STATEMENT OF DIGITAL SKILLS FOR:

This system of specifying digital competences is an adaptation of DIGCOMP 2.1: see <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf>

For the named individual, the system states the digital skills firstly in generic terms and then in relation to the specific project in which they took part, namely Linguacuisine.

Further information on the Linguacuisine project, as well as the app, authoring software and online community, can be found on <https://linguacuisine.com/> The website also contains the social recipe produced by the named individual, which displays and embodies the digital skills acquired.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 1: Information and data literacy 1.1 Browsing, searching and filtering data, information and digital content***  *To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  • **identify** my information needs,  • **find** data, information and content through a simple search in digital environ¬ments,  • **find** how to access these data, information and content and navigate between them.  • **identify simple** personal search strategies. | At basic level and with autonomy and appropriate guidance where needed, I can:  • **identify** my information needs,  • **find** data, information and content through a **simple** search in digital environ¬ments,  • **find** how to access these data, information and content and navigate between them.  • **identify simple** personal search strategies. | On my own and solving straightforward problems, I can:  • **explain** my information needs,  • **perform well-defined and routine** searches to find data, information and content in digital environ¬ments,  • **explain** how to access them and navigate between them.  • **explain well-defined and routine** personal search strategies. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**illustrate** information needs,  •**organise** the searches of data, information and content in digital environ¬ments,  •**describe** how to access to these data, information and content, and navigate between them.  •**organise** personal search strategies. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them * search for images I need for my recipe online and select suitable ones to use | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them * search for images I need for my recipe online and select suitable ones to use | On my own and solving straightforward problems, I can:   * explain to a friend how to find images for their recipes online and give tips to choose suitable ones * use key words to find the exact images I need | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * illustrate to a friend how to find images for their recipes online and give tips to choose suitable ones * use key words to find the exact images I need and describe this process to a friend |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 1: Information and data literacy 1.2 Evaluating data, information and digital content***  *To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  • **detect** the credibility and reliability of common sources of data, infor¬mation and their digital content. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**detect** the credibility and reliability of common sources of data, infor¬mation and their digital content. | On my own and solving straightforward problems, I can:  •**perform** the analysis, comparison and evaluation of the credibility and reliability of **well-defined** sources of data, information and digital content.  •**perform** the analysis, interpretation and evaluation of **well-defined** data, information and digital content | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**perform** the analysis, comparison and evaluation of sources of data, information and digital content.  •**perform** the analysis, interpretation and evaluation of data, information and digital content |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify from a list of video editing apps, those that are commonly used because they are credible and reliable | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify from a list of video editing apps, those that are commonly used because they are credible and reliable | On my own and solving straightforward problems, I can:   * easily evaluate the credibility and reliability of a video editing app based on the information provided on the app store | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * easily evaluate the credibility and reliability of a video editing app based on the information provided on the app store |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 1: Information and data literacy 1.3 Managing data, information and digital content***  *To organise, store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify** how to organise, store and retrieve data, information and content in a **simple** **way** in digital environments.  •**recognise** where to organise them in a **simple** **way** in a structured environment. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify** how to organise, store and retrieve data, information and content in a **simple** **way** in digital environments.  •**recognise** where to organise them in a **simple** **way** in a structured environment. | On my own and solving straightforward problems, I can:  •**select** data, information and content in order to organise, store and retrieve **in a routine way** in digital environments.  •**organise** them **in a routine way** in a structured environment. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**organise** information, data and content to be easily stored and retrieved.  •**organise** information, data and content in a structured environment. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * find documents or folders on a computer when the path is given * save a document, video or audio file with an appropriate title on an iPad or computer and retrieve it when necessary | At basic level and with autonomy and appropriate guidance where needed, I can:   * find documents or folders on a computer when the path is given * save a document, video or audio file with an appropriate title on an iPad or computer and retrieve it when necessary | On my own and solving straightforward problems, I can:   * save a document, video or audio file with an appropriate title on an iPad or computer and retrieve it when necessary * organise my recipe in a separate folder clips with appropriate titles where I can access them with ease | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * save a document, video or audio file with an appropriate title on an iPad or computer and retrieve it when necessary * organise my recipe in a separate folder clips with appropriate titles where I can access them with ease |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.1 Interacting through digital technologies***  *To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with  guidance, I can:  •**select** **simple** digital technologies to interact, and  •**identify** appropriate **simple** communication means for a given context. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**select** **simple** digital technologies to interact, and  •**identify** appropriate **simple** communication means for a given context. | On my own and solving straightforward problems, I can:  •**perform well-defined and routine** interactions with digital technologies, and  •**select well-defined and routine** appropriate digital communication means for a given context. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**select** a variety of digital technologies to interact, and  •**select** a variety of appropriate digital communication means for a given context. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify the appropriate digital platform to use to interact with my friends (e-mail, social media, etc.) | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify the appropriate digital platform to use to interact with my friends (e-mail, social media, etc.) | On my own and solving straightforward problems, I can:   * identify the appropriate digital platform to use to interact with my friends (e-mail, social media, etc.) * select the appropriate digital platform to interact for different contexts: such as using social media for sharing recipes and e-mail for contacting a colleague | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * identify the appropriate digital platform to use to interact with my friends (e-mail, social media, etc.) * select the appropriate digital platform to interact for different contexts: such as using social media for sharing recipes and e-mail for contacting a colleague |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.2 Sharing through digital technologies***  *To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**recognise** **simple** appropriate digital technologies to share data, information and digital content.  •**identify** **simple** referencing and attribution practices. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**recognise** **simple** appropriate digital technologies to share data, information and digital content.  •**identify simple** referencing and attribution practices. | On my own and solving straightforward problems, I can:  •**select well-defined and routine** appropriate digital technologies to share data, information and digital content.  •**explain** how to act as an intermediary for sharing information and content through **well-defined and routine** digital technologies,  •**illustrate well-defined and routine** referencing and attribution practices. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**manipulate** appropriate digital technologies to share data, information and digital content.  •**explain** how to act as an intermediary for sharing information and content through digital technologies,  •**illustrate** referencing and attribution practices |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify which programs (e-mail, icloud, etc.) to use to share recipe photos or videos | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify which programs (e-mail, icloud, etc.) to use to share recipe photos or videos | On my own and solving straightforward problems, I can:   * select the appropriate digital platform (e-mail, icloud, social media etc.) to use to share recipe photos or videos | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * select the appropriate digital platform (e-mail, icloud, social media etc.) to use to share recipe photos or videos |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.3 Engaging in citizenship through digital technologies***  *To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with  guidance, I can:  •**identify** **simple** digital services in order to participate in society.  •I can **recognise** **simple** appropriate digital technologies to empower myself and to participate in society as a citizen | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify simple** digital services in order to participate in society.  •**recognise simple** appropriate digital technologies to empower myself and to participate in society as a citizen. | On my own and solving straightforward problems, I can:  •**select well-defined and routine** digital services in order to participate in society.  •**indicate well-defined and routine** appropriate digital technologies to empower myself and to participate in society as a citizen. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**select** digital services in order to participate in society.  •**discuss** appropriate digital technologies to empower myself and to participate in society as a citizen. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand digital citizenship and its sub themes * recognise the digital platforms where I can participate in society, such as the social media account of my city or workplace | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand digital citizenship and its sub themes * recognise the digital platforms where I can participate in society, such as the social media account of my city or workplace | On my own and solving straightforward problems, I can:   * understand digital citizenship and its sub themes * recognise the digital platforms where I can participate in society, such as the social media account of my city or workplace | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * understand digital citizenship and its sub themes * recognise the digital platforms where I can participate in society, such as the social media account of my city or workplace |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.4 Collaborating through digital technologies***  *To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**choose** **simple** digital tools and technologies for collaborative processes. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**choose simple** digital tools and technologies for collaborative processes. | On my own and solving straightforward problems, I can:  •**select well-defined and routine** digital tools and technologies for collaborative processes. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**select** digital tools and technologies for collaborative processes. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * choose the appropriate digital tools for collaboration, such as sharing recipe photos and videos on a cloud-based data storage | At basic level and with autonomy and appropriate guidance where needed, I can:   * choose the appropriate digital tools for collaboration, such as sharing recipe photos and videos on a cloud-based data storage | On my own and solving straightforward problems, I can:   * choose the appropriate digital tools for collaboration, such as sharing recipe photos and videos on a cloud-based data storage | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * choose the appropriate digital tools for collaboration, such as sharing recipe photos and videos on a cloud-based data storage |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.5 Netiquette***  *To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**differentiate simple** behavioural norms and know-how while using digital technologies and interacting in digital environments.  •**choose simple** communication modes and strategies adapted to an audience and  •**differentiate simple** cultural and generational diversity aspects to consider in digital environments. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**differentiate simple** behavioural norms and know-how while using digital technologies and interacting in digital environments.  •**choose simple** communication modes and strategies adapted to an audience and  •**differentiate simple** cultural and generational diversity aspects to consider in digital environments. | On my own and solving straightforward problems, I can:  •**clarify well-defined and routine** behavioural norms and know-how while using digital technologies and interacting in digital environments.  •**express well-defined and routine** communication strategies adapted to an audience and  •**describe well-defined and routine** cultural and generational diversity aspects to consider in digital environments. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** behavioural norms and know-how while using digital technologies and interacting in digital environments.  •**discuss** communication strategies adapted to an audience and  •**discuss** cultural and generational diversity aspects to consider in digital environments. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand the concept of digital etiquette and identify appropriate behaviour * transform existing information to fit the digital audience, like being careful with selected vocabulary and sentence structure while creating a recipe for language learners | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand the concept of digital etiquette and identify appropriate behaviour * transform existing information to fit the digital audience, like being careful with selected vocabulary and sentence structure while creating a recipe for language learners | On my own and solving straightforward problems, I can:   * understand the concept of digital etiquette and describe appropriate behaviour * describe to a friend the issues to consider when producing a recipe in a foreign language for language learners from different cultures | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * understand the concept of digital etiquette and discuss appropriate behaviour * discuss communication strategies to adapt a recipe for language learners from different cultures |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 2: Communication and collaboration 2.6 Managing digital identity***  *To create, and manage one or multiple digital identities, to be able to protect one’s own reputation, to deal with the data that one produces through several digital tools, environments and services.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify** a digital identity,  •**describe** simple ways to protect my reputation online,  •**recognise** simple data I produce through digital tools, environments or services. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify** a digital identity,  •**describe** simple ways to protect my reputation online,  •**recognise** simple data I produce through digital tools, environments or services. | On my own and solving straightforward problems, I can: •**discriminate** a range of well-defined and routine digital identities, •**explain** well-defined and routine ways to protect my reputation online, •**describe** well-defined data I routinely produce through digital tools, environments or services. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**display** a variety of specific digital identities,  •**discuss** specific ways to protect my reputation online,  •**manipulate** data I produce through digital tools, environments or services. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * set up a personal email account and use it to log into the authoring tool * understand digital representation and identify the right amount of personal information to share | At basic level and with autonomy and appropriate guidance where needed, I can:   * set up a personal email account and use it to log into the authoring tool * understand digital representation and identify the right amount of personal information to share | On my own and solving straightforward problems, I can:   * set up a personal email account and use it to log into the authoring tool * explain digital representation and identify the right amount of personal information to share | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * set up various digital identities such as a personal email account, social media account and blog * discuss the right amount of personal information to share according to the platform * manipulate the data I produce by deleting information when necessary |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 3: Digital content creation 3.1 Developing content***  *To create and edit digital content in different formats, to express oneself through digital means.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify** ways to create and edit simple content in **simple** formats,  •**choose** how I express myself through the creation of **simple** digital means. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify** ways to create and edit **simple** content in simple formats,  •**choose** how I express myself through the creation of **simple** digital means. | On my own and solving straightforward problems, I can: •**indicate** ways to create and edit **well-defined and routine** content in well-defined and routine formats, •**express** myself through the creation of **well-defined and routine** digital means. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**indicate** ways to create and edit content in different formats,  •**express** myself through the creation of digital means. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify which programs I need to create written, audio and video content * identify how to edit a video into smaller clips with a worksheet explaining the steps | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify which programs I need to create written, audio and video content * record videos for individual steps of my recipe | On my own and solving straightforward problems, I can:   * indicate the steps needed to take to adapt a recipe to an online platform including the use of different formats such as text, audio and video | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * indicate the steps needed to take to adapt a recipe to an online platform including the use of different formats such as text, audio and video |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 3: Digital content creation 3.2 Integrating and re-elaborating digital content***  *To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**select** ways to modify, refine, improve and integrate **simple** items of new content and information to create new and original ones. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**select** ways to modify, refine, improve and integrate **simple** items of new content and information to create new and original ones | On my own and solving straightforward problems, I can: •**explain** ways to modify, refine, improve and integrate **well-defined** items of new content and information to create new and original ones. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** ways to modify, refine, improve and integrate new content and information to create new and original ones. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * select ways to adapt existing knowledge to use it in a digital form, such as creating individual and understandable steps for an online recipe | At basic level and with autonomy and appropriate guidance where needed, I can:   * select ways to adapt existing knowledge to use it in a digital form, such as creating individual and understandable steps for an online recipe | On my own and solving straightforward problems, I can:   * explain ways to adapt existing knowledge to use it in a digital form, such as the different formats that can be used to create an online recipe for language learners | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * discuss ways to adapt existing knowledge to use it in a digital form, such as how to modify and refine an existing recipe to make it suitable for an online platform and language learners |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 3: Digital content creation 3.3 Copyright and licenses***  *To understand how copyright and licenses apply to data, digital information and content.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify** **simple** rules of copyright and licenses that apply to data, digital information and content. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify** **simple** rules of copyright and licenses that apply to data, digital information and content. | On my own and solving straightforward problems, I can: •**indicate well-defined and routine** rules of copyright and licenses that apply to data, digital information and content. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** rules of copyright and licenses that apply to digital information and content. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand the concept of legal responsibility for online actions including copyright issues * identify how to use digital content without violating copyright rules | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand the concept of legal responsibility for online actions including copyright issues * identify how to use digital content without violating copyright rules | On my own and solving straightforward problems, I can:   * understand the concept of legal responsibility for online actions including copyright issues * indicate the rules of copyright and choose copyright free images for my online recipes | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * understand the concept of legal responsibility for online actions including copyright issues * discuss the rules of copyright and choose copyright free images for my online recipes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 4: Safety 4.1 Protecting devices***  *To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have a due regard to reliability and privacy.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify simple** **ways** to protect my devices and digital content, and  •**differentiate** **simple** risks and threats in digital environments,  •**choose simple** safety and security measures, and  •**identify simple ways** to have due regard to reliability and privacy | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify simple ways** to protect my devices and digital content, and  •**differentiate simple** risks and threats in digital environments,  •**follow simple** safety and security measures.  •**identify simple ways** to have due regard to reliability and privacy | On my own and solving straightforward problems, I can: •**indicate well-defined and routine** ways to protect my devices and digital content, and •**differentiate well-defined and routine** risks and threats in digital environments, •**select well-defined and routine** safety and security measures. •**indicate well-defined and routine** ways to have due regard to reliability and privacy | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**organise** ways to protect my devices and digital content, and  •**differentiate** risks and threats in digital environments,  •**select** safety and security measures.  •**explain** ways to have due regard to reliability and privacy |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand digital security and identify steps to take in order to be digitally protected * access a device and/or online system by putting in usernames and passwords | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand digital security and identify steps to take in order to be digitally protected * access a device and/or online system by putting in usernames and passwords | On my own and solving straightforward problems, I can:   * indicate digital security and select the appropriate measures to take in order to be digitally protected * indicate the importance of having complex passwords and explain how to make your accounts secure | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * explain digital security and select the appropriate measures to take in order to be digitally protected * explain the importance of having complex passwords and explain how to make your accounts secure |
