

D1.1 - Minutes of kick-off meeting, consolidated work plan, and draft questionnaire I

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Project no. IPTS-2011-J04-46-NC

Online Consultation for a Framework on Digital Competence

Deliverable 1.1

**Minutes of the kick-off meeting, consolidated work plan, and
draft Questionnaire I**

Due date of deliverable: 13-01-2012

Actual submission date: 13-01-2012

Final submission: 20-01-2012

Project Deliverable: Report

Deliverable number: D1.1

Work Package: WP 1: Minutes of kick-off meeting, consolidation of work plan, and validation of panel

Date of delivery 13-01-2012

Contributors Anusca Ferrari (IPTS), Yves Punie (IPTS), Slavi Stoyanov (OU), José Janssen (OU)

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Version history

Version	Date	Description	Editor(s)
1.0	13-01-2012	Minutes of the kick-off meeting - including agreed upon adaptations of the work plan - and draft Questionnaire I	José Janssen (OU), Slavi Stoyanov (OU)
1.1	20-01-2012	Adaptations of the Minutes & Consolidated workplan sections following comments and suggestions from IPTS. (Comments regarding the draft first questionnaire will be included in Deliverable 1.2).	José Janssen (OU), Slavi Stoyanov (OU)

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Minutes of the kick-off meeting at IPTS

December 14th, 2011, Seville

Following brief introductions of both organisations - IPTS by Yves Punie¹, and OUNL by José Janssen² - Anusca Ferrari explained the wider context of the current *Online Consultation for a Framework on Digital Competence* project³, as defined by the Digital Competence (DIGCOMP) study.

DIGCOMP

Anusca Ferrari's presentation made clear how the Online consultation constitutes a third step in the *Digital Competence* (DIGCOMP) project: together with the previous two steps of conceptual mapping and case studies, it will result in a first proposal for a Framework on Digital Competence. Multi-stakeholders' consultations on this first proposal will subsequently result in a consolidated proposal for a Digital Competence Framework that will provide a common language, bridging the worlds of education, training, work, leisure, and society.

Online Consultation: Methodology and Tools

Zooming in on the Online Consultation Slavi Stoyanov presented the methodology and tools to be used in this project⁴. The Online Consultation is a Delphi study (consultation of experts) that will collect data in two rounds via online questionnaires that will be developed in Questback. Taking a Grounded Theory Approach (GTA) supported by the Weft QDA tool the first questionnaire round will result in both a grouping of statements by digital competence component (knowledge, skills, and attitudes) and a concept map. As a next step, designed to both validate and present the results, a hierarchical cluster analysis (HCA) will be performed, based on experts' coding of the statements collected in the first round, using the WebSort tool. The results from the first round questionnaire will subsequently be presented to the experts taking part in the Delphi study by means of a second questionnaire that aims to establish to what extent the experts agree with the 'aggregated outcome' (e.g. whether they want to add to or modify the results). The comments and additions gathered in this second round will again be analysed following a Grounded Theory Approach using Weft QDA. In addition the results will be quantitatively cross-checked by means of text-mining techniques, using a tool called Leximancer.

Agreement 1: combining qualitative and quantitative techniques offers a bonus in the sense that it will allow comparison of various groups of experts, e.g. from business, academia, policy etc.

¹ See Appendix 1 for the presentation of IPTS.

² See Appendix 2 for the presentation of OUNL.

³ See Appendix 3 for the presentation of the Digital Competence Project at large.

⁴ See Appendix 4 for the presentation on methodology and tools used in the Online Consultation

Competence: Knowledge, Attitudes & Skills

The next presentation by Anusca Ferrari on Knowledge, Attitudes, and Skills⁵, made clear that we hold a common understanding that these three constituent aspects of competence are equally important and more likely to be intricately related, even partly overlapping, than hierarchically organised as is suggested by some theories.

Agreement 2: the Online Consultation must enable experts to address all three aspect of competence: knowledge, attitudes, and skills.

Experts selection and retention

The discussion around the presentation 'Experts Overview & Strategies'⁶ by José Janssen focused around the categories to be used in the classification of experts according to sector & field, and the strategies to entice participation and overall response rates.

Agreement 3: definite sector categories to be used must still be decided upon. At any rate experts will be asked in the first questionnaire to indicate which sector they are (mainly) working in.

Agreement 4: field categories to be used are Formal Education, Non-Formal Education, Lifelong Learning, and Future trends.

Agreement 5: a fourth advantage that will be stressed to entice participation (next to gains relating to knowledge, reputation and networks) is the opportunity to influence the European policy arena regarding digital competence.

Agreement 6: participants will be given a choice whether or not they want their name to appear in the list of experts included in the final report. To this end a question will be included in both questionnaires. If they have indicated they want their name to appear in the acknowledgements, they will later be asked (via email) how exactly they want their name to appear (e.g. initials, first name, titles).

First round questionnaire

Finally, Slavi Stoyanov presented three versions of the first questionnaire⁷, based on a range of possible versions, depending on the inclusion of various specific items: a) reference to knowledge, attitudes, skills; b) definitions of knowledge, attitudes, skills; c) action verbs; d) answering format; e) examples. The discussion following this presentation resulted in a number of agreements:

Agreement 7: A good point in the draft general instruction is that it refers to various contexts of digital competence, suggesting various purposes: learning, work, leisure, everyday life and participation in society.

Agreement 8: The demographic variable age, which is not mentioned in the presentation, will be added. We need not ask the experts names for tracking purposes as the Questback tool already facilitates this.

⁵ See Appendix 5 for the presentation 'Knowledge, Attitudes and Skills'.

⁶ See Appendix 6 for the presentation 'Experts overview & strategies'.

⁷ See Appendix 7 for the presentation 'Digital Competence First Round Questionnaire'.

Agreement 9: There was general agreement that there are arguments in favour of both a more structured and very free format of the questionnaire, as indicated by for instance, provision of a definition of digital competence, examples, verbs etc. It was decided to leave this an open issue for the time being – to be further reflected and decided upon later.

Agreement 10: It was generally agreed that reminders are to be send after week 1 and towards the end of week 2. Response figures will be communicated to LPTS after one week and after two weeks, in order to timely decide on contingency measures in case response rates develop less well than required.

Agreement 11: Finally, the discussion was closed leaving another open issue regarding the question whether experts should be prompted to describe digital competence 'at a minimum', 'ideally', or at a specific level (e.g. post secondary level). This issue too will be decided upon at a later stage.

Consolidated Work plan

In sum the original work plan as described in the proposal was largely consolidated, including:

1. Methodology: both qualitative (GTA) and quantitative analyses (HCA).
2. Tools: Questback, Weft QDA, Inspiration, Mind Manager, Websort, and Leximancer.

Minor adaptations were made regarding:

3. Planning: both parties will strive for a launch of the first questionnaire towards the end of January, so that
 - a. experts who are invited to a workshop organised by IPTS on February 29th might be involved in the analysis involving the sorting of statements through Websort. However, their involvement in the sorting cannot be guaranteed as at the time of writing we cannot assure a good response rate in the times foreseen for the data collection.
 - b. initial results could be presented at a meeting of representatives of European ministries in Brussels early in March, depending on the response rate of the first round.

Table 1 provides the adapted deliverables calendar. (Following the above, we strive to complete deliverable 2.1 prior to the date mentioned in table 1).

In addition it was agreed that:

4. Data ownership lies with IPTS
5. Working relations will not strictly represent a contractor-client relation as IPTS staff express a wish to be actively involved in the further design and analyses of the Delphi study and to collaborate in ensuing publications of the results.

Table 1 Deliverables calendar

WP	Deliverables		Date
1	1.1	Minutes of the kick-off meeting & consolidated work plan, draft first questionnaire	13 January 2012
	1.2	Extended list of experts and validated questionnaire	28 January 2012
2	2.1	Launch of online first consultation	6 February 2012
	2.2	Mapping of experts' opinions	6 March 2012
3	3.1	Questionnaire for the second consultation round	21 March 2012
	3.2	Launch second online survey	5 April 2012
	3.3	Validated mapping of knowledge, skills, and attitudes of Digital Competence for all	13 May 2012
4	4	Final report	13 June 2012

NOTE: CHANGES SUGGESTED BY IPTS TO THE DRAFT FIRST QUESTIONNAIRE WILL BE INCLUDED IN DELIVERABLE 1.2. THE SECTION BELOW THEREFORE REMAINS UNCHANGED IN VERSION 1.1 OF THIS DELIVERABLE.

Draft first questionnaire

DIGITAL COMPETENCE FRAMEWORK

We ask you to generate as many ideas as possible on what it means to be digitally competent in any possible context: learning, work, leisure, everyday life and participation in society. Prior to this activity some demographic questions are set up. Your answers will be kept confidential and will be used for research purposes only. The questionnaire will not take longer any longer than 20 minutes of your time.

Demographic Questions

1. Country:

2. You are:

- Female
- Male

3. What is your age?

4. Educational background

- Social Sciences
- Life Sciences
- Engineering & Computer Sciences
- Business & Administration
- Media & Arts
- Other:

5. You are mostly involved in:

- Academia
- Business
- Public
- Other:

6. Professional Experience

- Less than 5 years
- 6-10 years
- More than 10 years

Idea generation on Digital Competence

7. We ask you now to share your opinion on what it means in an ideal world to be digitally competent. Please try to complete the following sentence in as many different ways as you consider relevant: "A digitally competent citizen is someone who...."

Digital Competence of a 7 year old

8. Think of a 7 year old child. Please generate ideas about what it means to be digitally competent at this age.

Digital Competence of a 14 year old adolescent

9. Think of a 14 year old adolescent. Please generate ideas about what it means to be digitally competent at this age.

Digital Competence of a senior citizen

10. Please generate ideas describing the minimal level of digital competence of senior citizens

Thank you for your efforts and time.

Appendices

Appendix 1 - Presentation IPTS

Appendix 2 - Presentation OUNL

Appendix 3 - The DIGCOMP project

Appendix 4 - Methodology and Tools

Appendix 5 - Knowledge, Attitudes and Skills

Appendix 6 - Experts overview & strategies

Appendix 7 – Digital Competence First Round Questionnaire

Appendix 1 - Presentation IPTS

Joint Research Centre (JRC)



INTRODUCTION

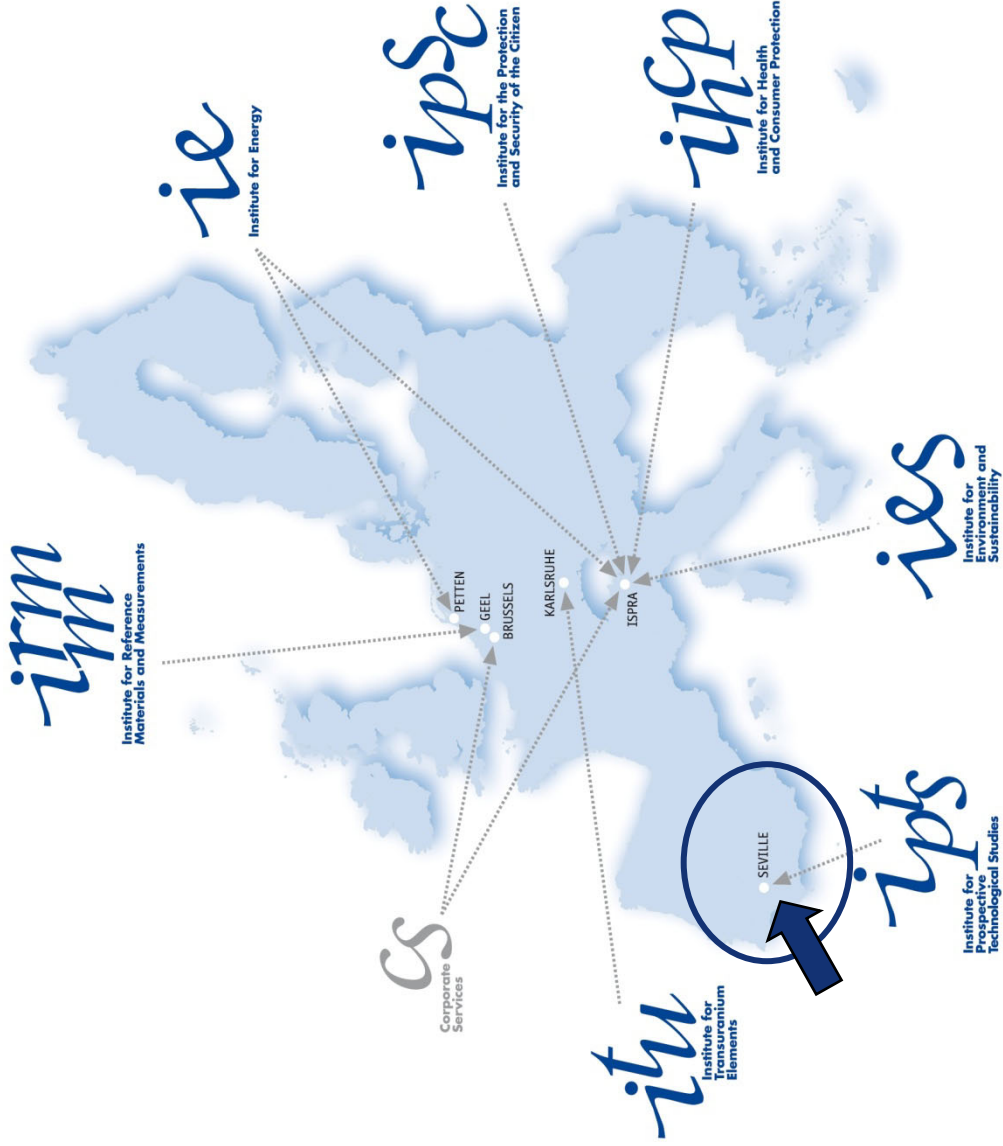
Yves Punie

IPTS - Institute for Prospective Technological Studies

Seville - Spain

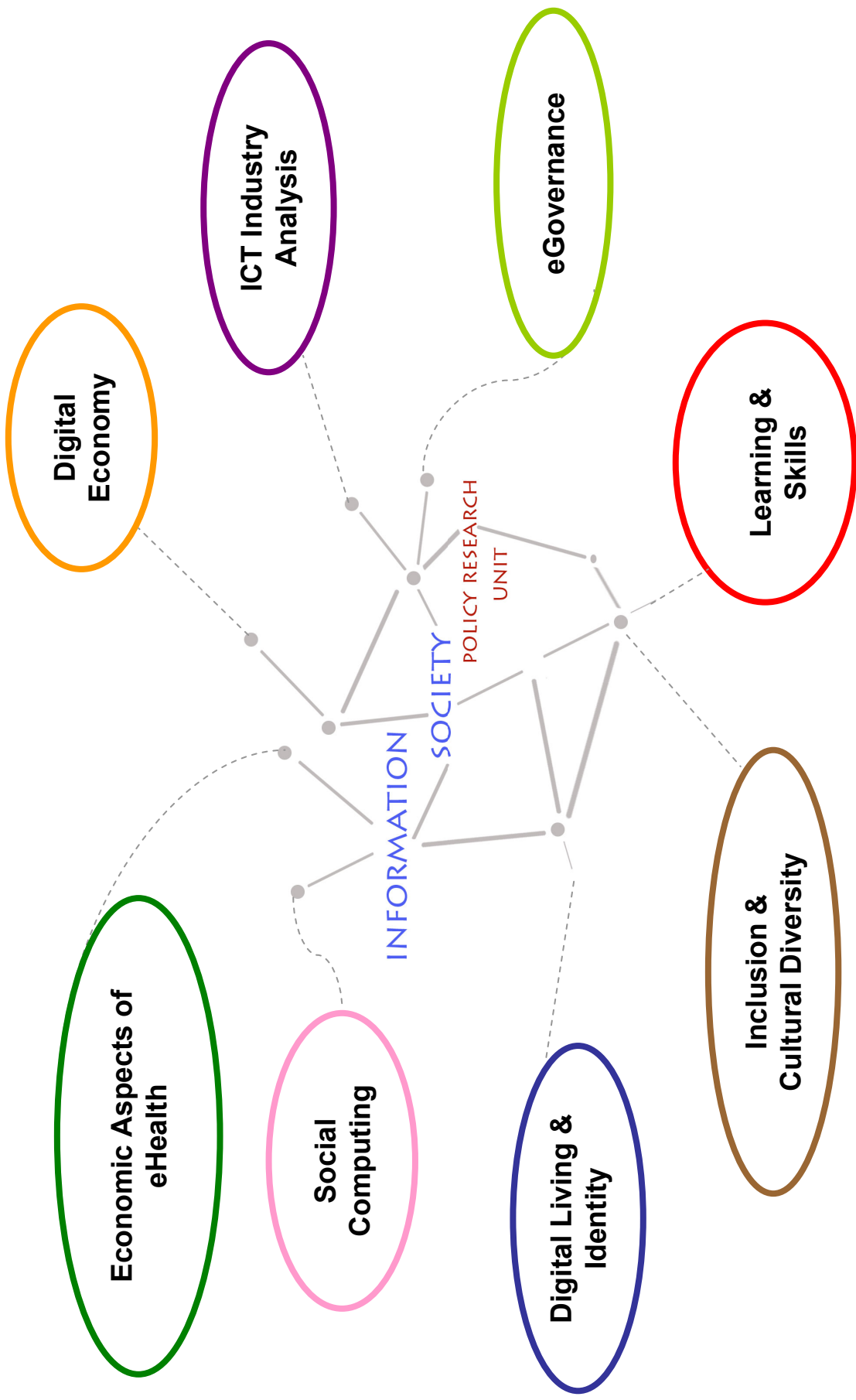
<http://ipts.jrc.ec.europa.eu/>

<http://www.jrc.ec.europa.eu/>



Part of Joint Research
Centre of the EC

IPTS: Research Institute
supporting EU policy-making
on socio-economic, scientific
and/or technological issues





