

Teaching and Learning with Digital Applications

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Abstract

In 2006 the European Commission recorded digital competence as one of the eight key competences for lifelong learning. Later, the competency was further defined by The Digital Competence Framework for Citizens called DigComp. Digital competences are divided into five areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety and Problem solving, which are further defined in the form of 21 competencies. In Slovenia, as well as in some other European countries, there is a gap between the information and communication skills acquired by students in school and the skills needed by the economy. The development of digital competence is primarily a result of the teacher's efforts since it is not evaluated, neither entirely nor systematically. Digital gadgets can be seen, on the one hand, as an opportunity to make meaningful use of digital technology for teaching and learning, and on the other, as developing the digital competence of students to digitally change the whole society. As an example of good practice, we will show how we can use different digital gadgets to produce flyers, leaflets and video animations. We will use the free Adobe Spark application, which is available online, and we will list some more similar gadgets. With the application, we can convert our ideas into stunning visual stories with just a few clicks. Teachers can use the application to better represent the lessons and students can use it to prepare presentations of seminar papers, leaflets, greetings, and invitations, which allows both active and passive use.

Keywords: Digital competence, learning, graphic design, digital applications