

D3.1 - Questionnaire for the second consultation round

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Online Consultation for a Framework on Digital Competence

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Questionnaire for the second consultation round

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Version history

Version	Date	Description	Editor(s)
1.0	27-03-2012	The second round questionnaire aims at validating the description of digital competence through various statements grouped in 14 clusters derived from the first round results.	José Janssen (OU), Slavi Stoyanov (OU)
1.1	02-04-2012	Minor adaptations of labels and visual representation of the 14 clusters. Added question to opt for inclusion in list of experts acknowledged in final report.	José Janssen (OU), Slavi Stoyanov (OU)

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Online Consultation Second Round Questionnaire

Introduction

The input provided by you and other experts in the first round of the Online Consultation for a Framework on Digital Competence led us to distinguish 14 constituent components of digital competence. We present each of these components back to you now in the following format:

- Label of the digital competence component
- Description
- Statements on specific knowledge, skills, and attitudes relating to this particular aspect of digital competence.

We ask you to go through each of the components and related statements and to:

- a. Indicate for each statement whether you think the attributes described are needed by most people, by some people, by few people (e.g. specialists), or not needed at all.
- b. Freely comment on the label, description, and/or statements.

Next, an overview of all 14 components will be presented to you in a single picture. We ask you to take a look at the overview and to indicate, whether you think there are aspects of digital competence which remain uncovered by this overview, or the opposite: aspects have been included which don't belong there.

Digital Competence statements¹

Please consider below components of digital competence and related statements and indicate for each statement whether you find the knowledge, skills, and attitudes described, are needed by: **most** people, **some** people, **few** people, or not needed at all: **none**.

A. General technical knowledge and functional skills

The digitally competent person knows the basics of digital devices and can use one or more of them in a functional way.

Possesses general computer skills (typing, using computers, getting into a new programme in no time).

most some few none

Is comfortable using a computer, which may be one of many types (e.g. Desktop PC, Laptop, Tablet, Smartphone).

most some few none

Knows the basics about the technology.

most some few none

Understands the relations and differences between hardware and software.

most some few none

Has seen at least once a computer from inside and understands its different parts and components.

most some few none

Knows there are several operating systems running out there and understands the differences between them.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

¹ The online version of this questionnaire will present components on subsequent screens. We did not 'mimic' this here by presenting every next component on a new page.

B. Basic use in everyday life

The digitally competent person is able to integrate technologies into his/her everyday life activities and to enhance everyday life by using digital means for a range of routine transactions/processes.

Is able to use at least office applications, or other applications that have to do with his/her work.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to search, collect, process, evaluate, store data, information and concepts.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Can create and edit content (text, numeric, images...even movies).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Can share content and/or store personal content using cloud services.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Shares photos and travel reports via applications.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to download different information types from the Internet.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Possesses the skills to obtain and process digital information and transform it into knowledge.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consults online sources as a matter of routine in all aspects of life.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utilises different digital resources to get information for their leisure time (on sports, equipment, travel).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to use digital media for entertainment (gaming, culture, tourism, etc).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utilises apps to improve the quality of his/her own life (jogging, health, diet plans).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to look for a job online.

most some few none

Can shop online and/or conduct transactions online (e.g. pay bills, submit tax declaration electronically, book a hotel, interact with government or local services).

most some few none

Can participate fully in society through engagement in democratic actions (lobbying, parliament, online petitions, etc.)

most some few none

Please feel free to comment on label, description, and/or statements for this component:

C. Specialized and advanced skills for work and creative expression

The digitally competent person uses ICT to improve his professional performance and the products of his/her creativity.

Uses technology to improve the quality of his/her work.

most some few none

Masters specialized digital skills needed by his/her area of work.

most some few none

Is able to develop something new by using specific tools and software, and is able to remix different existing texts into something new.

most some few none

Is able to express him/herself, to create and understand knowledge representations using digital media.

most some few none

Is a "digital writer", who understands how meaning is produced through multimedia and transmedia texts, how culture is produced through the Internet and social media in particular.

most some few none

Has broadened his/her competence in line with his/her age/job/focus, for example using project management software if s/he is a project manager, using CAD software if s/he is interested in design.

most some few none

Has broadened his/her competence to database use, editing websites, editing digital images.

most some few none

Is able to create complex models and simulations of the real world using digital information.

most some few none

Can program in at least one high-level language.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

D. Technology mediated communication and collaboration

The digitally competent person is able to communicate, collaborate, and connect with others effectively in digital environments.