JRC

EUROPEAN COMMISSION

Supporting the Digital Agenda and EU2020 flagships *ipts*
Institute for
Prospective
Technological Studies



RESEARCH: In-house and outsourced
BUDGET: Institutional and competitive

Publication of scientific & technical reports & policy briefs

40 Scientists, 1/3:1/3:1/3 economists, sociologists, techno-analysts

Head of Unit: DAVE BROSTER

IDEA: International Digital Economy Analysis

Action Leader: Marc BOGDANOWICZ

ICTLI: Socio-Economic Analysis of ICT for Learning and Inclusion

Action Leader: Yves PUNIE

TIESC: Techno-economic Impacts Enabling Societal Change

Action Leader: Ioannis MAGHIROS

“Socio-Economic Analysis of Information and Communication Technologies (ICT) for Learning and Inclusion”

Since 2005, working on:

1) ICT for Learning and Digital Competence

In support of Education and Training policies in DG Education and Culture (but with links to other policies and DG's). Main themes:

- *Future of Learning*
- *Innovation and Creativity*
- *Learning 2.0 in formal and informal education*
- *Digital Competence*
- *Teachers' networking*

Resources

- 5 staff
- Principal client DG EAC

2) ICT for inclusion

In support of Inclusion policies in DG Information Society and Media (but with links to other policies and DG's). Main themes:

- *ICT based initiatives for inclusion of migrants and excluded youth,*
- *ICT for language learning for migrants and minorities*
- *ICT to support domiciliary carers of elderly people*
- *Civil society, Third Sector and other intermediaries*

Resources

- 4-5 staff
- Principal client DG INFSO

IS Unit web

<http://is.jrc.ec.europa.eu>

ICT and Learning

<http://is.jrc.ec.europa.eu/pages/EAP/eLearning.html>

<http://is.jrc.ec.europa.eu/pages/EAP/DIGCOMP.html>

IS Unit Newsletters:

<http://is.jrc.es/pages/newsletter.html>

IS Unit Publications:

<http://is.jrc.ec.europa.eu/pages/Publications.html>

IS Unit Contact:

jrc-ipts-is-NEWS@ec.europa.eu

Appendix 2 - Presentation OUNL

Open University of the Netherlands Centre for Learning Sciences and Technologies

José Janssen & Slavi Stoyanov

Kick off meeting December 14th Seville

Centre for Learning Sciences and Technologies
celstec.org



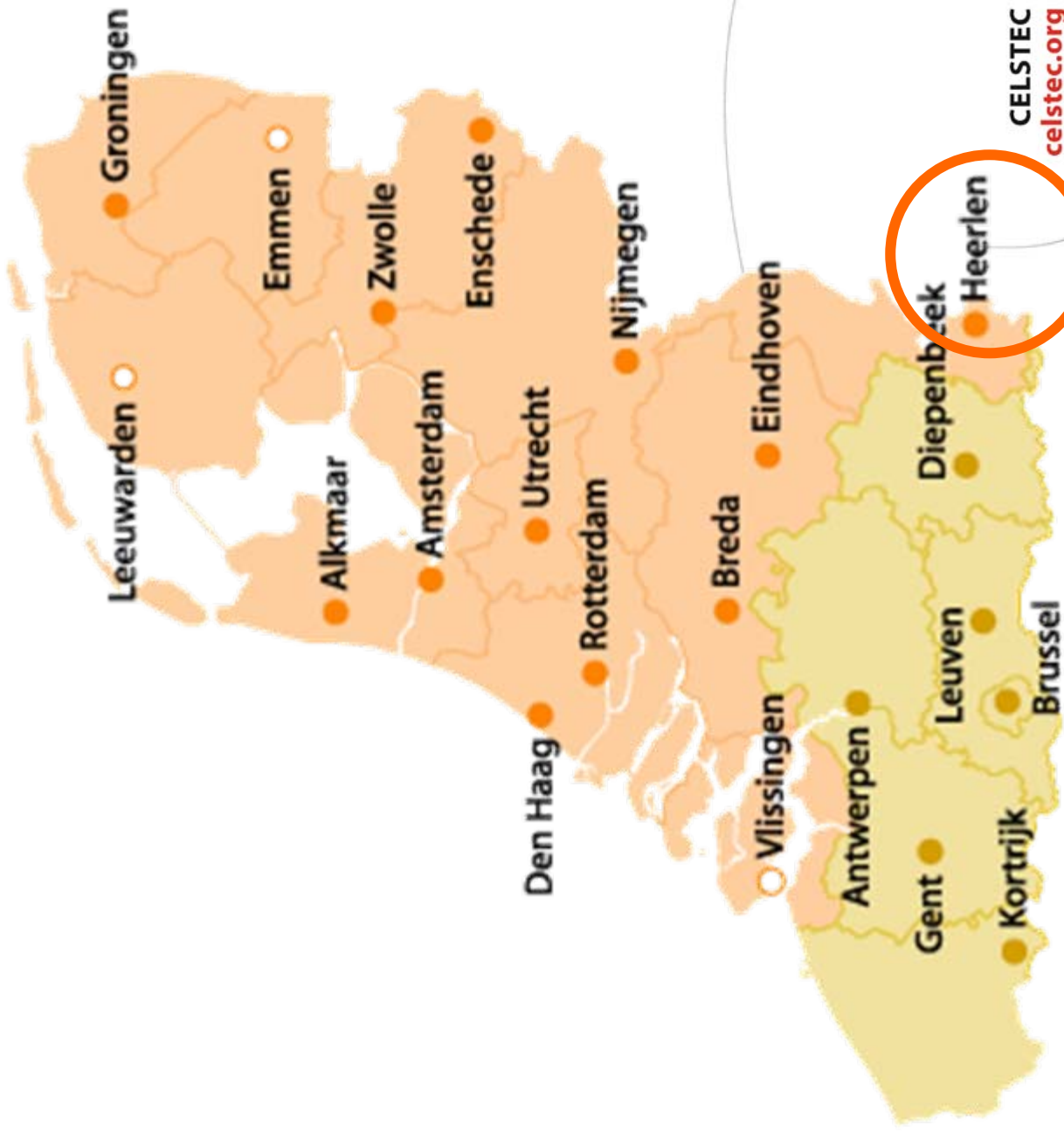
The Open University of the Netherlands

1. Distance education (any time, any place, own pace)
2. Research & Innovation (learning sciences & technology-enhanced learning)
3. Teacher training & professional development



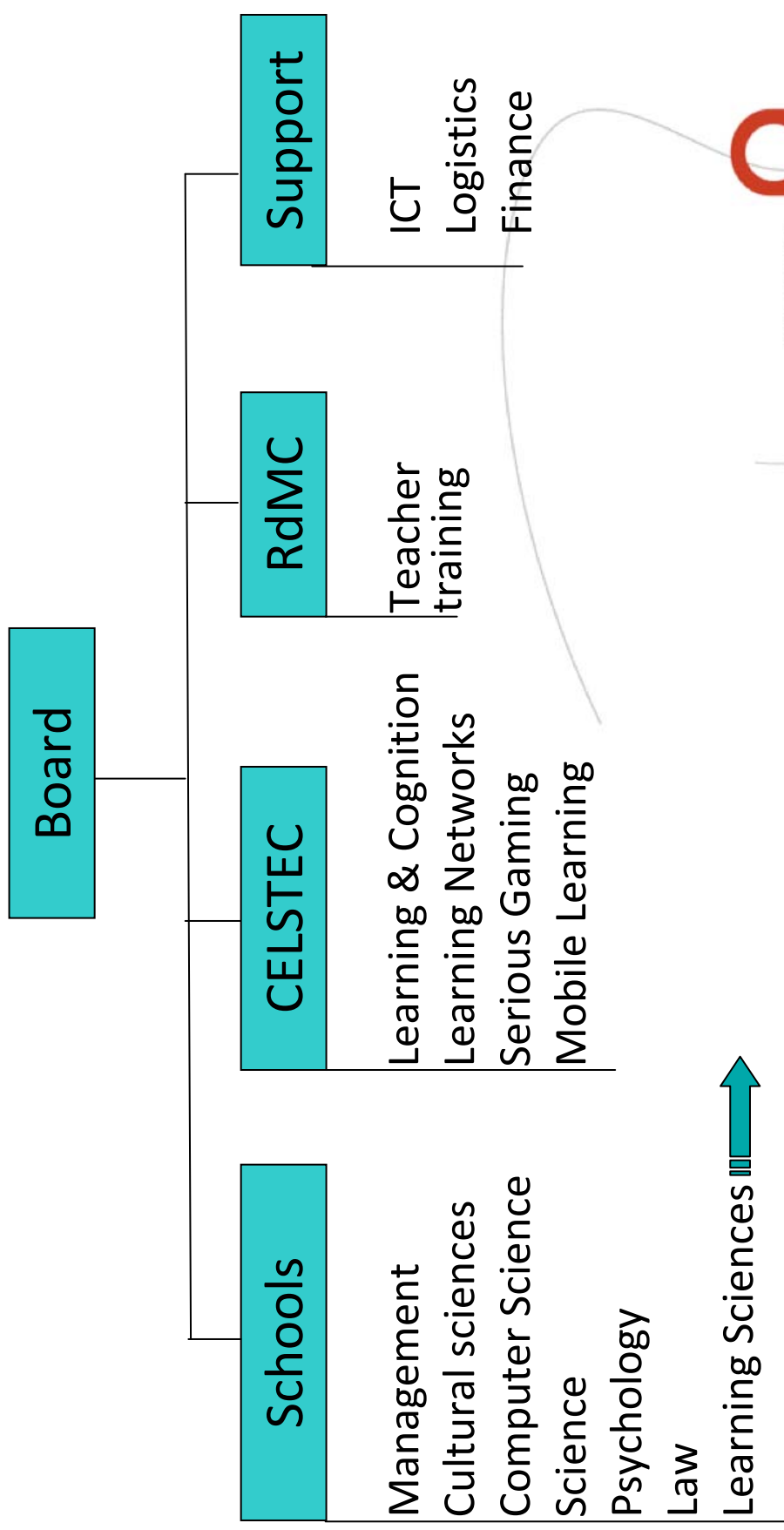
Facts & Figures

- Founded in 1984, one of 14 Dutch universities
 - 6 bachelor & 13 master programmes
 - ± 20 000 students
- Adult education, lifelong learning
 - 10% <25, 33% between 26-35, 33% between 35-45, 24% >45
 - 60% employed; 50-50 M/F
 - Two enrolment conditions: EU nationality & 18+
- 700 FTE
 - study centers in the Netherlands (12), Flanders (6), and Dutch Antilles (1)
 - main office in Heerlen



CELSTEC
celstec.org

Organisation





CELSTEC

- Research & development
- Around 30-40% external funding

Topics in Learning and Technologies - Learn...
portal.ou.nl/en/web/leren/topics

Sign In Help

Learning Sciences & Technologies

Home > Learning Sciences & Technologies > Topics

Overview News Learning Masterclasses Topics Research

Topics in Learning Sciences & Technologies

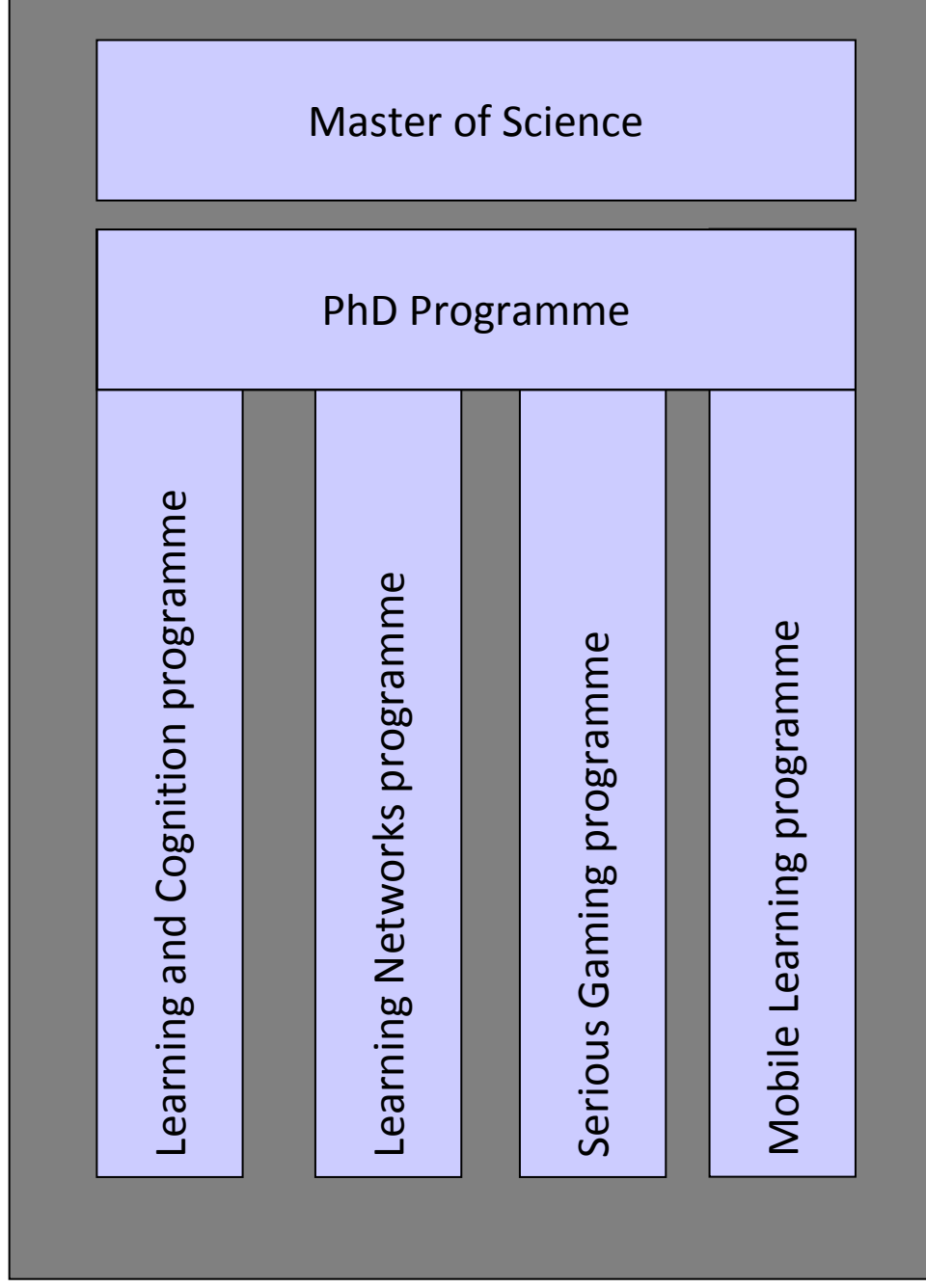
A field of work, like Learning and Technologies can be organised as a series of *topics*, some of them providing the basic knowledge of the profession, and others representing new developments in the field. For example a new technology, some new research findings or a new method in the field. You as a professional, you need to update your knowledge, to be able to discuss the topic with your peers and clients, and to have an opinion and experience about its effective use in practice.

To enable you to get up to date quickly and to exchange experience with others, we have organised this series of *topics*. Partly this is organised as information and social tools in this community, but when possible it also involves participating in organised events, like workshops and discussions on location.

