

Competency matrix for digital media for higher education staff

Susana Amalia de Juana Espinosa

University of Alicante, Spain
susana.espinosa@gcloud.ua.es

Aleš Trunk

International School for Social and Business Studies, Slovenia
ales.trunk@mfdps.si

David Dawson

University of Gloucestershire, Business School, United Kingdom
ddawson@glos.ac.uk

Abstract

PRUDMET project aims to address the need to support higher education staff in becoming competent in a broader range of digital media and technologies and embed them in their teaching and learning programmes.

One of the key objectives of the project was to develop a competency matrix for digital media for higher education staff that would serve as a base for producing workshops and handbooks for trainers of higher education staff, mentoring approaches, and video guides to train higher education staff on digital media and technologies. We identified several competency frameworks that could support our effort to develop the matrix; however, two competency frameworks could be validated as an operable common denominator for all national practices identified in project partner countries, namely DigCompEdu and DigCompOrg. These frameworks are pretty well known, and their main dimensions are Communication and Collaboration (6 subcategories), Information and Data Literacy (3 subcategories), Problem Solving (4 subcategories), Safety (4 subcategories) and Digital Content Creation (4 subcategories).

Our research and analysis resulted in the PRUDMET competency matrix, which we called Higher Education Teaching Through Technology Competency Framework. It consists of three competency pillars with 3 areas of competencies in each of them:

- 1) *Designing Learning & Assessment through Technology*
 - *Design learning outcomes for critical inquiry, employability, and sustainability*
 - *Design authentic learning interventions for engagement*
 - *Designing authentic assessment interventions for engagement*
 - *Identify and select technologies to deliver engagement and authenticity in learning*

- 2) *Development and Distribution of Learning and Assessment through Technology*
 - *Self-development of skills for creating and delivering learning through selected technologies*
 - *Agree on delivery responsibilities for learning technologies*
 - *Create authentic and engaging learning and assessment interventions using appropriate technologies*
 - *Distribute technologies to staff and students ready for learning*

- 3) *Delivering Learning & Assessment through Technology*
 - *Provide students support with the use of technologies for learning*
 - *Deliver authentic and engaging learning and assessment through technology*
 - *Enable student independence and innovation in learning through digital technologies*
 - *Review the impact of learning through digital technology*

Keywords: digital competency, higher education staff, matrix of competencies, questionnaire