Is able to communicate through ICT.

most some few none

Is able to use social media.

most some few none

Is able to use digital media to be part of a community.

most some few none

Uses digital equipment to keep in touch with friends and others.

most some few none

Is able to use digital media to cooperate (productively).

most some few none

Can use ICT for team work (collaboration, co-construction of content), work at a distance.

most some few none

Shares information with a social network.

most some few none

Can, if they choose to, engage in social networking either for personal or professional purposes.

most some few none

Is able to take advantage of digital technology to cooperate and take part in networks and networked learning.

most some few none

Is able to manage his/her professional reputation online.

most some few none

Uses Web 2.0 and social networks to promote results of their work.

most some few none

Is willing to contribute to the public knowledge domains.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

E. Privacy and security

The digitally competent person has the capacity to protect personal data and take appropriate security measures.

Is able to create, share/present, protect and monitor his/her digital identity and footprints.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to find out who the other person might be (if strangers are met on the internet).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understands how major players like Google, Facebook and Twitter use personal data that they collect about users and can act prudently in this knowledge.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knows that most major interactive services use information about him or her to filter in commercial messages in more or less explicit manners.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understands the risks associated with online use and encounters with unknown persons.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to protect him/herself (at least to some extent) from threats of the digital world (fraud, malware, viruses etc.).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understands the risk of identity theft and is able to take steps to mitigate risk.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has an understanding of security implications related with ICT.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is aware of privacy issues when using Internet/mobile Internet and is able to act prudently.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is aware of the impact and longevity of digital information that s/he considers for publishing.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to comment on label, description, and/or statements for this component:

F. Legal and ethical aspects

The digitally competent person behaves appropriately and in a social acceptable way in digital environments, demonstrating awareness and knowledge of legal and ethical aspects on the use of ICT and digital content.

Never uses digital applications in a way that adversely affects others (from abuse to the unnecessary use of 'reply all').

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to communicate and collaborate with others in line with digital etiquette.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Fosters awareness of his/her own personal responsibilities and the respect of reciprocal rights/obligations in building shared and collaborative knowledge.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Understands basic e-ethics and demonstrates appropriate behaviours when using digital products and online information and communicating with others through digital tools.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Considers legal and ethical principles of use and publication of information.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Understands the rights of others and behaves ethically, e.g. in relation to piracy/copyright and truthfulness in general.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Understands and abides by copyright and licence rules.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Knows there are different ways of licensing intellectual property production, understands differences between using copyright, public domain, copyleft and/or creative commons licenses.

most some few none

Has an advanced sense of suitable behaviour, finely tuned to media context, audience and legal provisions.

most some few none

Understands the ethics and possibilities implied by using either a closed source operating system or an open source one.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

G. Information processing and management

The digitally competent person demonstrates the ability to gather, organise, analyse, and assess information using digital technology and can judge the relevance and purpose of digital information.

Can integrate, compare and put together different types of information related to multimodal content.

most some few none

Is able to structure, classify and organize information according to a certain classification scheme or genre.

most some few none

Is able to gather relevant digital information, e.g. other users' experiences, and to assess the quality of goods based on that information.

most some few none

Is able to judge content found on the Internet (true/false), how to find appropriate material, and what sources can be trusted.

most some few none

Is able to compare and contrast information from diverse sources (triangulate information) before it is used in a knowledge-making process.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

H. Informed and flexible decision-making

The digitally competent person is aware of most relevant or common technologies and is able to decide upon the most appropriate technology according to the purpose or need at hand.

Knows more about the tools s/he daily uses than just where to click.

most some few none

Understands the potential of digital devices and resources for her/his work.

most some few none

Knows the range of things that can be done using ICT/Internet.

most some few none

Is aware of the most relevant or popular digital technologies used by peers.

most some few none

Has reasonable knowledge of available technologies, their strengths and weaknesses and whether and how they might support the achievement of personal goals.

most some few none

Chooses the most appropriate technologies according to the task.

most some few none

Will not opt for a particular technology because it is the latest or most trendy/sexy one, but instead seeks to find the best solution for the problem at hand.

most some few none

Will use a widely diverse and well-balanced mix of digital and non-digital technologies for different problems and will dynamically change options over time, consciously contributing to and adapting to change in the world around.

most some few none

Is able to use digital services without being completely dependent on them (or: helpless without).

most some few none

Can determine if appropriate and safe digital means are available, that are efficient and cost-effective in comparison with other means.

most some few none

Understands the technologies s/he is using at a level that is sufficient to underpin good purchasing decisions, e.g., about devices or Internet Service Providers.

most some few none

Knows which digital technologies are used by (reputed) experts in his/her field.

most some few none

Has first-hand knowledge and expertise of the major digital technologies used in his/her field.

most some few none

Has a comprehensive mental map of how the online world works.

most some few none

Understands the environmental impact of computers and electronic devices and how s/he can make them last longer by recycling parts of it (such as changing hard disks).

most some few none

Is able to make informed decisions (with human or technological assistance where appropriate) about whether and how to use technologies to pursue goals that have personal meaning and relevance to his/her life.

most some few none

Please feel free to comment on label, description, and/or statements for this component:

I. Exploration of digital opportunities and adaptation to own needs

The digitally competent person actively explores emerging technologies and integrates them in his/her environment.