Currently the following topics are available:

1. [Mobile Learning \(in English\)](#)
2. [Professional Learning \(in Dutch\)](#)
3. [Learning Design with 4C/ID \(in Dutch\)](#)
4. [Networked Learning \(in Dutch\)](#)
5. [Sociocultural Gamification \(in Dutch\)](#)

CELSTEC programmes





Learning & Cognition Programme

Themes:

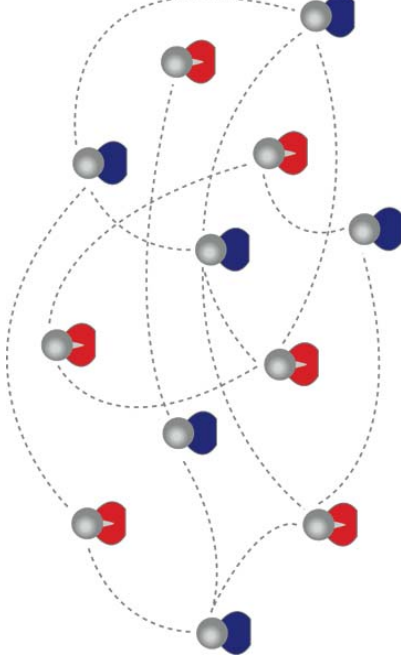
- Creating flexible environments for acquiring complex cognitive skills
- Solving complex information problems
- Development of domain-specific expertise





Learning Networks Programme

- Non-formal professional development
- Networked learning
- Social media

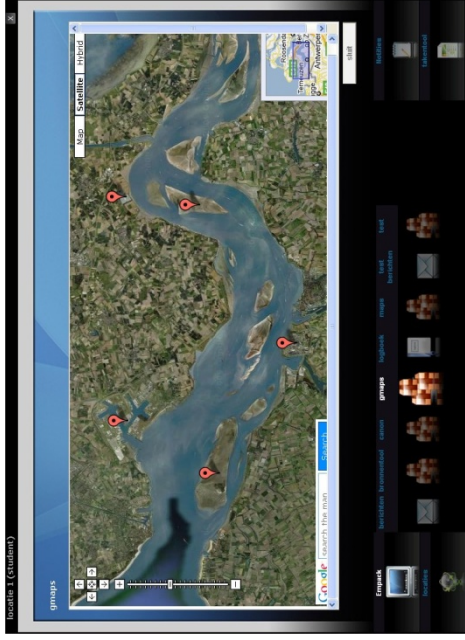




Serious Games Programme

Simulations and games:

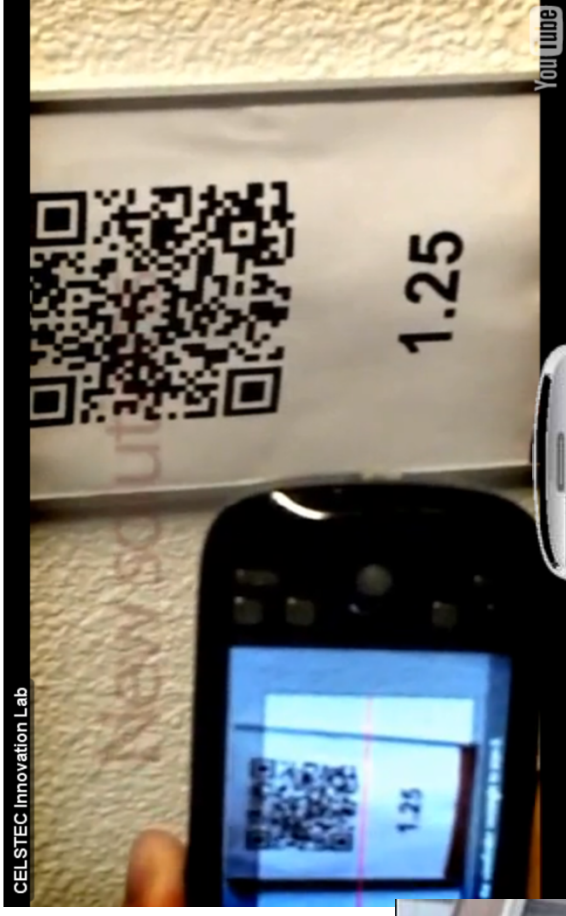
- Game design & evaluation (EMERGO)
- Sensors, Language Technologies





Mobile Learning Programme

- Ubiquitous & cross media access
- Contextualisation & personalisation





Master Programme

- MSc Learning Sciences
- 150 students

The screenshot shows a web browser window with the URL portal.ou.nl/en/web/leren. The page has a navigation bar with links for Home, Learning Sciences & Technologies, and Overview. Below the navigation bar is a blue 'Overview' button and a link to 'About CELSTEC'. The main content area is divided into two columns. The left column contains a 'Welcome!' section with the text: 'Open Universiteit Centre for Learning Sciences and Technologies (CELSTEC)' and 'Portal Learning Sciences and Technologies'. The right column contains a 'Better Education?' section with the text: 'The Master Programme Learning Sciences of CELSTEC can be followed online using PC or iPad. This master is selected the number one University Master programme in the Learning Sciences in the Netherlands. See Dutch information below.' Below this text is a logo for 'KEUZEGIDS 2011' and the text 'Best Master (Keuzegids 2011)!'. The browser's address bar and navigation buttons are visible at the top of the screenshot.

Appendix 3 - The DIGCOMP project

Joint Research Centre (JRC)

DIGCOMP:

A conceptual framework and descriptors of digital competence

Anusca Ferrari & Yves Punie



IPTS - Institute for Prospective Technological Studies

Seville - Spain

<http://ipts.jrc.ec.europa.eu/>

<http://www.jrc.ec.europa.eu/>

- **Identify** the key components of Digital Competence (DC) in terms of the knowledge, skills and attitudes needed to be digitally competent;
- **Develop** DC descriptors that will feed a conceptual framework/guidelines that can be validated at European level, taking into account relevant frameworks currently available;
- **Propose** a roadmap for the possible use and revision of a DC framework and descriptors of DC for all levels of learners.

Digital Agenda
1001100101011101110000100 2010-2020
for Europe

media
LITERACY



Skills



What?

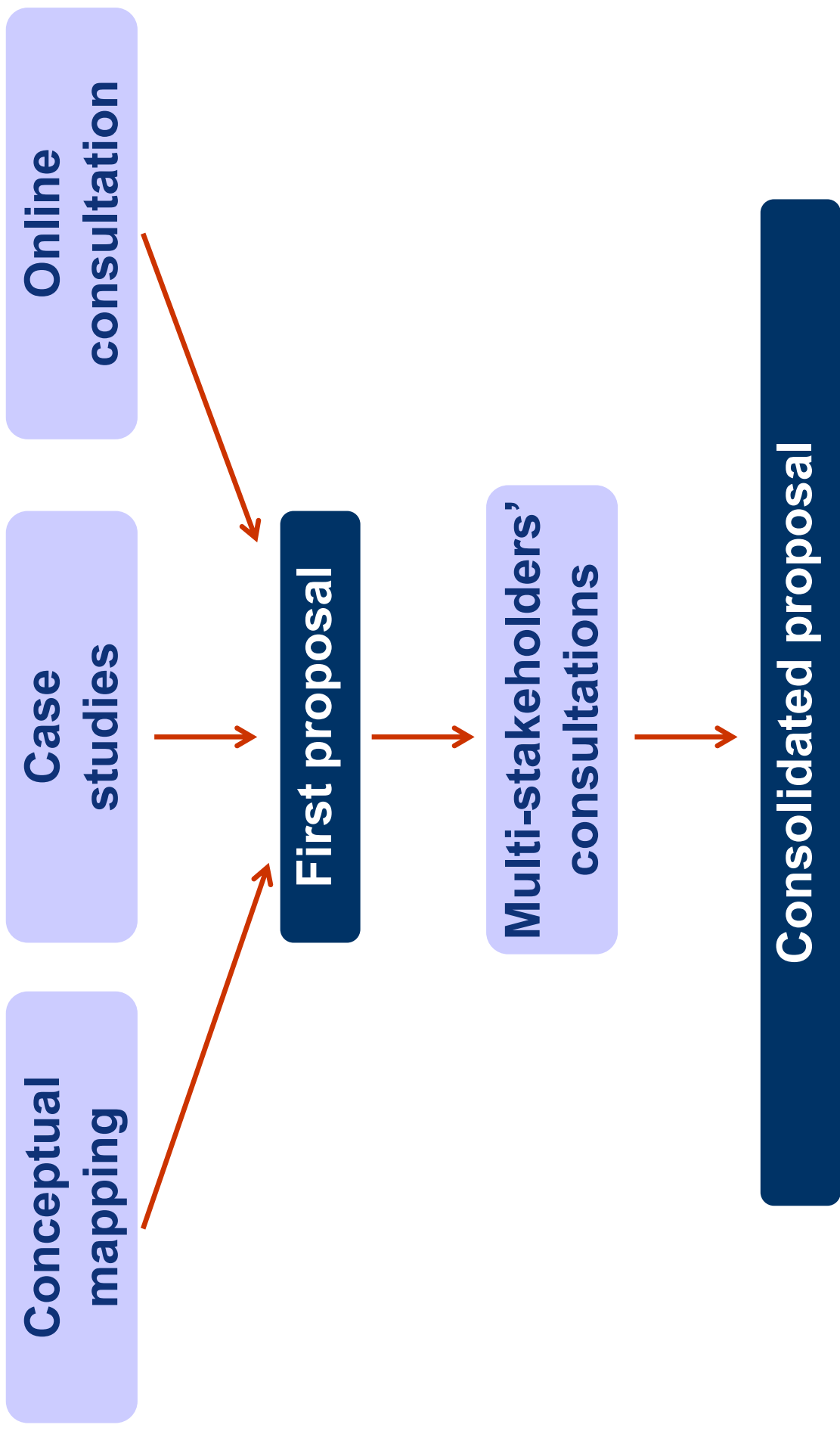
- Guidelines or meta-framework
- Descriptors of DC
- Point of connection, bridging the worlds of education, training, work and society

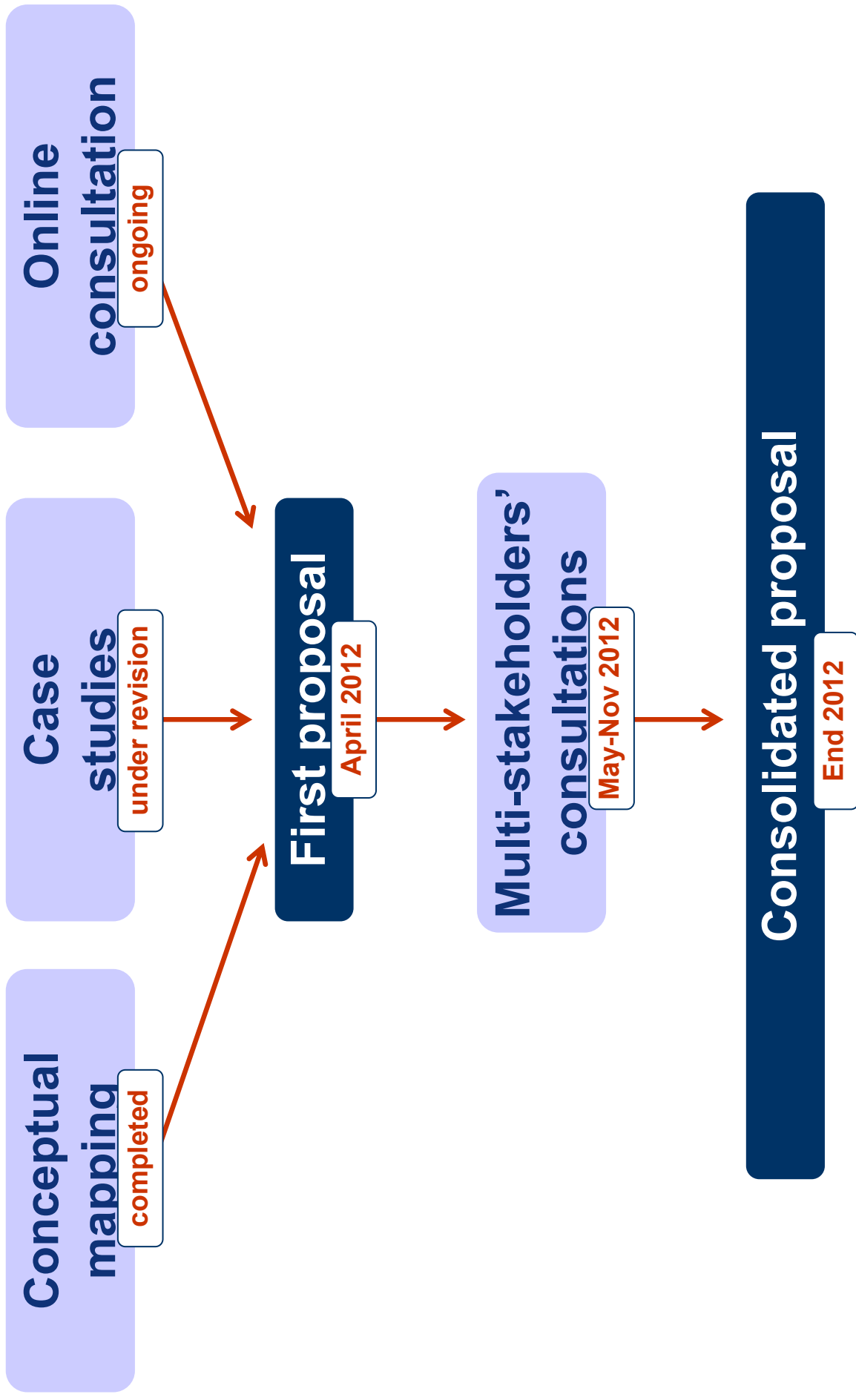
Why?

- DC is one of the 8 key competences for LLL (2006 Recommendation)
- Europe 2020 Flagships: DAE, YoM, NS&J, Innovation Union
- Transversal basic competence important for learning, employability, inclusion, participation, innovation, creativity and competitiveness
- Given the rapid technological developments, unclear what DC should consist of
- Many initiatives exist but lack of a common/comparable language in Europe
- Internet use **≠** digital competence (E.g. Youngsters)

How?

- Not only technical but also as social, critical and higher order competence
- For all levels (school; pre-school, VET, adult learning, workers, informal learning)
- Through intensive stakeholders' consultation



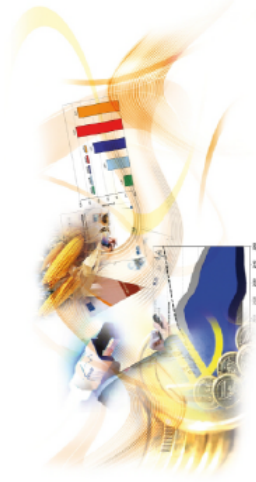


JRC Technical Notes

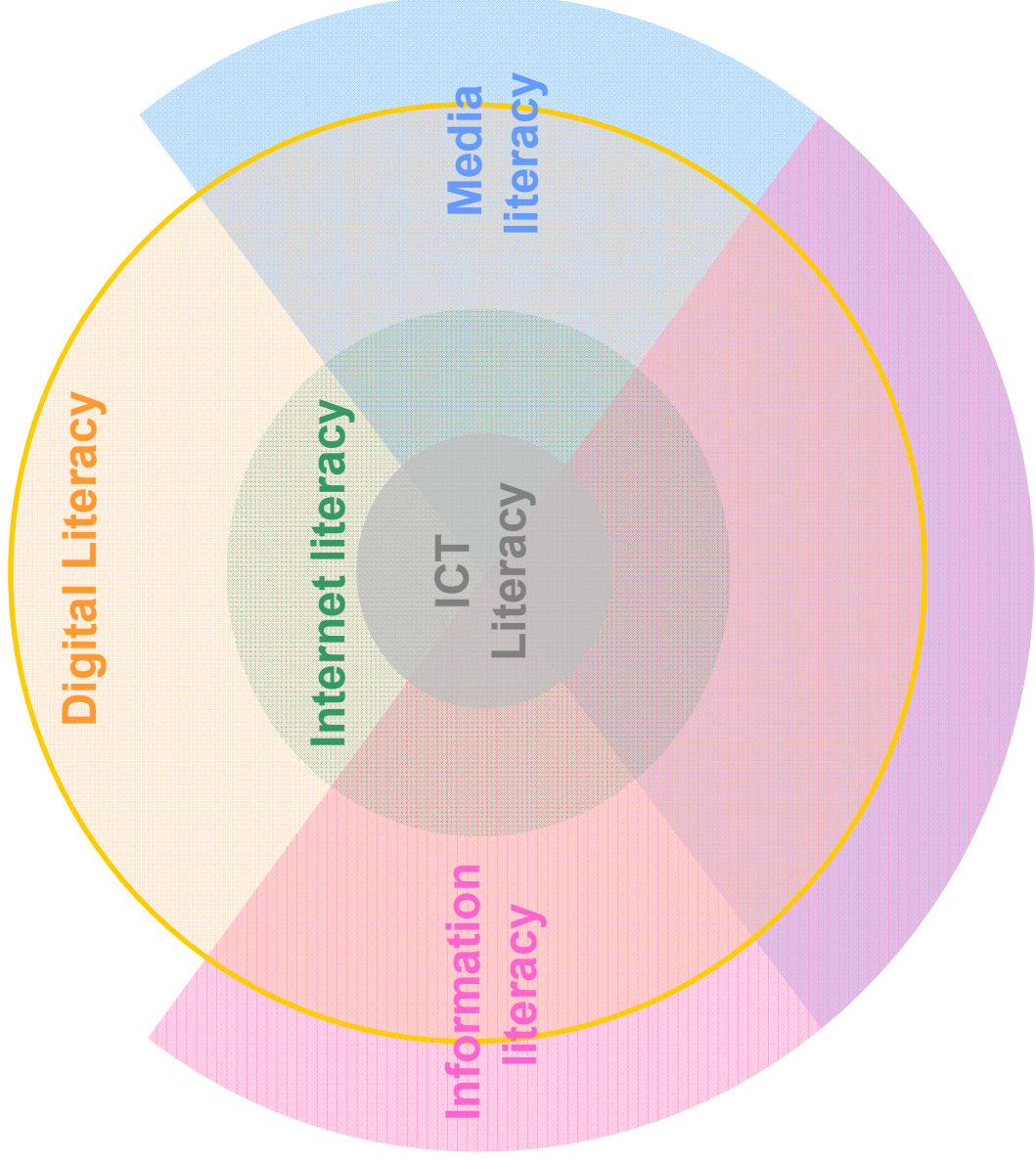


Mapping Digital Competence: Towards a Conceptual Understanding

Author: Kirsti Ala-Mutka



JRCST075 - 2011



UNESCO ICT Competency Framework for Teachers

The United Nations, through the Millennium Development Goals (MDGs) and the UNESCO Education for All (EFA), World Summit for the Information Society (WSIS) and Literacy Decade initiatives, has set a high priority on the improvement of education world-wide.

