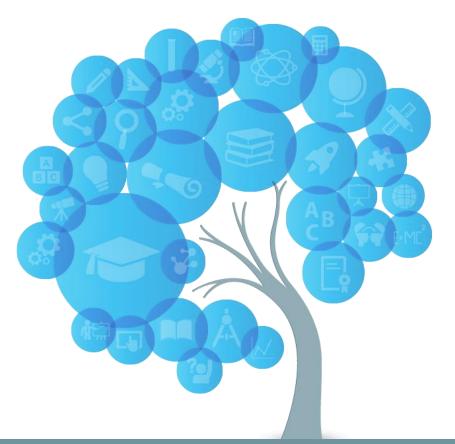


teaching

Source: IEA International Computer and Information Literacy Study (ICILS) 2013



2. What can the EU do?





Article 165

The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.





ET 2020

European cooperation brings Member States, the European Commission and other stakeholders together to learn from each other by sharing experience, evidence, analysis and policy options. 1. Relevant and high-quality skills and competences, focusing on learning outcomes, for employability, innovation and active citizenship

2. Inclusive education, equality, nondiscrimination and promotion of civic competences

3. Open and innovative education and training, including by fully embracing the digital era

4. Strong support for educators

- 5. Transparency and recognition of skills and qualifications to facilitate learning and labour mobility
- 6. Sustainable investment, performance and efficiency of education and training systems





A competence reference framework to develop digital skills

- DIGCOMP
- Each competence is described by:
 - a short definition
 - descriptors for three proficiency levels
 - examples of the knowledge, skills, and attitudes related to the competence
 - two examples of how the competence could be applied to specific purposes,
 i.e. learning and employment
- A self assessment grid



POLAND The Min. of Digital Affairs published a catalogue of digital competence frameworks for Digital Poland 2014-2020 referring to DigComp **MALTA** Use of DigComp framework by the Ministry for Education and Employment in "Green Paper: Digital Literacy" **NAVARRA, SPAIN** Navarra Department of Education uses DigComp as a key reference for strategic planning **BASQUE COUNTRY, SPAIN** Ikanos project developed by the Basque Government to deploy the Digital Agenda. Free DigComp self-assessment and training **ANDALUCIA, SPAIN** "Andalucia digital" offers a free selfassessment and training for job-seekers based on DigComp FLANDERS, BELGIUM

Dept. of Education use DigComp for a curricula review and development of adult education courses

EMILIA-ROMAGNA REGION, IT

Uses DigComp to re-design courses/materials in Pane e internet, an e-inclusion initiative

POLAND

Training for certification purposes based on DigComp provided by ECCC Foundation and ECDL in Poland.

<u>Italian Digital Agenda</u> will translate and implement DigComp as part of its strategy

ITALY

UNITED KINGDOM

GO ON UK definition of Basic Digital Skills aligns with DigComp (close to Cabinet Office and the Governments Digital Service)

FRANCE

Min. of Education uses DigComp to create a model to certify digital skills

ESTONIA

Member State

implementations

European

Commis

Translation by the Ministry of Education and Research. From 2017 on, all 9th graders evaluated using DigComp TEACHER PROFESSIONAL DEVELOPMENT

E & T CONTENT /STUDENT ASSESSMENT ASSESMENT FOR EMPLOYABILITY

POLICY SUPPORT, FRAMEWORK IMPLEMENTATION

LITHUANIA

Translation of the DigComp framework by the Education Development Centre. Used for Teacher PD

NORWAY

The Centre for ICT in Education uses DigComp as a references to develop a DigComp framework for the teaching profession

SPAIN

The Min. of Education, INTEF created Common Framework for Teacher Digital Competence based on DigComp. Use agreed between State and Regional governments.

