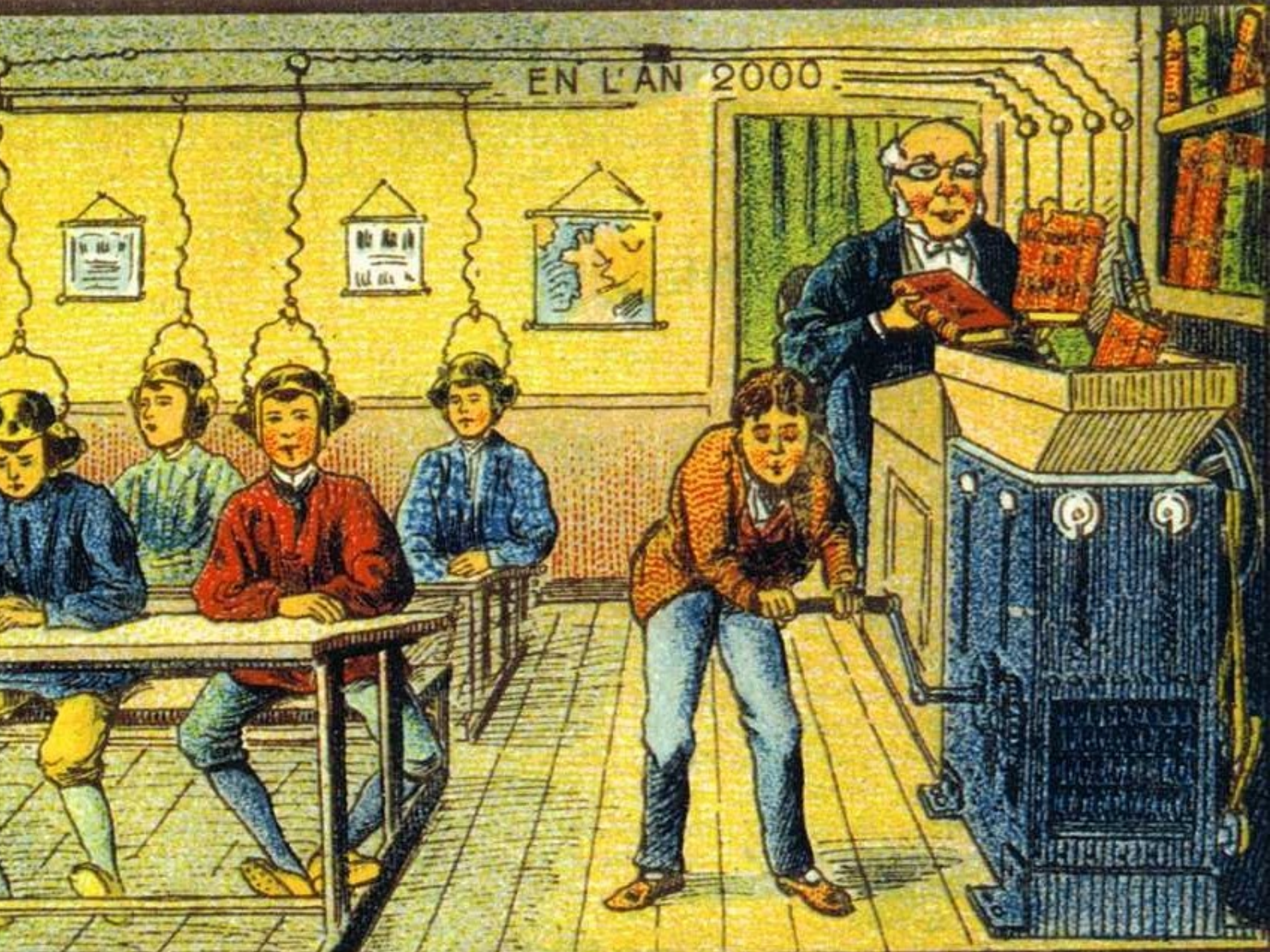
Introduzione alla formazione a distanza

Formez PA


EN L'AN 2000

E-Learning

Metodologia didattica che offre la possibilità di erogare contenuti formativi elettronicamente (e-learning) attraverso Internet o reti Intranet. Per l'utente rappresenta una soluzione di apprendimento flessibile, in quanto fortemente personalizzabile e facilmente accessibile.