The G8 Heads of State and Government have committed to support and acknowledge the role of information and communication technology (ICT) in supporting education improvement. The G8 Education Ministers have agreed to support the Competency Framework for Teachers project through their support of the



AIMS:

- to analyse how DC is currently developed and acquired
- to map sub-competences
- to compare current definitions



Pera què capacita?

Contèixer i aplicar

Actuar amb efectivitat, adaptabilitat i autonomia

Innovar, compartir i donar suport

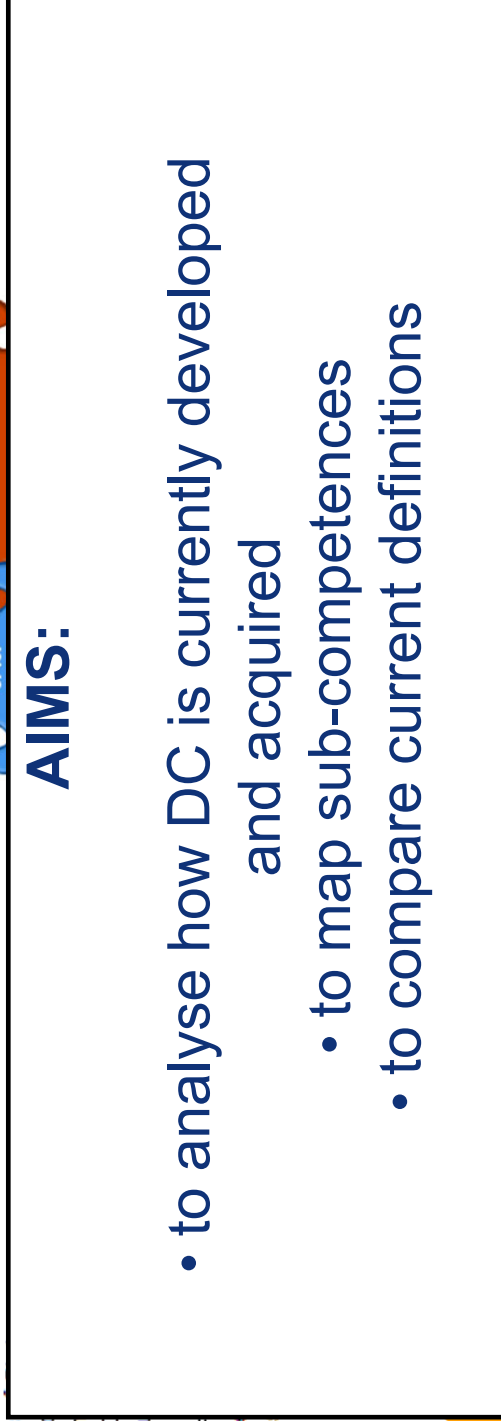


Security

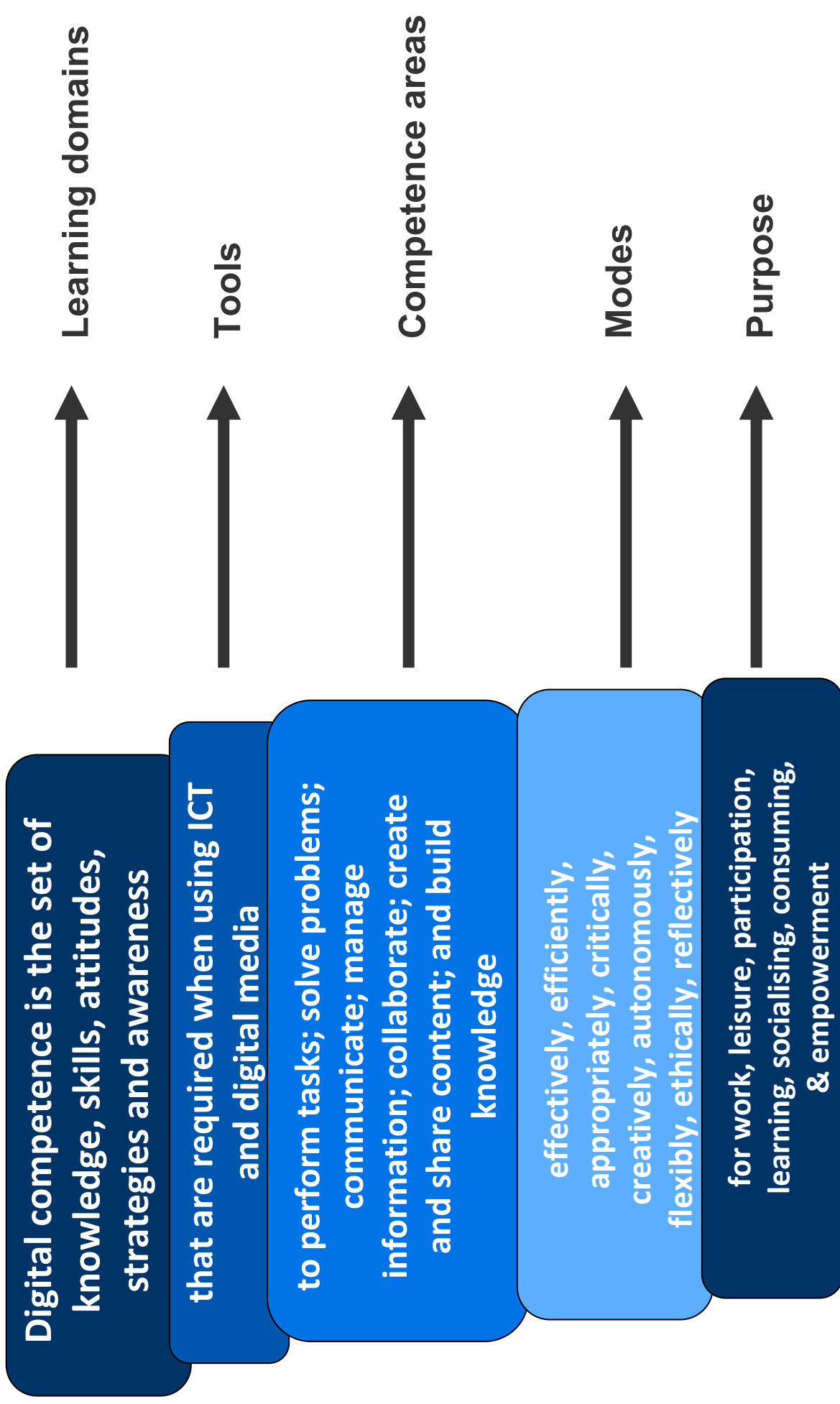
Communication

Cyberbullying

Entertainment



An encompassing definition



Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (EC, 2006)

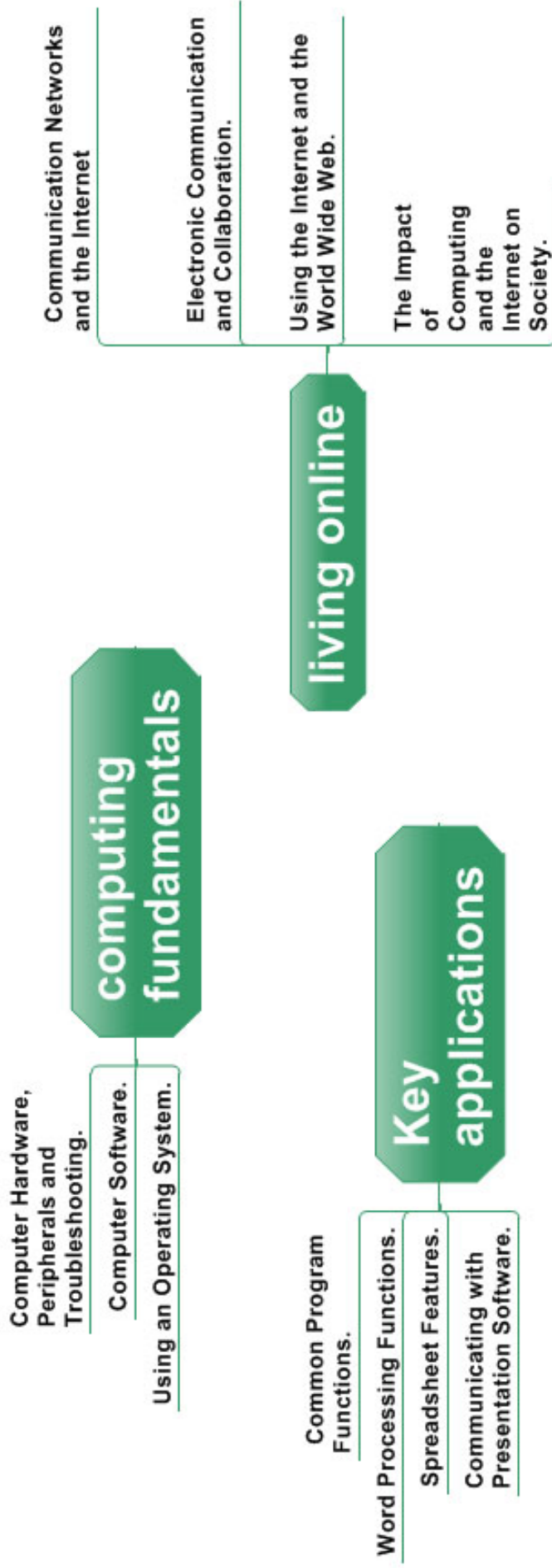
Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (EC, 2006)

Digital competence is the set of knowledge, skills, attitudes, abilities, strategies and awareness that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socialising, consuming and empowerment.

online and off-line identities;
behaviour in chats and instant messaging;
online privacy, safe online profiles; sharing content;
online and off-line networking.

Disseminate information tailored to a particular audience in an effective digital format by:

- 1) Formatting a document to make it useful to a particular group;
- 2) Transforming an email into a succinct presentation to meet an audience's needs;
- 3) Selecting and organizing slides for presentations to different audiences;
- 4) Designing a flyer to advertise to a distinct group of users



Question

All of the following represent good design principles when designing presentation slides EXCEPT:

→ **Focus on factual knowledge**

- A Use a single font size for all text in a presentation.
- B Avoid the use of too many colors on a single slide.
- C Do not include too many graphic elements in a single slide.
- D Use bulleted or numbered lists to organize lists or steps in a process.

Answer Complete



Mark For Review



Question

Click and drag each cell address to the location of the cell in a worksheet.

