Digital Kids Asia Pacific: A Synthesis of Different Frameworks

Conference on Digital Citizenship Education in Asia Pacific

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Introduction to Project
Issues

- Asia Pacific Context
- “So what?”
- Assumption-based intervention
Phase 1: Baseline (2015-2016)
• Policy Review
• Policy Guidelines

Phase 2 (2017-2018)
• Digital Kids Asia Pacific research kit (pilot: 3 countries)

Phase 3 (2019~): Operationalization
• Regional Coalition (regional advocacy campaign, expanded DKAP, etc)
• Curation & sharing of curated educational resources
DKAP: Project Goal

- To provide member states with a evidence-based knowledge base to guide policy and practice through:
  - Tools to investigate ICT capacities, behaviors and actual use among children and adolescents
  - documentation of existing programmes/initiatives from various regions
  - developing and disseminating a regional guide for teachers
Expected Activities and Outputs

- Sharing a synthesis of different DC competency frameworks
- Reaching an agreement on a framework (a set of domains)
- Working as group on reviewing the current set of competencies under a given domain
- Reporting back to plenary

⇒ A draft competency framework (with working performance indicators)
Synthesis
List of DC Frameworks Reviewed

- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- CommonSense Media (CSM)
- Digital Intelligence Quotient (DQ) Project
- EU Digital Competence Framework for Citizens (EU DigComp)
- International Computer and Information Literacy Study (ICILS)
- International Society for Technology in Education (ISTE)
- OECD Skills Research (OECD SR)
- Thinkyoung-Google Digital Resilience study (Google DR)
- UNESCO ERI-NET Transversal Skills (ERI-NET)
- UNESCO’s GCED Framework (GCED)
- UNESCO Media and Information Literacy (MIL)
- UNICEF’s Digital Landscape studies (UNICEF DLS)
Project DQ

- Knows and manages their online identity with integrity
- Protect digital rights with respect
- Balance on-/off-line reality with self-control
- Effectively use digital media with creativity and critical thinking
- Detect and manage digital dangers with resilience
- Communicating with others with humility
- Defend digital security with smartness
- Use the power of emotion in the digital world

Digital Identity
Digital Rights
Digital Use
Digital Literacy
Digital Safety
Digital Communication
Digital Emotional Intelligence
• Child identity and resources
• Access
• Opportunities and practices
• Digital ecology
• Skills
• Risks
• Unwanted sexual experiences
• Well-being
• Family
• School
• Peers and the community
• Parent module
Preventive resilience:
- Instrumental strategies
- Behavioural strategies

Reactive resilience:
- Instrumental coping resilience
- Confrontational resilience
- Communicative resilience
- Disengagement resilience

Time resilience:
- Emotional response to risk
### Information Literacy

- Define and articulate information needs
- Locate and access information
- Assess information
- Organize information
- Make ethical use of information
- Communicate information
- Use ICT skills for information processing

### Media Literacy

- Understand the role and functions of media in democratic societies
- Understand the conditions under which media can fulfil their functions
- Critically evaluate media content in the light of media functions
- Engage with media for self-expression and democratic participation
- Review skills (including ICTs) needed to produce user-generated content
• Empowered learner
• Digital citizen
• Knowledge constructor
• Innovative designer
• Computational thinker
• Creative communicator
• Global collaborator
Issues to consider

• Another framework?
• Basic IT literacy?
IDI elements:
• ICT Readiness (access, infrastructure)
• ICT capacity (skills) & use (intensity)
• ICT Impact (reflecting result/outcome of efficient and effective ICT use)
Issues to consider

• Another framework?
• Basic IT literacy?
• Measuring competency vs. understanding current situation
• Need for balances between preventive and reactive/between opportunities and risks
## Mapping Competencies

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Basic IT literacy</td>
<td>Access, locate and find information, navigate multiple pages and apps</td>
<td>UNICEF DLS, OECD SR, ACARA, ICILS</td>
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<tr>
<td>2 Information literacy</td>
<td>Use, organize, evaluate info in a critical manner</td>
<td>CSM, ICILS, GCED, OECD SR, ISTE, UNESCO MIL</td>
</tr>
<tr>
<td>3 Creation and adaptation</td>
<td>Create and adapt contents to their own context</td>
<td>ICILS, UNICEF DLS, EU DigComp, UNESCO MIL</td>
</tr>
<tr>
<td>4 Communication and collaboration</td>
<td>Connect and engage with others as well as contents</td>
<td>UNICEF DLS, EU DigComp, UNESCO MIL, ICILS, DQ, CSM, ISTE</td>
</tr>
<tr>
<td>5 Digital identity (safety?)</td>
<td>Digital footprint, privacy, protecting personal information</td>
<td>CSM, GCED, UNESCO MIL, ISTE, Google DR, EU DigComp, DQ</td>
</tr>
<tr>
<td>6 Digital ethics</td>
<td>Respect others / differences, rights of others</td>
<td>GCED, DQ, UNICEF DLS, CSM</td>
</tr>
<tr>
<td>7 Digital wellbeing</td>
<td>Screen time, health, own rights, cyberbullying, coping strategies, etc.</td>
<td>GCED, DQ, UNICEF DLS, CSM, ACARA, ICILS, EU DigComp, UNESCO MIL</td>
</tr>
</tbody>
</table>
Groupwork

- Definition of domain
- Competencies (e.g. what knowledge, skills and attitudes a student need to demonstrate)
- How to measure them
- Expected challenges/risks
Q&A

Thank you.