Cosa serve ai partecipanti

Quali sono i vantaggi

Competenze digitali
E-leadership
Open data
Partecipazione
Qualità dei servizi web

Formez PA

4 corsi

3.309 partecipanti

64.590 unità didattiche

8.166 test

3.673 esercitazioni

4,7 gradimento

Iscrizione ai corsi aperta a tutti i dipendenti pubblici

Materiali rilasciati con licenza aperta (CC BY-SA)

Corsi trasferiti senza alcun onere alle PA

Un esempio di corso

Modulo 1 – La partecipazione civica

Modulo 2 - Progettare una consultazione online

Modulo 3 - Metodi e strumenti per una consultazione online

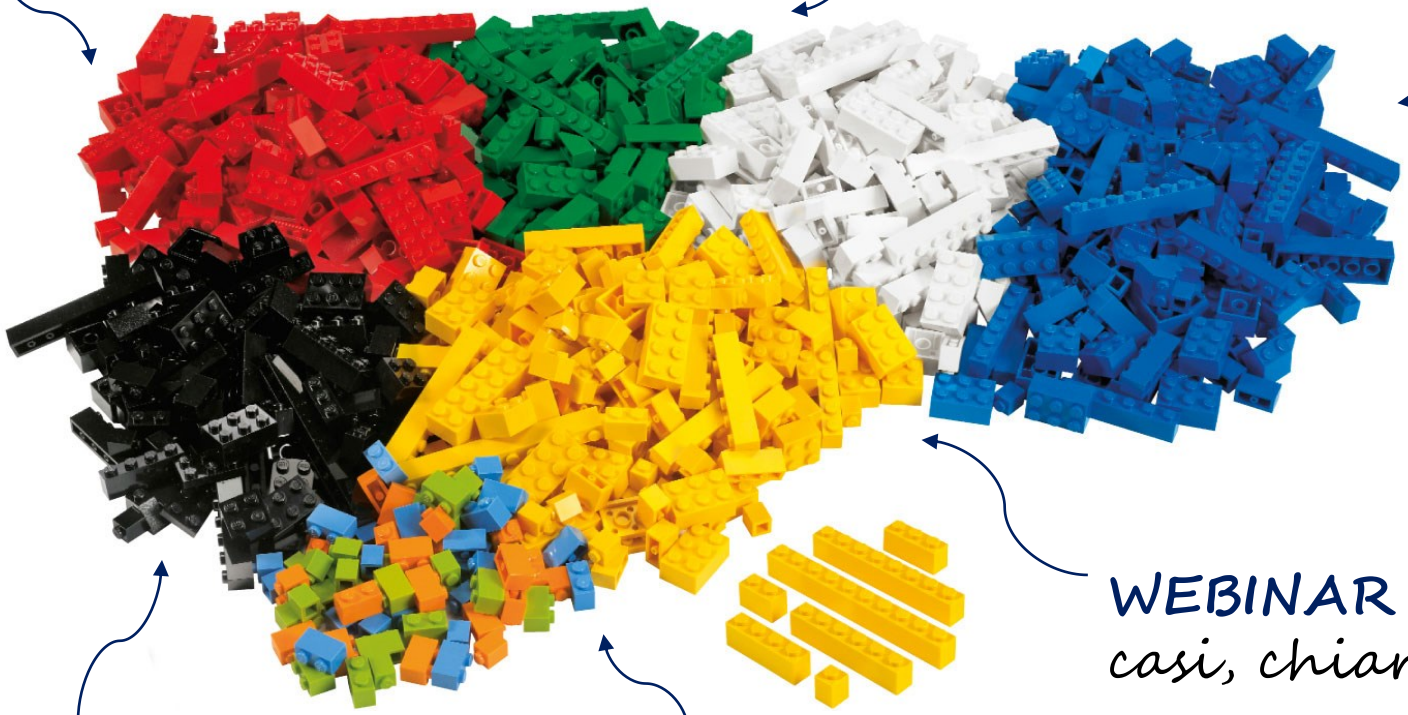
Modulo 4 - Valutare e condividere i risultati di una consultazione online