→ **Focus on operational skills**

Location in Worksheet

the first row	J1
the fifth row	C5
the first column	A3
the fifth column	

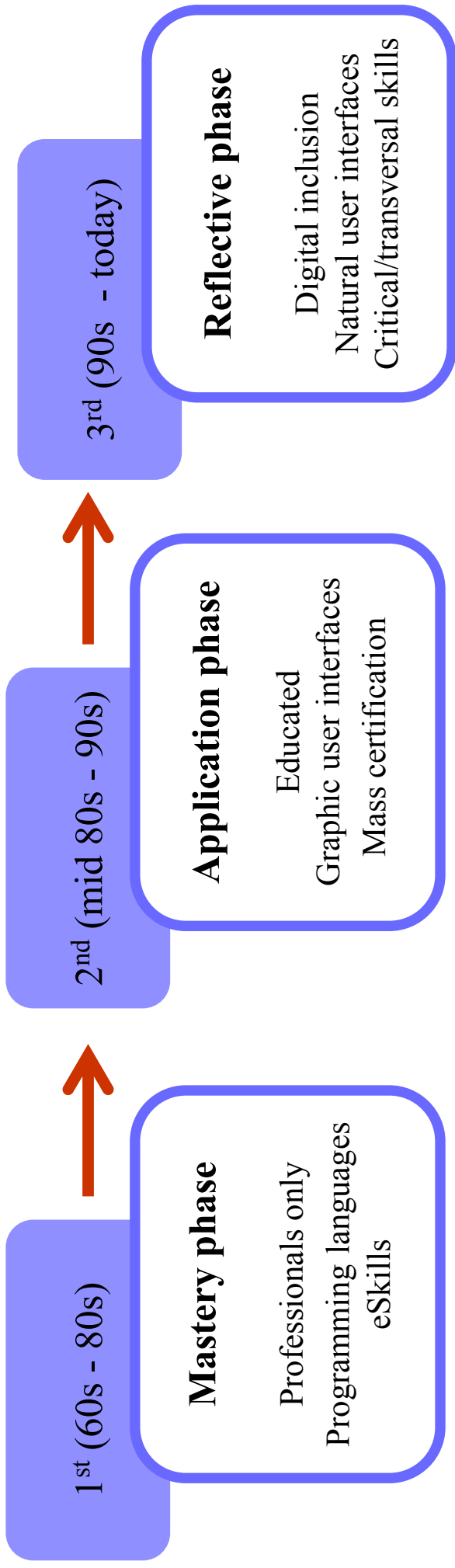
Cell Address

E4

Answer Complete

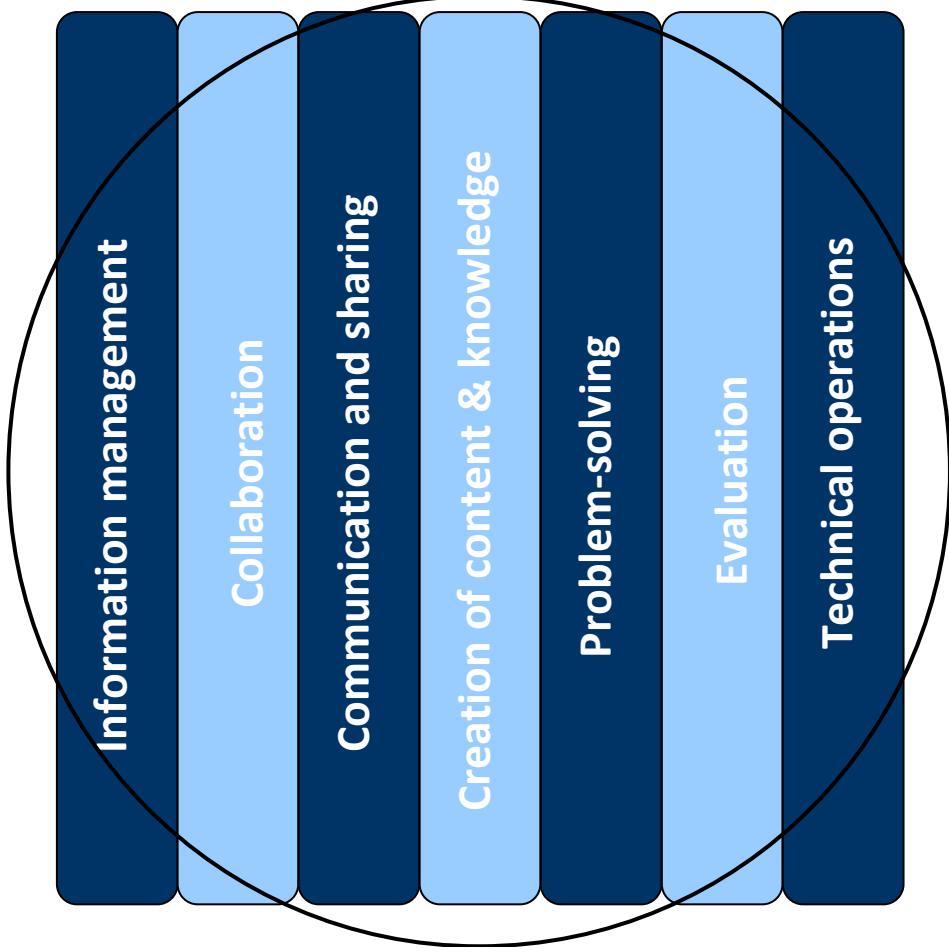


Mark For Review

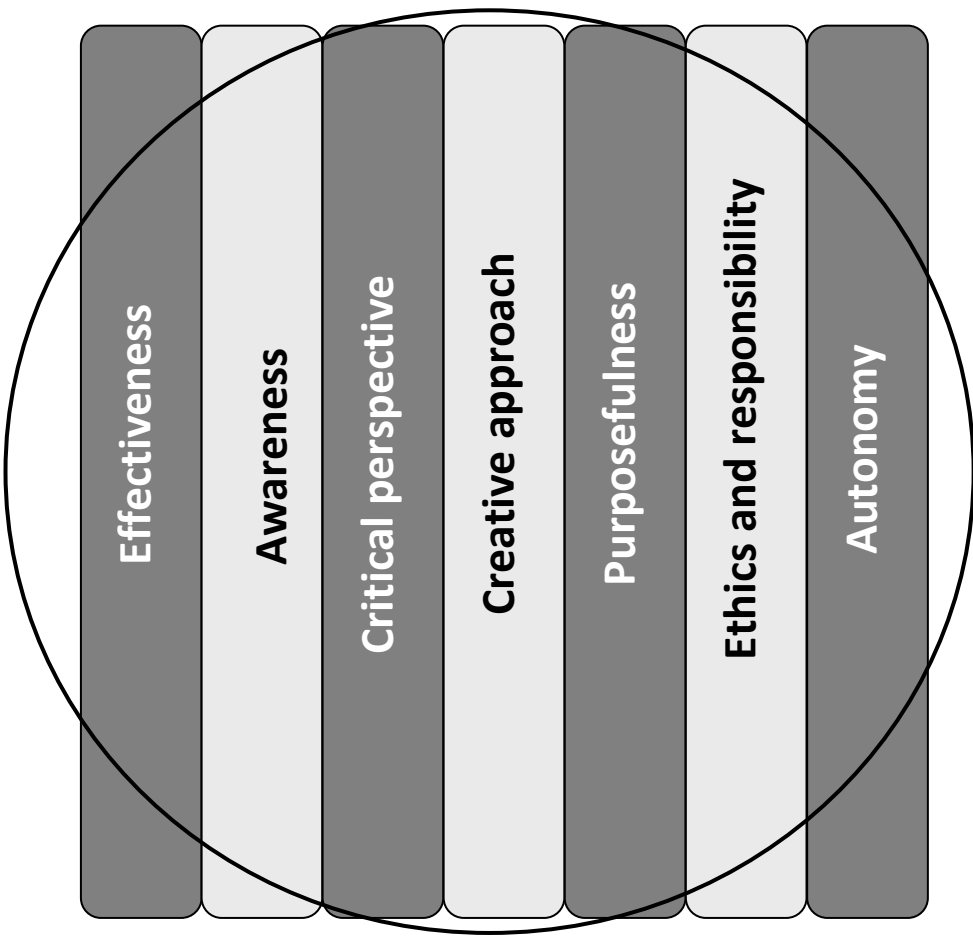


**Many frameworks are based on the assumptions
and needs of the second phase**

knowledge and skills



attitudes



Information management

identify, locate, access, retrieve, store and organise information

Collaboration

link with others, participate in online networks & communities, interact constructively & responsibly

Communication and sharing

communicate through online tools, taking into account privacy, safety and netiquette

Creation of content & knowledge

integrate and re-elaborate previous knowledge and content, construct new knowledge

Problem-solving

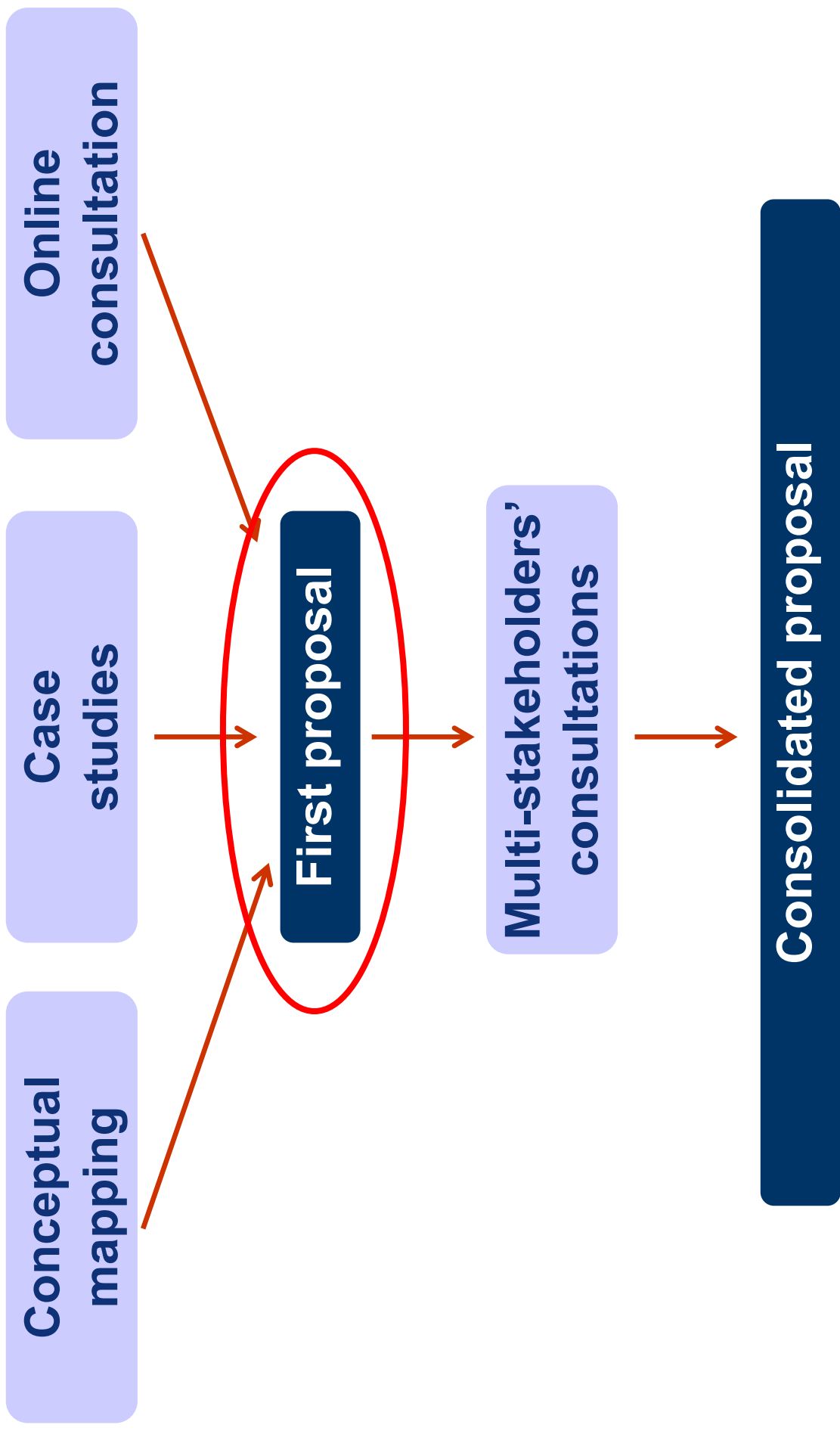
define problems to be solved or tasks to be achieved, & resources and means for achievement

Evaluation

identify digital needs, assess the information retrieved or the media product consulted

Technical operations

use technology and media, perform tasks through digital tools



INFORMATION MANAGEMENT

Description of Competence Identification, location, access, retrieval, storage, organisation and evaluation of information

Levels

Level 1

basic

- to be determined -

Level 2

medium

- to be determined -

Level 3

advanced

- to be determined -

Knowledge

identifies information needs
understands digital information sources
interprets information
assesses and articulates information needs

Skills

is able to retrieve information from search engines
knows how to store and manage digital information

Attitudes

is critical about information sources
is aware of the limits of information retrieval mechanisms
searches from and selects resources effectively

Thank you for your attention!

anusca.ferrari@ec.europa.eu

<http://is.jrc.ec.europa.eu/pages/EAP/DIGCOMP.html>

Appendix 4 - Methodology and Tools

DIGITAL COMPETENCE

Methodology and Tools

Slavi Stoyanov & José Janssen

Centre for Learning Sciences and Technologies

Open Universiteit
celstec.org



Questionnaire I

- Data collection
 - Brainstorming Questionnaire
 - Questback
- Data Analysis
 - Grounded Theory
 - Weft QDA
 - Card sorting
 - Websort

Questback Overview



ACTIVITY OVERVIEW

QUESTS

Quests > José Janssen >  DIGITAL COMPETENCE



Quest Designer

Create and edit questions for your Quest.



Quest Settings

Set the properties and choose the appearance of your Quest.



Languages

Set the default language and add translations to your Quest.



Distribution

Invite respondents to your Quest.



Notifications

Notify someone when receiving response, or when a particular answer is given.



Test & Publish

Validate, test and publish your Quest.



Results

Analyze the responses and share your findings.



Feedback

Follow-up with your respondents.

Quest Settings

Home

Quest Designer

Quest Settings

Languages

Distribution

Notifications

Test & Publish

Results

Feedback

Save

Discard Changes

Preview Quest

▼ Texts

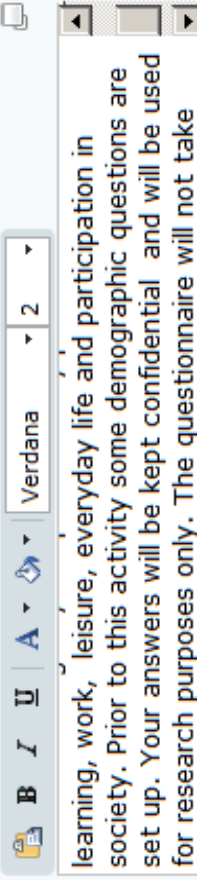
Quest Language:

Default language:  English

Quest Name:

DIGITAL COMPETENCE

Quest Introduction:

 learning, work, leisure, everyday life and participation in society. Prior to this activity some demographic questions are set up. Your answers will be kept confidential and will be used for research purposes only. The questionnaire will not take

Thank You Note:

 Thank you very much for your time and effort.

Quest Designer

Add Question

Add Page Break

Other Actions ▾

Save

Discard Changes

Preview Quest

DIGITAL COMPETENCE

- You are: _____
- What is your age? _____
- Educational background _____
- You are involved in: (More than one option can be selected)**
- Professional Experience _____

▶ **Question Type (Multiple Choice Vertical)**

▼ **Question Properties**

Include additional information

Question Text: **You are involved in: (More than one option can be selected)**

Answer Alternatives:

- Academia
- Business
- Public

Paste multiple answer alternatives from clipboard | Delete all answer alternatives

Also Include the Following Answer I don't know Other

Quest Distribution

Sender Name:

Sender E-mail:

Send Invitation to: 3 respondents in list [Add Respondents](#)

E-mail Format: Plain text e-mail HTML e-mail (not supported by older e-mail clients)

Language: English

Invitation Subject:

Invitation Body:

[Preview invitation](#)

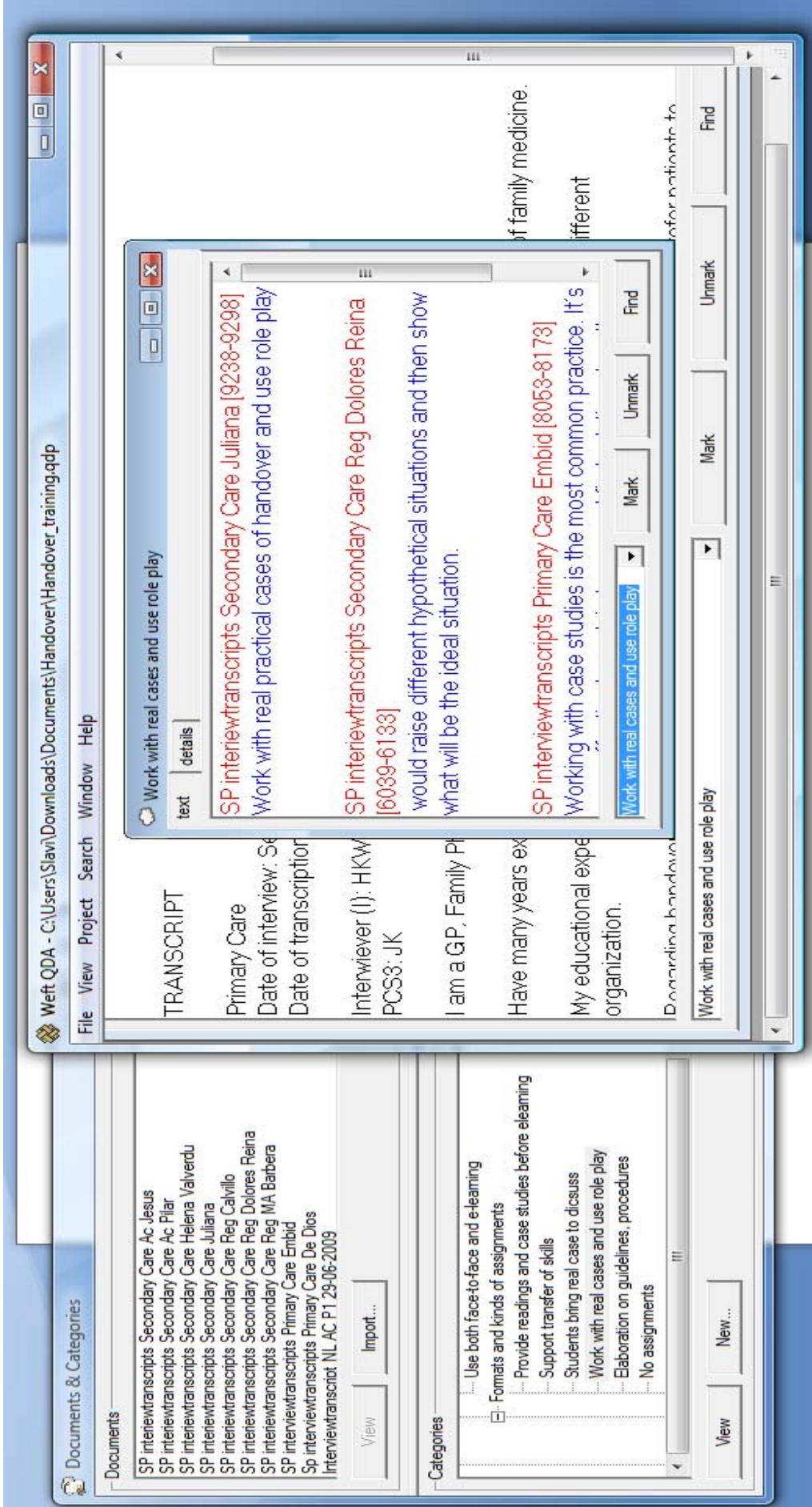
Automatically place the link after the body text Let me place the link myself