| ***Competence area 4: Safety 4.2 Protecting personal data and privacy***  *To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**select simple ways** to protect my personal data and privacy in digital environments, and  •**identify simple ways** to use and share personally identifiable information while protecting myself and others from damages.  •**identify simple** privacy policy statements of how personal data is used in digital services. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**select simple ways** to protect my personal data and privacy in digital environments, and  •**identify simple ways** to use and share personally identifiable information while protecting myself and others from damages.  •**identify simple** privacy policy statements of how personal data is used in digital services. | On my own and solving straightforward problems, I can: •**explain well-defined and routine** ways to protect my personal data and privacy in digital environments, and •**explain well-defined and routine** ways to use and share personally identifiable information while protecting myself and others from damages. •**indicate well-defined and routine** privacy policy statements of how personal data is used in digital services. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** ways to protect my personal data and privacy in digital environments, and  •**discuss** ways to use and share personally identifiable information while protecting myself and others from damages.  •**indicate** privacy policy statements of how personal data is used in digital services. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify how much personal information to reveal in a digital environment * remove online personal information if necessary and identify options regarding online presence | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify how much personal information to reveal in a digital environment * remove online personal information if necessary and identify options regarding online presence | On my own and solving straightforward problems, I can:   * explain issues surrounding sharing personal information online * remove online personal information if necessary and identify options regarding online presence | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * discuss issues surrounding sharing personal information online * remove online personal information if necessary and identify options regarding online presence |
| ***Competence area 4: Safety 4.3 Protecting health and wellbeing***  *To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments  (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**differentiate simple** ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.  •**select simple** ways to protect myself from possible dangers in digital environments.  •**identify simple** digital technologies for social well-being and social inclusion. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**differentiate simple** ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.  •**select simple** ways to protect myself from possible dangers in digital environments.  •**identify simple** digital technologies for social well-being and social inclusion. | On my own and solving straightforward problems, I can: •**explain well-defined and routine** ways to how to avoid health -risks and threats to physical and psychological well-being while using digital technologies. •**select well-defined and routine** ways to protect myself from dangers in digital environments. •**indicate well-defined and routine** digital technologies for social well-being and social inclusion. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**explain** ways to how to avoid threats to my physical and psychological health related with the use of technology.  •**select** ways to protect self and others from dangers in digital environments.  •**discuss** on digital technologies for social well-being and inclusion. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand the concept of digital health and wellness and how extended digital activity can have physical impacts such as eye strain and posture issues * identify actions to take in the case of cyber bullying, such as reporting member to the website admin | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand the concept of digital health and wellness and how extended digital activity can have physical impacts such as eye strain and posture issues * identify actions to take in the case of cyber bullying, such as reporting member to the website admin | On my own and solving straightforward problems, I can:   * explain the concept of digital health and wellness and how extended digital activity can have physical impacts such as eye strain and posture issues * identify actions to take in the case of cyber bullying, such as reporting member to the website admin | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * explain the concept of digital health and wellness as well as strategies to avoid threats to physical health * identify actions to take in the case of cyber bullying, such as reporting member to the website admin |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 4: Safety 4.4 Protecting the environment***  *To be aware of the environmental impact of digital technologies and their use.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**recognise** **simple** environmental impacts of digital technologies and their use. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**recognise simple** environmental impacts of digital technologies and their use. | On my own and solving straightforward problems, I can: •**indicate well-defined and routine** environmental impacts of digital technologies and their use. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** ways to protect the environment from the impact of digital technologies and their use. |
| ***Linguacuisine*** | At basic level and with guidance, I can: | At basic level and with autonomy and appropriate guidance where needed, I can: | On my own and solving straightforward problems, I can: | Independently, according to my own needs, and solving well-defined and non-routine problems, I can: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 5: Problem solving 5.1 Solving technical problems***  *To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify simple** technical problems when operating devices and using digital environments, and  •**identify simple** solutions to solve them. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify simple** technical problems when operating devices and using digital environments, and  •**identify simple** solutions to solve them. | On my own and solving straightforward problems, I can: •**indicate well-defined and routine** technical problems when operating devices and using digital environments, and •**select well-defined and routine** solutions to them. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**differentiate** technical problems when operating devices and using digital environments, and  •**select** solutions to them. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * identify issues with saving videos, audios and problems with retrieving them * identify simple technical problems that can occur while using the authoring tool and identify simple solutions for them | At basic level and with autonomy and appropriate guidance where needed, I can:   * identify issues with saving videos, audios and problems with retrieving them * identify simple technical problems that can occur while using the authoring tool and identify simple solutions for them | On my own and solving straightforward problems, I can:   * identify issues with saving videos, audios and problems with retrieving them * identify technical problems that can occur while using the authoring tool and identify solutions for them | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * identify issues with saving videos, audios and problems with retrieving them * identify technical problems that can occur while using the authoring tool and identify solutions for them |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 5: Problem solving 5.2 Identifying needs and technological responses***  *To assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify** needs, and  •**recognise** **simple** digital tools and possible technological responses to solve those needs.  •**choose simple** ways to adjust and customise digital environments to personal needs. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify** needs, and  •**recognise simple** digital tools and possible technological responses to solve those needs.  •**choose simple** ways to adjust and customise digital environments to personal needs. | On my own and solving straightforward problems, I can: •**indicate well-defined and routine** needs, and •**select well-define and routine** digital tools and possible technological responses to solve those needs. •**select well-defined and routine** ways to adjust and customise digital environments to personal needs. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**explain** needs, and  •**select** digital tools and possible technological responses to solve those needs.  •**select** ways to adjust and customise digital environments to personal needs. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * understand the concept of digital literacy and identify my own digital needs * identify which tools I need to edit my recipe videos | At basic level and with autonomy and appropriate guidance where needed, I can:   * understand the concept of digital literacy and identify my own digital needs * identify which tools I need to edit my recipe videos | On my own and solving straightforward problems, I can:   * understand the concept of digital literacy and indicate my own digital needs * identify which tools I need to edit my recipe videos | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * understand the concept of digital literacy and explain my own digital needs * identify which tools I need to edit my recipe videos |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Competence area 5: Problem solving 5.3 Creatively using digital technology***  *To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**identify simple** digital tools and technologies that can be used to create knowledge and to innovate processes and products.  •**show** interest individually and collectively in **simple** cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**identify simple** digital tools and technologies that can be used to create knowledge and to innovate processes and products  •**follow** individually and collectively simple cognitive processing to understand and resolve **simple** conceptual problems and problem situations in digital environments. | On my own and solving straightforward problems, I can: •**select** digital tools and technologies that can be used to create **well-defined** knowledge and well-defined innovative processes and products. •**engage** individually and collectively in some cognitive processing to understand and resolve **well-defined** **and routine** conceptual problems and problem situations in digital environments. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**differentiate** digital tools and technologies that can be used to create knowledge and to innovate processes and products.  •**engage** individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital  environments. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * look at an existing piece of information (i.e. recipe script) and identify how to create a video of it, including camera angles, movements and distance, as well as the number and length of clips | At basic level and with autonomy and appropriate guidance where needed, I can:   * look at an existing piece of information (i.e. recipe script) and identify how to create a video of it, including camera angles, movements and distance, as well as the number and length of clips | On my own and solving straightforward problems, I can:   * look at an existing piece of information (i.e. recipe script) and identify how to create a video of it, including camera angles, movements and distance, as well as the number and length of clips | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * look at an existing piece of information (i.e. recipe script) and identify how to create a video of it, including camera angles, movements and distance, as well as the number and length of clips |
| ***Competence area 5: Problem solving 5.4 Identifying digital competence gaps***  *To understand where one’s own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.* | | | | |
| ***Proficiency***  ***Levels*** | **Foundation** | | **Intermediate** | |
| **1** | **2** | **3** | **4** |
| At basic level and with guidance, I can:  •**recognise** where my own digital competence needs to be improved or updated.  •**identify** where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. | At basic level and with autonomy and appropriate guidance where needed, I can:  •**recognise** where my own digital competence needs to be improved or updated,  •**identify** where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. | On my own and solving straightforward problems, I can: •**explain** where my digital competence needs to be improved or updated, •**indicate** where to seek well-defined opportunities for self-developments and to keep up-to-date with the digital evolution. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:  •**discuss** on where my digital competence needs to be improved or updated,  •**indicate** how to support of others to develop their digital competence.  •**indicate** where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. |
| ***Linguacuisine*** | At basic level and with guidance, I can:   * recognise in which areas I need to improve in order to be able to complete the steps of creating an online recipe * identify where I can get the digital help I need (computer skill courses, youtube tutorials, etc.) | At basic level and with autonomy and appropriate guidance where needed, I can:   * recognise in which areas I need to improve in order to be able to complete the steps of creating an online recipe * identify where I can get the digital help I need (computer skill courses, youtube tutorials, etc.) | On my own and solving straightforward problems, I can:   * explain in which areas I need to improve in order to be able to complete the steps of creating an online recipe * indicate where I can get the digital help I need (computer skill courses, youtube tutorials, etc.) | Independently, according to my own needs, and solving well-defined and non-routine problems, I can:   * discuss in which areas I need to improve in order to be able to complete the steps of creating an online recipe * indicate where I can get the digital help I need (computer skill courses, youtube tutorials, etc.) |