Mix di attività del MOOC

LEARNING OBJECT
conoscenze di base

VIDEOLEZIONI
approfondimenti

INTERVISTE
testimonianze

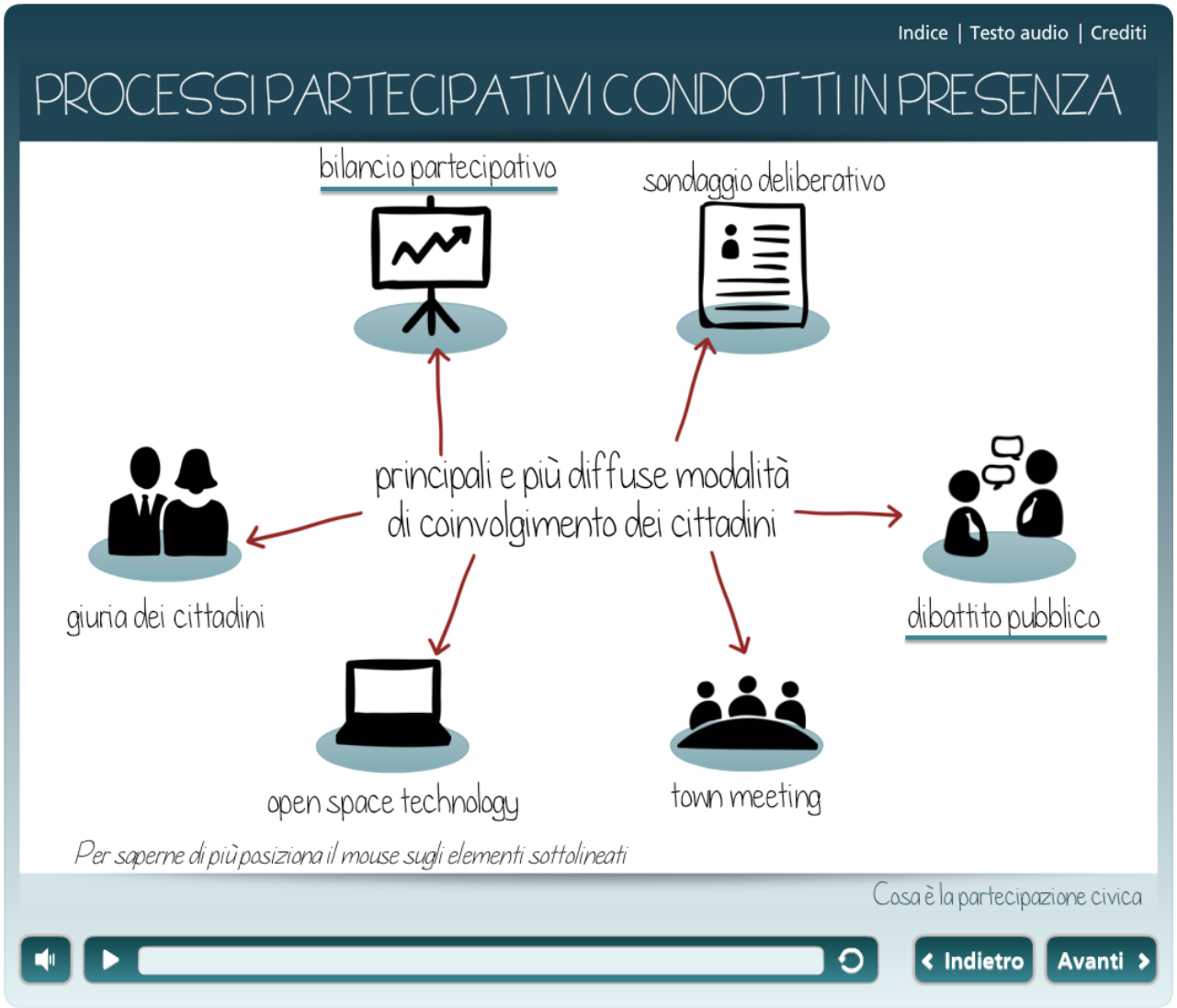


WEBINAR
casi, chiarimenti

ESERCITAZIONI
peer review

FORUM
discussione tra pari

Lezioni multimediali



Videolezioni

Interviste

Testimonianza sul progetto MappiNA

Nell'intervista a Ilaria Vitellio viene raccontata l'esperienza di MappiNA, il progetto di mappa partecipata della città di Napoli.

Coca-Cola

Esercitazioni online

Webinar

[Cloud4PA] La gestione di un webinar.ppt

Schermo intero

Il processo di gestione di un webinar

Le tre Età dell'uomo (Giorgione, 1507)

Formez PA

La gestione di un webinar
Modalità di gestione e strumenti

Video

Chat (Tutti)

Niccolò Mattia: ok grazie..

Niccolò Mattia: pochine!?

Gianluca Affinito: @Niccolò: Ti rispondo fra poco direttamente a voce

Niccolò Mattia: ok

Gianluca Affinito: Sono diventati quasi 1700 con il webinar di ieri ;-)

Claudia Salvi: Un relatore esterno, residente anche in un Paese diverso dall'Italia, è ammissibile?

Ivano Tamaggio: @Niccolò: E' il limite per la Adobe Connect Pro Annual License

Niccolò Mattia: Grazie Ivano.

Gianluca Affinito: @Ivano: Il limite dipende dalla nostra licenza, non dalla piattaforma

Claudia Salvi: ottimo, grazie

Paolo Porcaro: Ammissibile in che senso?

Claudia Salvi: se può fare una relazione dall'estero

Claudia Salvi: cioè intervebnire come relatore

Ivano Tamaggio: Si, Gianluca, è l'annual license. Grazie

Ivano Tamaggio: :)

Claudia Salvi: ok grazie

0:43:09/1:28:59

Assessing Educators' Digital Competence

To encourage take-up, it is proposed to refer to proficiency levels using motivating role descriptors. These can, however, be mapped onto the proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 (Newcomer) to C2 (Pioneer). In general, the following characterisations apply:

Newcomers (A1) have had very little contact with digital tools and need guidance to expand their repertoire.

Explorers (A2) have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences.

Enthusiasts (B1) experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts.

Professionals (B2) use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices.

Experts (C1) rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others.

Pioneers (C2) question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers.