The invitation has automatic e-mail reminders

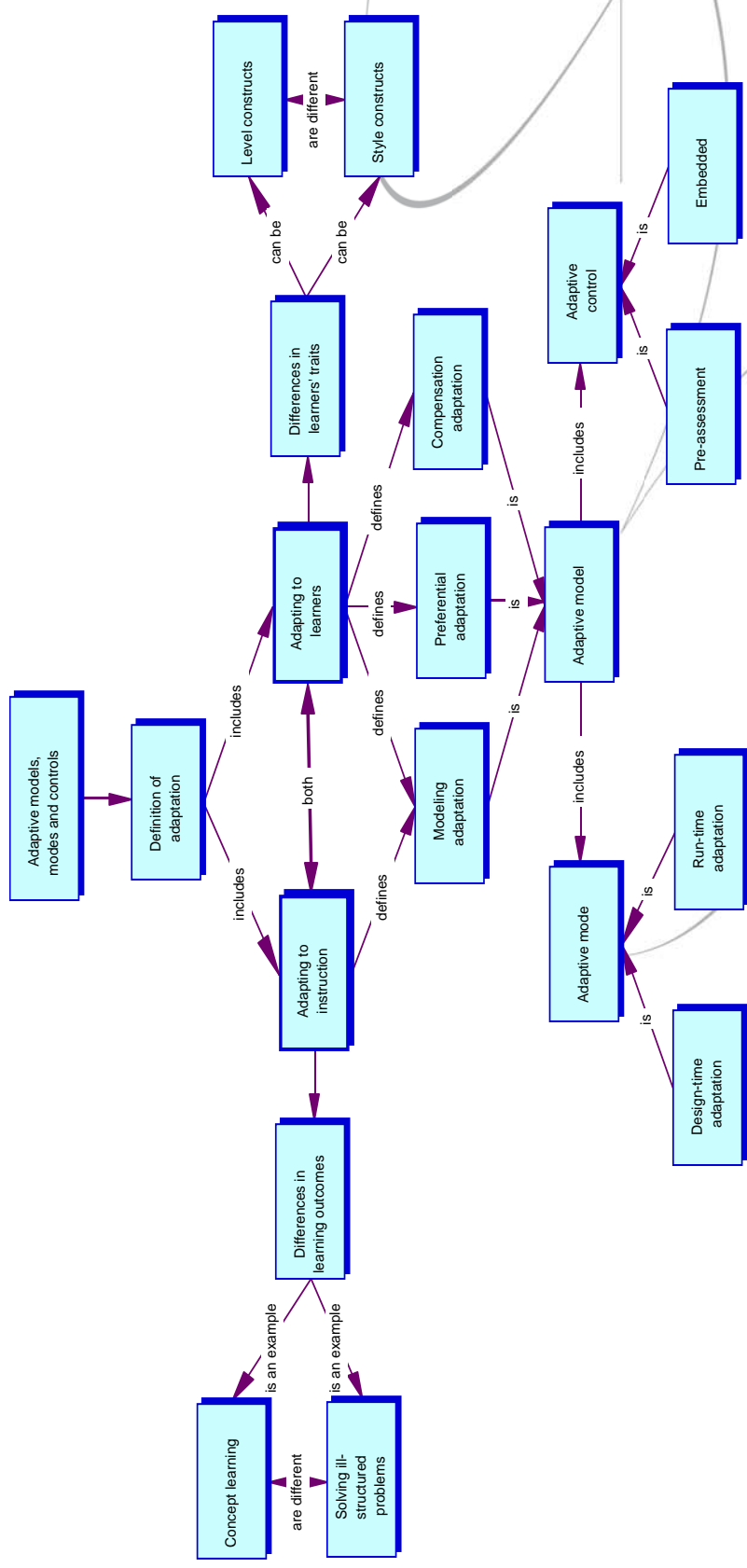
▶ [Distribute by Link](#)

▶ [Distribute by Pop-Up](#)

WEFT QDA



Concept Mapping Example



WebSort Settings

Handover + create a new study Account | Logout

This free study is limited to 10 participants. [Upgrade now](#)

[View Your Study](#) [share results](#) [rss feed](#) [delete](#)

Results (3)

Settings

Items **Categories**

Other settings

Study is Active

Max participants:

Close after:

Login prompt for identification

Participant login label:

Email Address:

Language:

Logo:

Randomize order of items

When participants are finished

Send them to an external page [learn more...](#)

Display a "Thank You" message

Thank you for your time and participation. You may now close this browser window.

Instructions

INTRODUCTION:
We are conducting research that will help us gain a better understanding of how Handover toolbox should be organized and make it easier to use.

INSTRUCTIONS:
On the left, you'll see a list of items. They are results from Plus, Minus, Interesting exercise conducted by project's partners and external experts. Click on the items to drag them onto the empty white area in the middle of the screen. A category will appear, and the item will be placed inside it. Repeat with the remaining items, grouping items that belong together. Although the method works better with close categories, you will be able to make your own categories if you think it is necessary.

The close generic categories created are as follows: Purpose, Target group, Content, Technology Platform, Guidance, Structure, and Interface/Navigation.

Purpose is about why toolbox has been created. Target group should include items about people who are going to use it and how likely they will adopt the tool.

Technology Platform is about technological aspects of the toolbox. Guidance is about the support embedded in the tool. Structure is about the organization of the tool. The meaning of Usability is about interface and navigation, that is anything that makes the tool easy to use and easy to learn how to use it. You do not need

Web Sort Statements

Handover ▾

[+](#) create a new study

This free study is limited to 10 participants. [Upgrade now](#)

[Account](#) | [Logout](#)

Items

Categories

Settings

Results (3)

[View Your Study](#) [share results](#)

[rss feed](#)

[delete](#)

Tip: you can copy and paste your items from a text file or spreadsheet.

NOTE: you cannot add or remove items unless you delete your existing participants. Just need to fix a label or description? [Contact support@websort.net](#).

Label	Description (optional)	Image (optional)
TB looks complicated for healthcare		
Lack of link between the content		
Need for basics information: what kind of tool can be found on this site; why is the TB made; how can a contribution be made		
Show where the best practices are		
Think about users that will develop		
If I did not know the purpose is too		
Too internet dependent.		
How to select what to "read".		
When assessing the site, HP and		
Provide handover scaffolding (ex		
Web application - access and net		
Need for expert users.		
Professionals are sometimes not		
Users: needs a lot of work; not so		
This is for facebook lovers, not fo		
There is too little content in it.		

Web Sort Sorting



webSort.net

[Instructions](#) | [Leave a comment](#)

52 unsorted items

We should develop some educational tools aligned with the results from the rest of WPs.

How to select what to "read".

It takes a lot of time to go through the toolbox by yourself.

TB = implementation strategy (solution for implementation problems).

ICT could be a major barrier. Should it not be as simple as possible. This too difficult for ordinary people.

Make a standard frontpage for the tool.

Think about users that will develop training (older than 40 years old; Will they appreciate this 2.0 solution?)

This is for facebook lovers, not for doctors/nurses.

Toolbox = intervention; should be part of

Purpose

Be very clear about for WHOM it is a toolbox. WHY it is a toolbox for me and WHAT I can find there and what I can give OTHERS

I am not sure if health professionals would like to use a platform only for handover.

Target Group

Need for expert users.

Access to patients and their education (empowerment).

Might limit usage to young generation

Content

Examples you can take over and adapt to local situations is important.

TB content, like SBAR = solution for handover problem.

There is too little content in it.

Guidance

Technology Platform

Usability

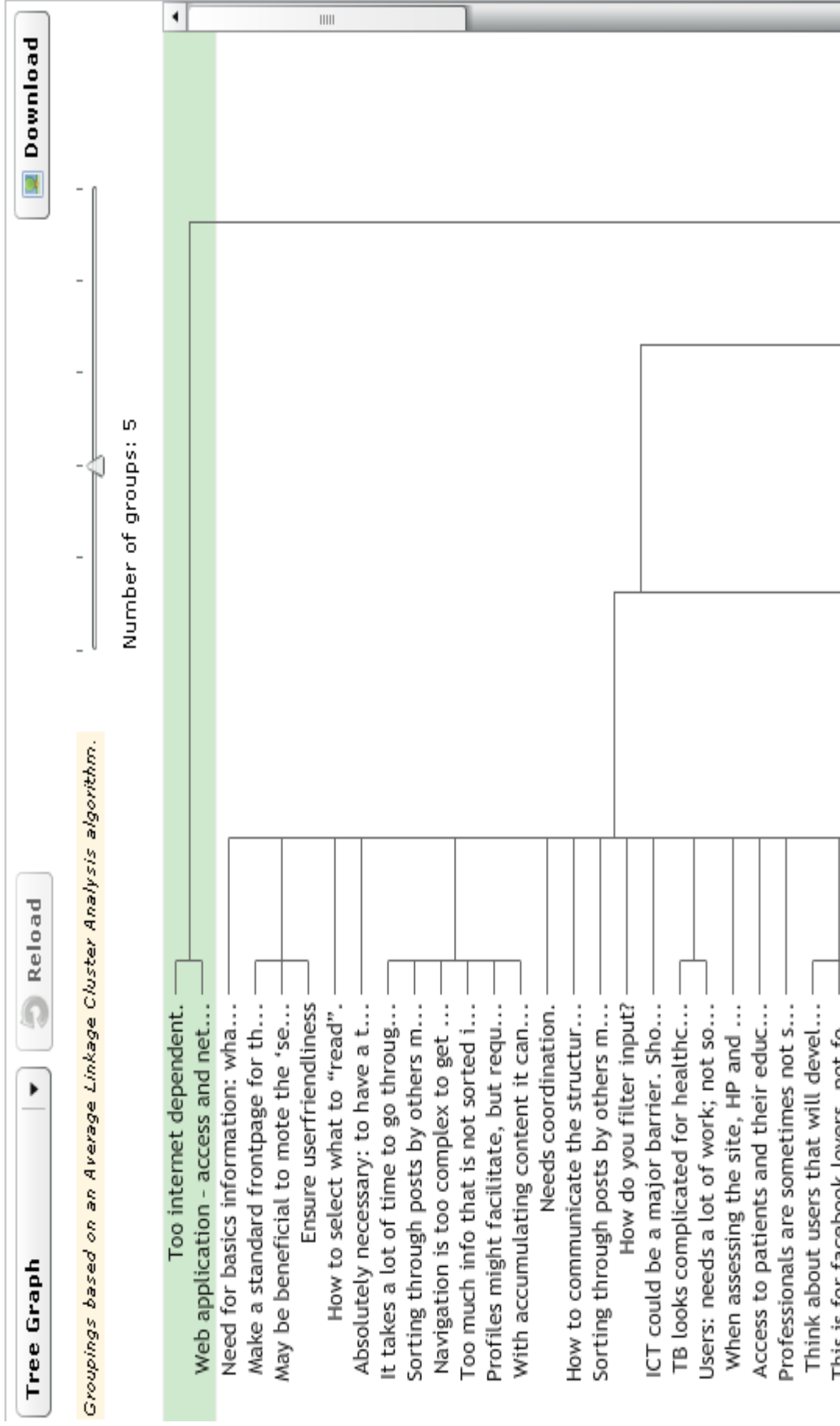
Absolutely necessary: to have a toolbox translated in all EU languages.

Navigation is too complex to get one's very concrete needs.

Profiles might facilitate, but require extra work (might hinder visitors to work with toolbox).

Structure

HC Analysis



Outcomes Questionnaire I

- Report
 - results from GTA and HCA
 - List of statements (knowledge, skills, attitudes)
 - Cross-category themes
 - Clusters with statements
 - Mind maps

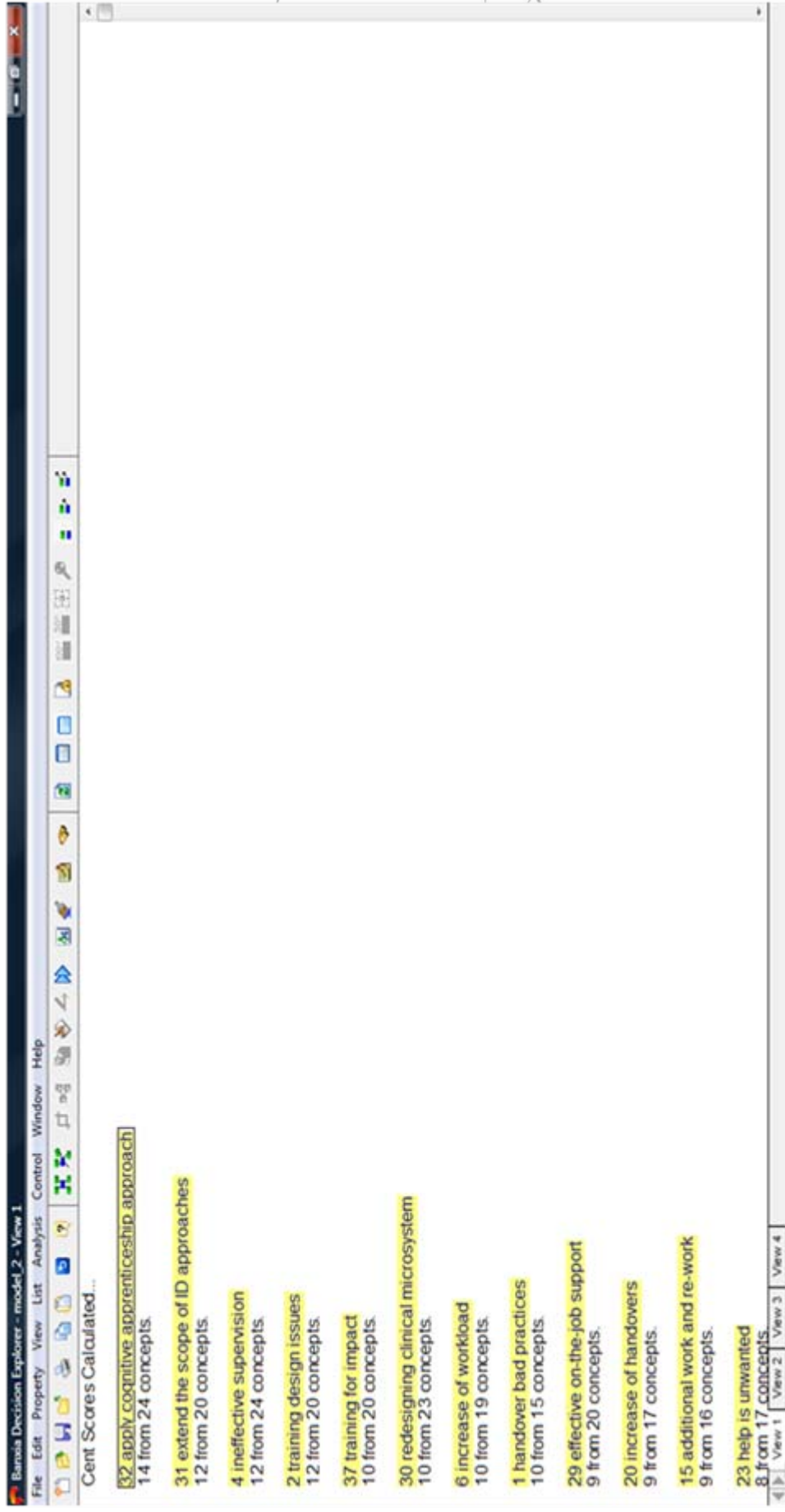
Questionnaire II

- Experts get the report
- Experts comment on the report
- Experts rate statements on importance

Questionnaire II Analysis

- Experts Comments
 - GTA with WEF QDA
 - Cognitive Mapping with Decision Explorer
 - Text mining techniques with Leximancer

Cognitive Mapping - Analysis



The screenshot shows a software window titled "Banola Decision Explorer - model_2 - View 1". The menu bar includes "File", "Edit", "Property", "View", "List", "Analysis", "Control", "Window", and "Help". The toolbar contains various icons for navigation and analysis. The main content area displays "Cent Scores Calculated..." followed by a list of items, each with a score and a description. The items are:

- 32 apply cognitive apprenticeship approach
14 from 24 concepts.
- 31 extend the scope of ID approaches
12 from 20 concepts.
- 4 ineffective supervision
12 from 24 concepts.
- 2 training design issues
12 from 20 concepts.
- 37 training for impact
10 from 20 concepts.
- 30 redesigning clinical microsystem
10 from 23 concepts.
- 6 increase of workload
10 from 19 concepts.
- 1 handover bad practices
10 from 15 concepts.
- 29 effective on-the-job support
9 from 20 concepts.
- 20 increase of handovers
9 from 17 concepts.
- 15 additional work and re-work
9 from 16 concepts.
- 23 help is unwanted
8 from 17 concepts.

At the bottom of the window, there are navigation buttons: "View 1", "View 2", "View 3", and "View 4".