Is able to adapt very quickly to new advanced technology and to integrate technology into his/her environment.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to learn how to work with any new digital technology by trying it out, and using its internal advice, guidance and help.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Possesses the skills to constantly update knowledge about which digital instruments are available.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to learn the new technologies that emerge.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please feel free to comment on label, description, and/or statements for this component:

J. Self-directed learning with digital technologies

The digitally competent person uses ICT for lifelong learning.

Is able to use digital media to learn (develop oneself).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to use a digital environment for lifelong learning (formal or informal).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continuously self-monitors personal goals and diagnoses deficiencies of competencies required for reaching these goals.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knows how to self-regulate his/her technology enhanced learning.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Can use ICT resources to safely expand his/her knowledge and connect to the world around him/her including both people and resources.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to use learning management systems, information management systems, etc.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is capable of exploiting technological potentials in order to represent and solve problems.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has sufficient social and cultural capital so that technology use is supported and encouraged in the communities to which s/he belongs.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to comment on label, description, and/or statements for this component:

K. Understanding and awareness of role of ICT in society

The digitally competent person understands the broader context of use and development of information and communication technology.

Understands the wider context of digital tools in a 'digital age' characterised by globalisation, networks and flows i.e. can 'read the world' as well as 'read the word/texts'.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understands where ICT comes from, who develops it and for what purposes, and knows about the historical evolution of internet, the web and its basic architectural principles.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is aware of the general trends within new media even if s/he does not use them.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understands the role of ICT in everyday life, in social life and at work.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has a deep and transversal competency in how digital devices, media and networks play together.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to comment on label, description, and/or statements for this component:

L. Effective & efficient use

The digitally competent person increases personal and professional effectiveness and efficiency through the use of digital technologies.

Is able to arrange and develop his/her personal working environment as an effective and reliable system.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Includes more and more digital instruments in every day life to increase the quality of life and personal involvement in overall social life.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to stay informed and evaluate information delivered through pull and push technology.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Can use different ICT in a way that helps to achieve certain results more quickly, or more easily, or to achieve better results.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Demonstrates fluent application of general digital devices available in her/his surroundings and digital resources transmitted through Internet or other communication tools, for daily life and life-long learning needs.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Knows how to use digital equipment cost-efficiently and also time-efficiently.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Can solve a theoretical or practical problem, of individual or collective interest, through or with the support of digital tools.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to safely use digital standard technologies for learning, solving problems, communication and collaboration, creative activities, work.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please feel free to comment on label, description, and/or statements for this component:

M. Seamless use and appropriation of technology

The digital competent person uses technology naturally and confidently, demonstrating self-efficacy.

Can access technology and uses it without realising that s/he is actually using it.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Reaches for technological tools as easily and as unselfconsciously as s/he might reach for a pencil.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Knows the language of new media (exactly the same way as being proficient in one or more human languages makes our life easier).

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is able to manage several virtual identities in different contexts.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is a digital native, who makes natural use of participative technology and of social media.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please feel free to comment on label, description, and/or statements for this component:

N. Balanced attitude towards technology

The digitally competent person demonstrates an informed, open-minded, and balanced attitude towards Information Society and the use of digital technology. The digitally competent person is curious, aware of opportunities and new developments, and is comfortable to explore and exploit them.

Has a critical view about information technologies.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| most | some | few | none |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Has (often implicit) views on the benefits and drawbacks of each major digital technology used in his/her field.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has a positive but realistic attitude towards the benefits and risks associated with using technologies.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sees digital media as enablers rather than inhibitors of choice and action.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uses digital media and tools without fear, always aware that digital enablers should serve the human being to have a better life (and not the opposite).