	Newcomer (A1)	Explorer (A2)	Enthusiast (B1)	Professional (B2)	Expert (C1)	Pioneer (C2)
1. Professional Engagement	Making **little use**; Being **unsure**	Being **aware**; **Basic tool use**	**Effective** use; **Responsible** use; Experimentation	**Structured**; **Creative**; **Responsive**; **Transparent**; **Reflected** practice	Critically, Strategically: **Evaluating**, **Discussing**, **Reflecting**	**Re-designing**, **Innovating**
2. Digital Resources	Making **little use**; Being **unsure**	Being **aware**; **Basic tool use**	**Basic criteria**; **Basic strategies** Some advanced features	**Advanced strategies**; **Complex criteria**; Creating resources	**Comprehensively** using **Advanced tools**; Publishing resources	**Professionally** creating & publishing
3. Digital Pedagogy	Making **little use**; Being **unsure**	Being **aware**; **Basic tool use**	Integrating & Implementing **meaningfully**	**Enhancing**, **Scaffolding**	Orchestrating; **flexibly** adapting; **strategically**; **purposefully**	**Innovating** teaching
4. Digital Assessment	Making **little use**; Being **unsure**	**Basic tool use** within traditional approaches	Employing digital tools to **enhance traditional** approaches	**Strategic**, **Effective** use	**Comprehensive**, **Critical**, **Reflective** practice	**Innovating** assessment
5. Empowering Learners	Making **little use**; Being **unsure**	Being **aware**; **Basic tool use**	**Addressing** learner empowerment	**Strategically** using a **Range of tools** to empower	**Comprehensively**, **Critically Enhancing**	**Innovating** strategies
6. Learners' DC	Making **little use** of strategies for learners' DC	**Encouraging** learners to use digital tools	**Implementing** activities fostering learners' DC	**Strategically** using a **range** of strategies	**Comprehensively** and **critically** fostering learners' DC	Using **innovative formats** for fostering learners' DC

Figure 3: Key words used in the proficiency progression

Next steps

From 13 March to 1 May 2017 the framework and its accompanying self-assessment questionnaire were subjected to an online stakeholder consultation. The results of this consultation will be discussed with representatives of the Member States in mid-May, upon which the framework will be finalised and published.

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https://ec.europa.eu/jrc/digcompedu

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European Commission

Proposal for a European Framework for the Digital Competence of Educators (DigCompEdu)

March 2017

As the teaching professions face rapidly changing demands, educators require an increasingly broad set of competences. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence.

The DigCompEdu framework aims to capture these educator-specific digital competences.

The framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts. It aims to provide a general reference frame for developers of Digital Competence models, i.e. Member States, regional governments, national and regional agencies, educational organisations themselves, and public or private professional training providers.

DigCompEdu considers six different competences areas with a total of 23 competences.

Area 1 focuses on the professional environment;

Area 2 on sourcing, creating and sharing digital resources;

Area 3 on managing and orchestrating the use of digital tools in teaching and learning;

Area 4 on digital tools and strategies to enhance assessment;

Area 5 on the use of digital tools to empower learners;

Area 6 on facilitating learners' digital competence.

Areas 2 to 5 form the pedagogic core of the framework. They detail the competences educators need to possess to foster effective, inclusive and innovative learning strategies, using digital tools.

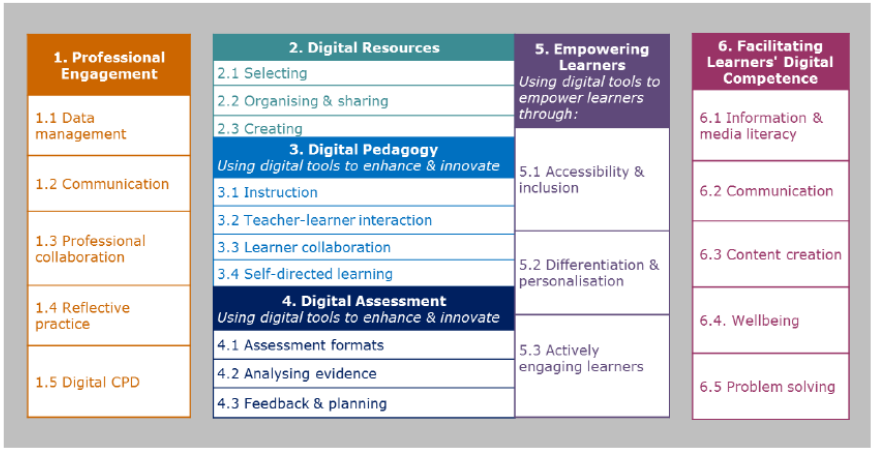

Figure 1: Overview of the DigCompEdu framework

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32

aprile 2007

i Quaderni

Vademecum per la realizzazione di progetti formativi in modalità e-learning nelle pubbliche amministrazioni

II Edizione

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