Leximancer Themes

The screenshot displays the Leximancer software interface. On the left, a 'Project Selection' pane shows a tree view with 'Leximancer Projects', 'Test', 'IPTSI1', and 'Tutorial Projects'. The main workspace contains a network diagram with nodes for 'media', 'digital', 'use', 'DC', 'framework', 'teachers', 'levels', 'cognitive', 'online', and 'economic', connected by lines. Below the diagram are three sliders: '% Visible Concepts' (0-100), '% Theme Size' (0-100), and 'Degree of Rotation' (0-360). On the right, a 'Thematic Summary' table shows the following data:

Theme	Connectivity	Relevance
digital	100%	
use	47%	
framework	37%	
information	33%	
teachers	16%	
levels	10%	
DC	09%	
computer	07%	
related	05%	
cognitive	03%	
online	02%	
children	01%	

Below the table, the 'THEME: digital (digital)' section lists 204 hits with the following descriptions:

- || **Create** — **Adapt**: apply, design or construct information in |
- || digital environments by: 1) **Editing** and formatting a |
- || document according to a set of editorial specifications; |
- || (2) **Creating** a presentation slide to support a position on |
- || a controversial topic; 3) **Creating** a data display to |
- || identify the relationship between academic and economic |

Leximancer Themes

Project Selection

File ▾

- Leximancer Projects
- Test
- IPTS1
- Tutorial Projects

Welcome | Project Control: IPTS1 | Map Explorer: IPTS1

Thematic Summary

Detail: [low](#) [medium](#) [high](#)

Theme	Connectivity	Relevance
digital	100%	
use	47%	
framework	37%	
information	33%	
teachers	16%	
case	10%	
levels	09%	
DC	07%	
computer	05%	
related	03%	
cognitive	03%	
online	02%	
children	01%	

THEME: [digital](#) (*digital*) (Hits: 204)

digital

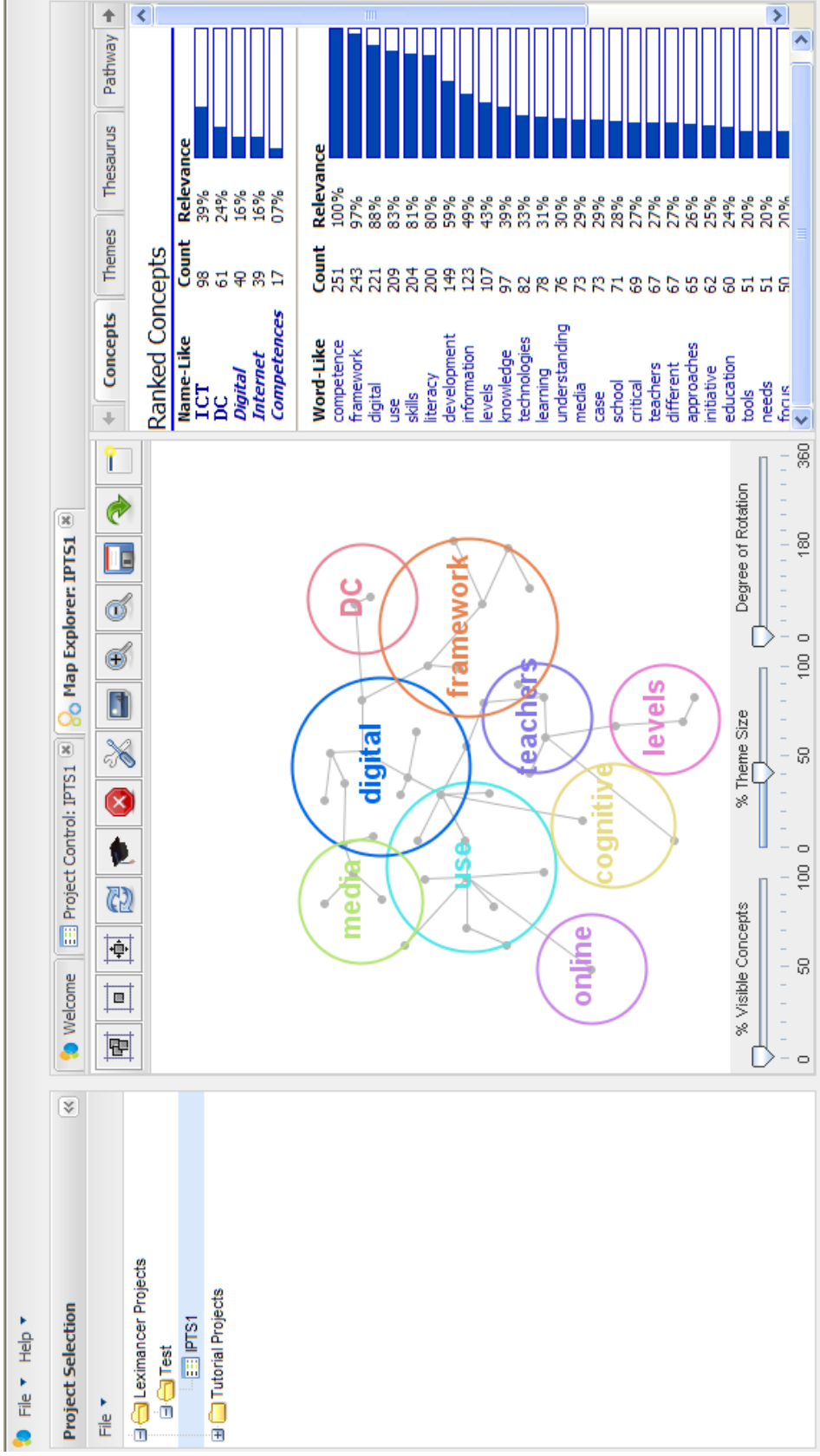
- || **Create** — *Adapt*, apply, design or construct information in |
- || digital environments by: 1) *Editing* and formatting a |
- || document according to a set of editorial specifications; |
- || 2) *Creating* a presentation slide to support a position on |
- || a controversial topic; 3) *Creating* a data display to |
- || clarify the relationship between academic and economic |

% Visible Concepts: [Slider] 0 50 100 360

% Theme Size: [Slider] 0 50 100 360

Degree of Rotation: [Slider] 0 180 360

Leximancer Concepts



Appendix 5 - Knowledge, Attitudes and Skills

Joint Research Centre (JRC)

Knowledge, Attitudes and Skills

Anusca Ferrari



IPTS - Institute for Prospective Technological Studies

Seville - Spain

<http://ipts.jrc.ec.europa.eu/>

<http://www.jrc.ec.europa.eu/>

Key Competences Recommendation:

combination of knowledge, skills and attitudes appropriate to the context.

(European Parliament and the Council, 2006)

European Qualifications Framework Recommendation:

the proven ability to use knowledge, skills and personal, social and/or methodological abilities.

(European Parliament and the Council, 2008)

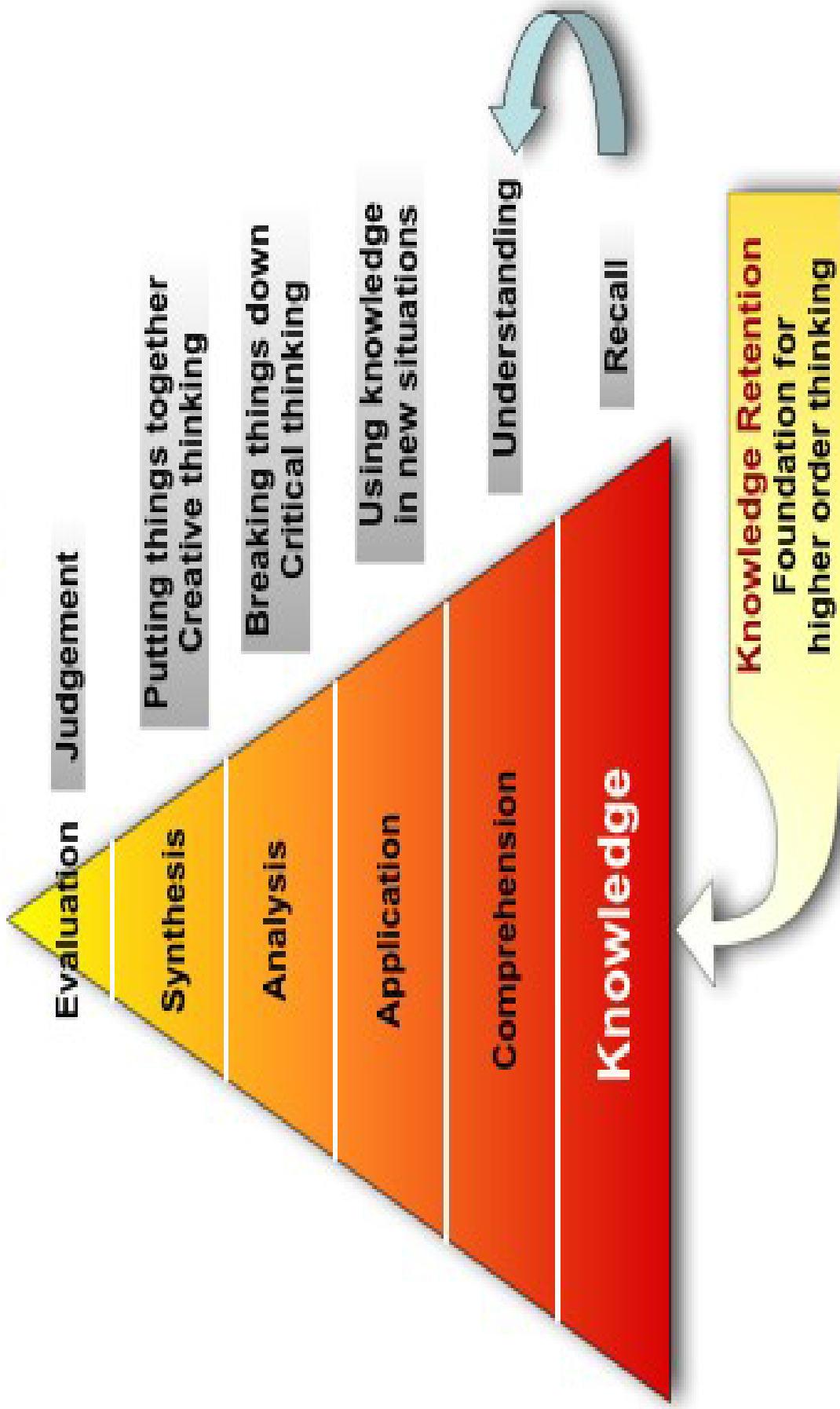


Cognitive: Mental
skills (Knowledge)

Affective: Growth
in feelings
(Attitude)

Psychomotor:
Manual/physical
skills (Skills)

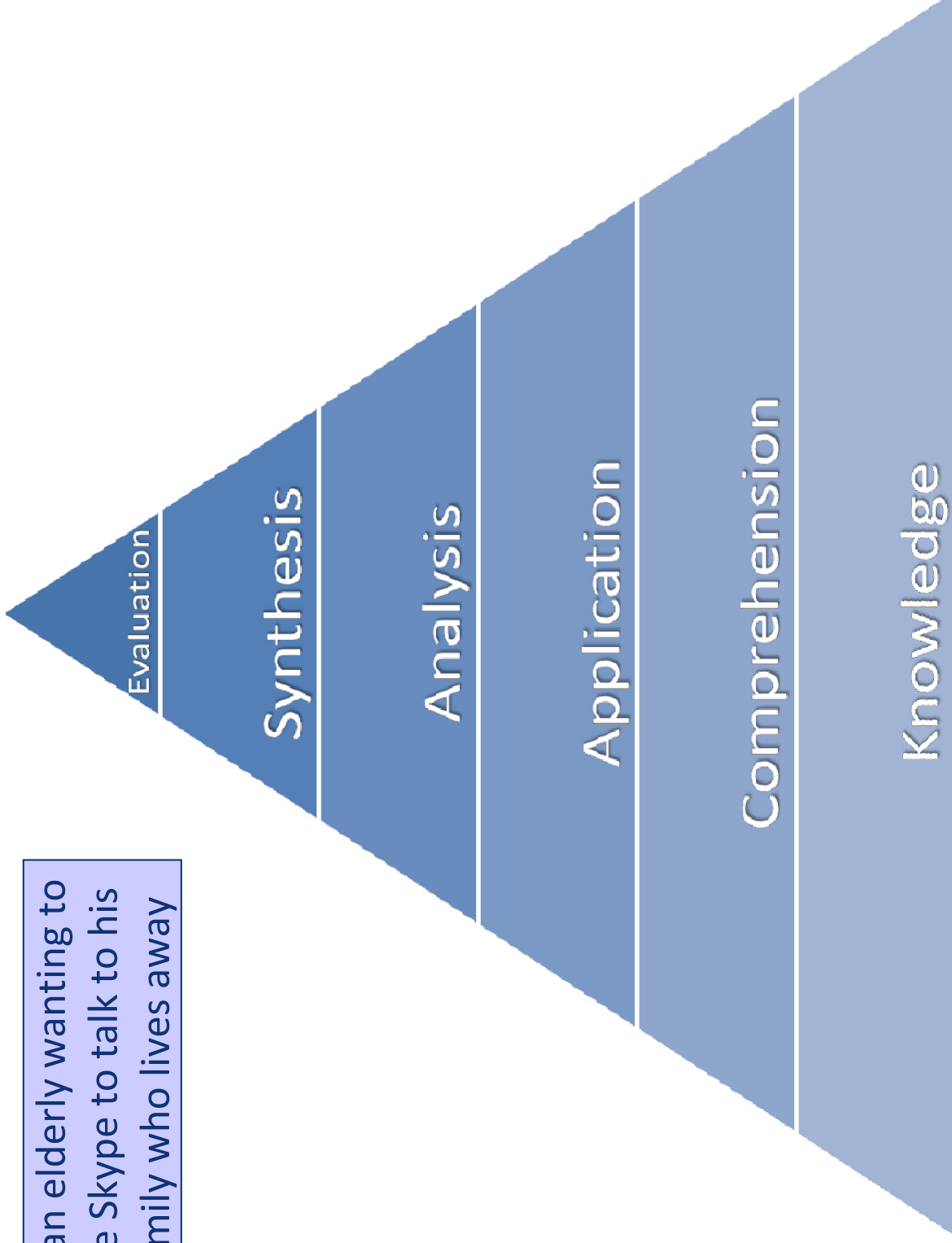
•Created in 1954



“no sane educator would propose starting with knowledge in grade 1, moving to comprehension in grade 2, application in grade 3 and so on. Rather, the levels of the *taxonomy* refer to processes that need to go on in concert at all levels [...] however, the *Taxonomy* has encouraged schools to continue an emphasis on low level factual knowledge”

(Breiter & Scardamalia, 2005)

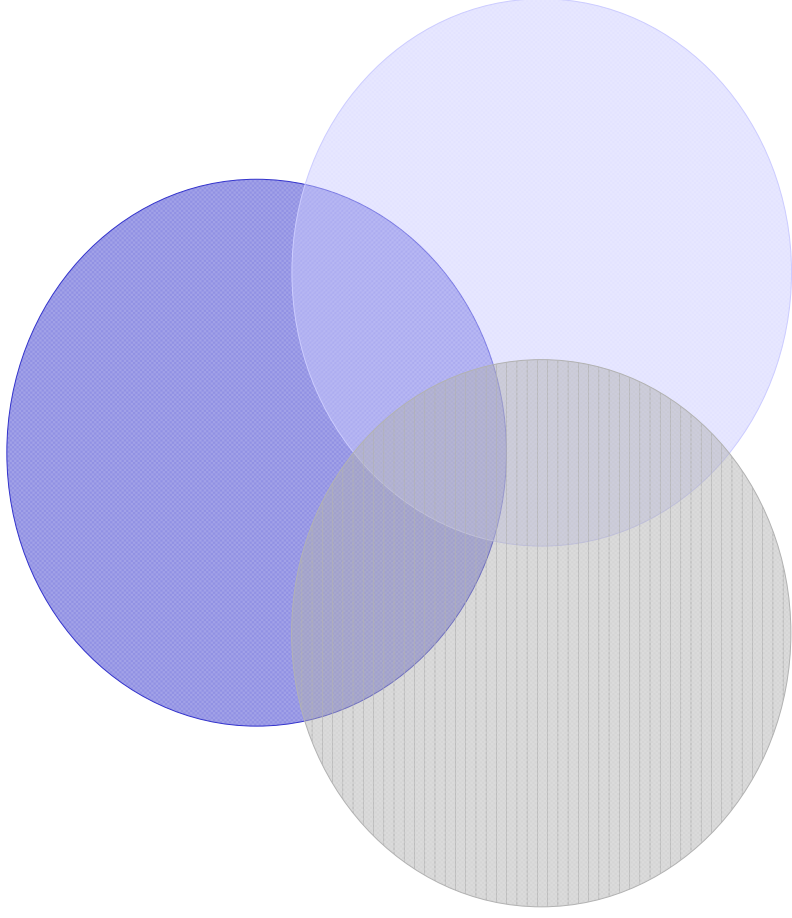
Case: an elderly wanting to use Skype to talk to his family who lives away