EXTREMADURA, SPAIN

Extremadura implements Teachers Digital Competence Portfolio based on DigComp

PORTUGAL

The Min. of Education uses DigComp as an input for teachers' PD. <u>Translation</u> by <u>CIDTFF</u>, supported by the MoE

CROATIA

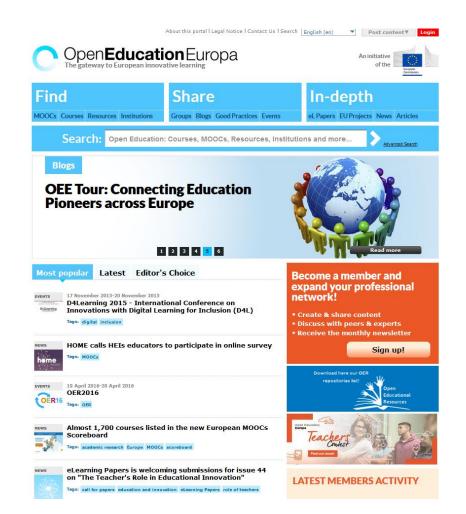
e-Schools project by Croatian Academic and Research Network uses DigComp to support teachers

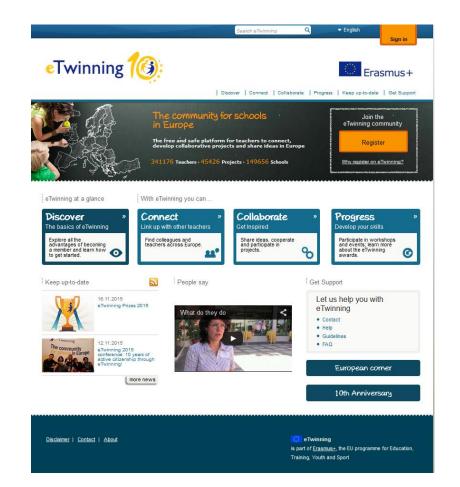
SLOVENIA

Translated by National Education Institute.

DigComp used in assessing students in ICT









Developing media literacy skills

- A political priority at EU level since March 2015 with the adoption of the Paris Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination
- 4 pillars, including:
 - Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to discrimination and indoctrination
- Dedicated Erasmus + funding
- Increasing the evidence base (Eurydice)
- Developing peer learning and the exchange of good practices (ET 2020 Working Group)





- A peer learning activity on critical thinking and media literacy was held in the Hague in April 2016
- Served as input for the Council conclusions on developing media literacy and critical thinking through education and training adopted by Education Ministers in May 2016.





- 1. Learning content and approaches
- Media literacy and critical thinking should be developed in a proactive manner through curriculum development and innovative teaching approaches relevant to all learners

- Assessment and evaluation
- Effective methods of assessment and evaluation are essential to measure progress in terms of learning outcomes in the development of media literacy and critical thinking
- 3. Democratic school culture
- Media literacy can be fostered by a democratic school culture that actively engages all members of the school community within a socially safe learning environment, where diversity is encouraged, recognised and respected
- 4. Teachers, educators and school leaders
- Defining and fostering competences for teaching media literacy and critical thinking is crucial in both initial teacher education and continuous professional development
- 5. Cooperation, partnerships and synergies
- As media literacy skills are often developed outside school, synergies between formal, non-formal and informal learning provide powerful leverage for the effective development of media literacy and critical thinking

6. Evidence and knowledge

- Developing the competence to be critical towards propaganda should be promoted as part of building resilience to extremist communication
- 7. Media organisations
- Concerted initiatives with media professionals and media organisations can provide opportunities to develop media literacy skills

8. Governance

• A sustainable approach to developing media literacy and critical thinking requires comprehensive national/regional strategies and effective implementation tools underpinned by the necessary resources



Next steps

- Online compendium of good practices
- Policy framework
- Review of the key competences Recommendation (social and civic competences)
- Council Recommendation





Thank you!

Benedicte.ROBERT@ec.europa.eu

http://ec.europa.eu/education/policy/strategic-framework/social-inclusion_en