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is self-motivated to seek and share information, to learn new skills, and – at least initially – experience new information with an open mind.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Holds a positive attitude to learn about emerging digital technologies.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is always open to new ideas and willing to learn new technologies.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has a general level of confidence, meaning that s/he is willing to experiment with new technologies, but also to reject inappropriate technologies.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feels part of the current discourse on the opportunities afforded by new media.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to assess and reduce/avoid technology related threats to one's health.

most	some	few	none
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is able to manage the potentially distracting aspects of working digitally.

most some few none

Has understood that the digital environment we are facing can make things better or worse - it all depends on how we are using it and what rules we find for it.

most some few none

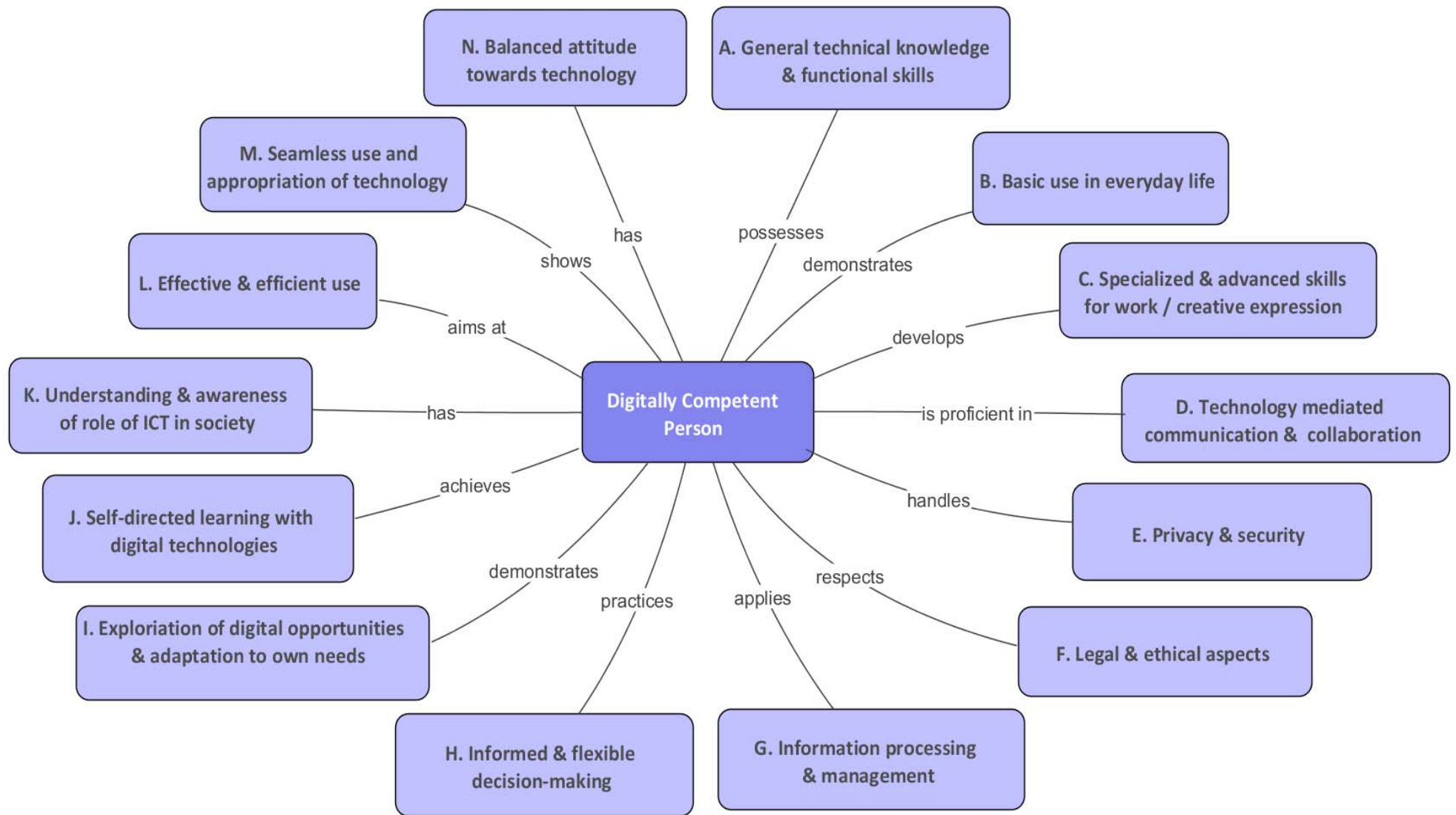
Please feel free to comment on label, description, and/or statements for this component:

Digital competence map

Please take a look at the [overview of digital competence components](#) (URL to picture below) and carefully consider the following questions:

Do you think the map provides a concise and complete description of digital competence?
Is there something missing in this map, or does it contain things that you would say do not belong there?

Your comments:



Finally, please indicate whether you would like your name to appear in the final report as an acknowledgement of your contribution:

- No
- Yes

(If you do want your name to appear you will receive an email allowing you to specify how you want it to appear, e.g. first name or initials, titles etc.)

Thank you for your time and effort.