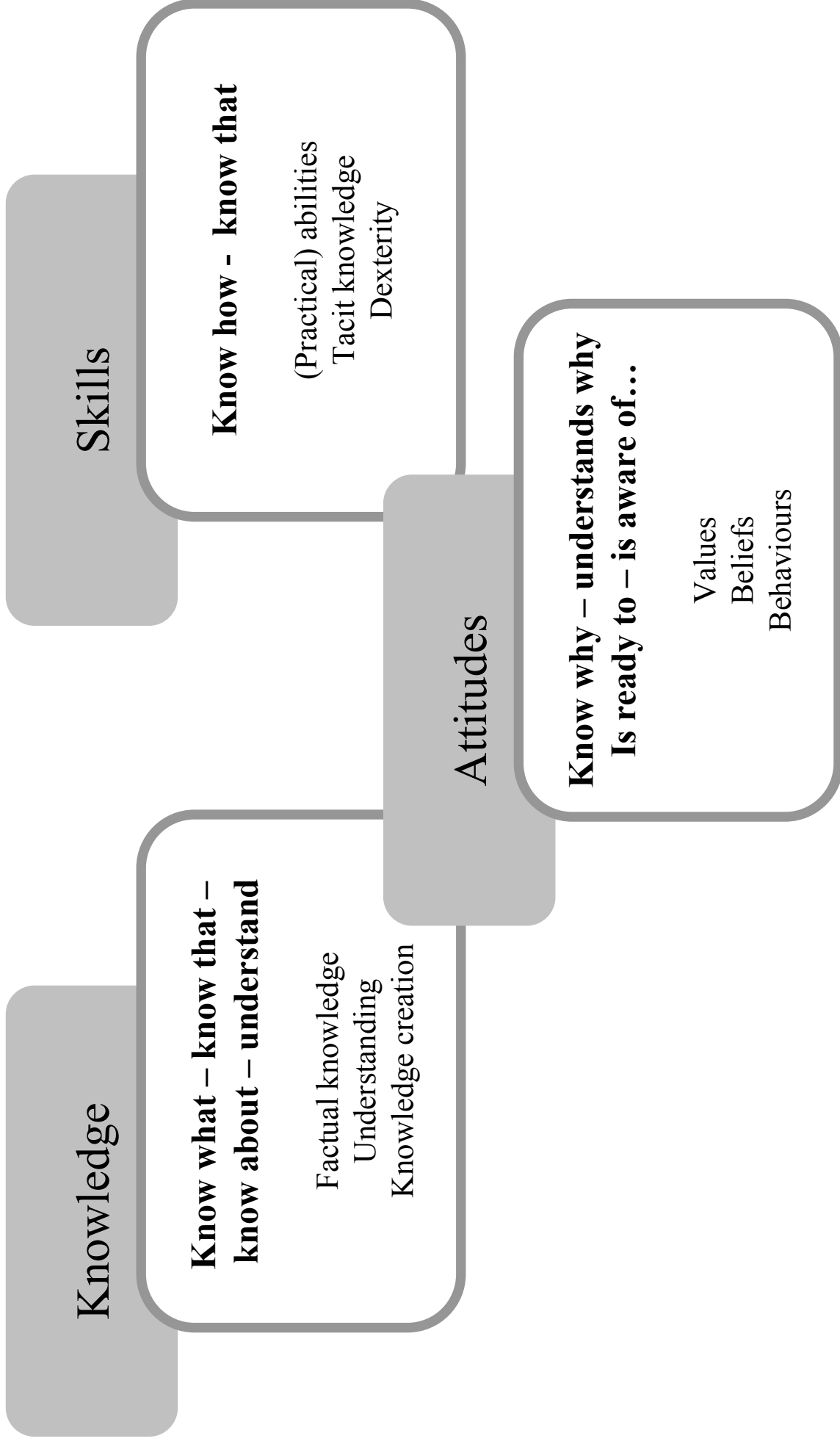
three inter-related elements?

Attitudes



Knowledge

Skills



Appendix 6 - Experts overview & strategies

Online Consultation for a Digital Competence Framework

Experts overview & strategies

José Janssen & Slavi Stoyanov

Kick off meeting December 14th Seville

Centre for Learning Sciences and Technologies

Open Universiteit
celstec.org



OUNL Experts list (94)

- approach
- overview sector and field
- merging the sets
- strategies to enhance response



Approach

- as described in proposal
- evaluation:
 - Journals & conferences most fruitful
 - LinkedIn more useful than the touchgraph tool



Overview

Sector & Field

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%



Education & Training

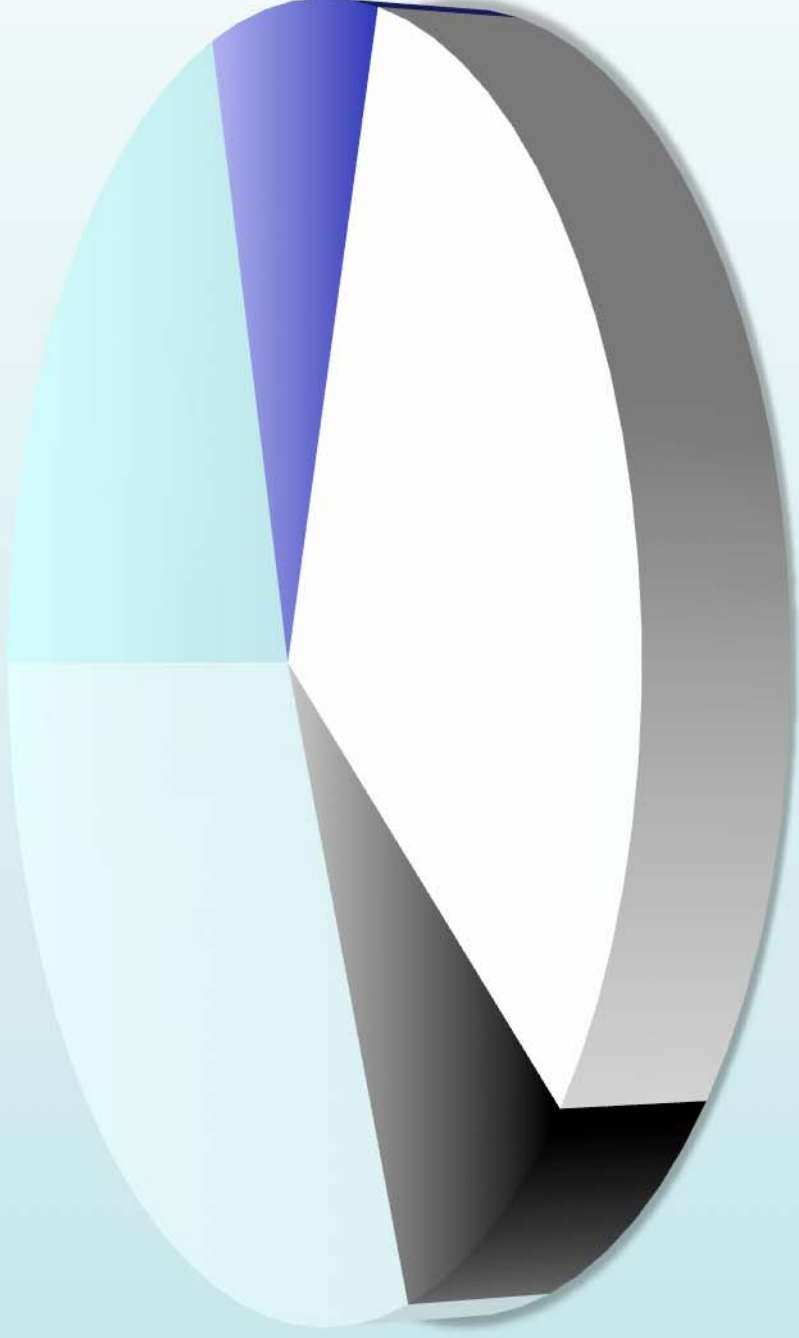
Research

IT-Business

Policy

Inclusion

%



- Formal Ed.
- Non-formal Ed.
- Lifelong Learning
- Frameworks
- Future trends

% of total	Education & Training	Research	IT-Business	Policy	Inclusion Practices
Formal Ed.	6	12	1	2	
Non-formal Ed.	3	1	3	1	
Lifelong Learning	1	11	4	6	9
Frameworks	4	2		2	
Future trends	2	15	5	6	2



Question

How useful are these classifications / categories:

- a. for our own understanding?
- b. to include in reports?



Merging the two sets:

- only four experts overlapping
- total now: 166



Enticing participation and response rates

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celstec.org



Stages

- Invitation
- Initial non-response
- Drop-out



Invitation

- Personally address people we know
- Stress advantages:
 - knowledge
 - reputation
 - network
- Stress importance of commitment & suggest replacement



Onderwijs- en Leerwetenschappen Topic Sociale media voor leren

Home > Onderwijs- en Leerwetenschappen > Introductie

 **Introductie**

 Blog

 Community

Introduction

e-Learning 2.0

Peer Support

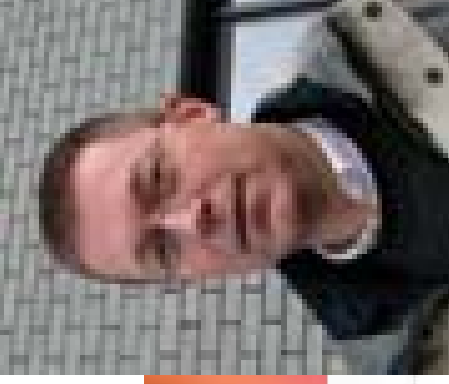
Learner Support

Online Learner Identity

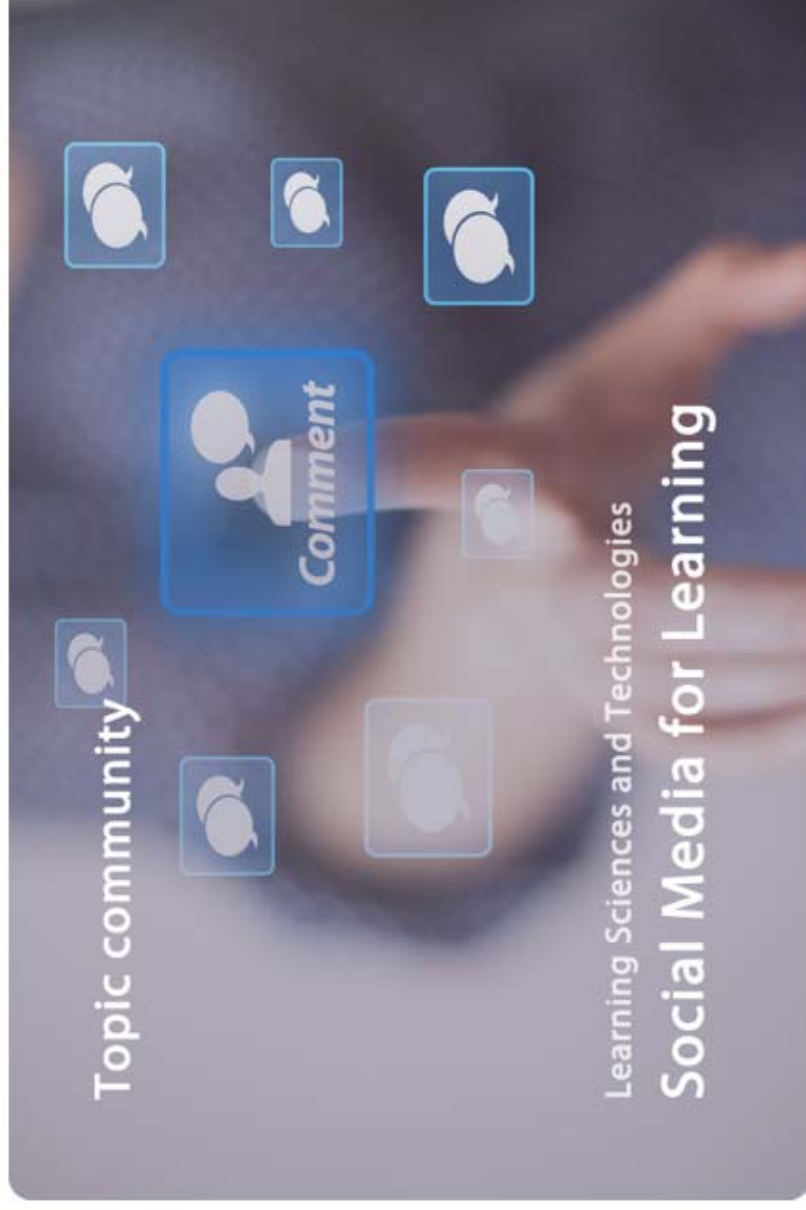
Selected Sources

Interested?

Colophon



Ope



Initial non-response

- Extended sample (166)
- Reminder email
- Ask suggestion for replacement



If all else fails:

additional sampling



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Image: Idea go / FreeDigitalPhotos.net



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Appendix 7 – Digital Competence First Round Questionnaire

DIGITAL COMPETENCE

First Round Questionnaire

Slavi Stoyanov & José Janssen

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Requirements

- Stimulates generation of a broad scope ideas
- Stimulates generation of many ideas
- Simple

Brainstorming Questionnaire

Sections

- General Instruction
- Demographic Questions
- Content Question (s)

General Instruction

We ask you to generate as many ideas as possible about what it means to be digitally competent in any possible context: learning, work, leisure, everyday life and participation in society. Prior to this activity some demographic questions are set up. Your answers will be kept confidential and will be used for research purposes only. The questionnaire will not take any longer than 20 minutes of your time.

Demographic Questions

- Country
- Gender
- Educational background (Social Sciences, Life Sciences, Engineering & Computer Sciences, Business & Administration, Media & Arts, Other)
- Sector (Academia, Business, Public, Other)
- Professional Experience (Less than 5 years, 6-10 years, More than 10 years)

Content Item Instruction

Version	Instruction elements						
	DC Components	Definition	Action verbs	Brainstorming rules	Format	Example	
Version I	X	X			X	X	
Version II	X				X	X	
Version III	X	X	X		X	X	
Version IV	X		X		X	X	
Version V					X	X	
Version VI			X		X	X	

Content Item (V1)

(general)

“Please generate as many ideas as possible for each component of the digital competence: knowledge, skills and attitudes. You can certainly add more components.

<For each <<component>> we provide a generally accepted definition but you can use your own definition or a frame of reference> (optional)

<<component>> = knowledge, skill, attitude

...

Content Item (V1)

(knowledge)

...

- **Knowledge** is typically defined as the body of facts, principles, theories about a particular field of work or study, here digital competence.

When generating ideas about the knowledge component of digital competence, please use the following format:

“Knowing <that, about, ...> <subject, topic, ...>”.

For example:

“Knowing about search engine functions”.

Content Item (V1)

(skills)

...

- **Skill** is the ability to apply knowledge and use know-how to accomplish tasks and solve problems. Skills can be cognitive (involving logical, critical and creative thinking) or practical (involving the use of methods, tools, instruments and materials).

When generating ideas about the skill component of digital competence, please use the following format:

“Being able to **<action>** **<subject...>**”.

For example:

“Being able to **perform search**”.

Content Item (V1)

(attitudes)

...

- **Attitude** includes beliefs, values, ethics, responsibility, autonomy, beliefs, feelings, interests, opinions, values.

When generating ideas about the attitude component of digital competence, please use the following format:

“Being willing to **<action>** **<subject...>**”.

For example:

“Being willing to **share** **information**”.

Content Item V2 – Action Verbs

(general)

- Include all components of version 1
- Replace the general terms <“knowing about”, “being able to”, “being willing to”> with action verbs
- Use the following format:
 - Knowledge: “ < action verb > <subject, topic, ...>”
 - Example: “ < action verb > <subject, topic, ...>”
 - Skills : “ < action verb > <subject, topic, ...>”
 - Example: “ < action verb > <subject, topic, ...>”
 - Attitudes : “ < action verb > <subject, topic, ...>”
 - Example: “ < action verb > <subject, topic, ...>”



Content Item V2

(Action Verbs)

- Action verbs for the knowledge component of digital competence:
{ acquire, choose, collect , complete, define, describe, detect, differentiate, distinguish, identify, arrange, estimate, explain...}
- Action verbs for the skill component of digital competence:
{apply, calculate, change, classify, compute, conduct , construct, develop, discover, employ , generalize , manipulate, modify, operate, organize , predict , produce, show, solve, transfer, use, analyze, categorize, classify, combine, conclude, contrast, criticize defend, evaluate, create, design, devise, develop, argue, assess, critique, judge, justify...}
- Action verbs for the attitude component of digital competence:
{express, feel confident, inspire, mobilize, motivate, negotiate. nurture, respect, respond, sensitively, take responsibility, value, commit to, get excited about, tolerate, care for...}

Content Item Version 3

“We ask you now to share your opinion on what it means in an ideal world to be digitally competent. Please try to complete the following sentence in as many different ways as you consider relevant:

“A digitally competent citizen is someone who.....”