

Worksheet on Digital Literacy & Skills

[Digital skills](#) and access to technologies have become vital for many facets of today's life, such as education or employment. On 30 September 2020, the EU adopted a renewed action plan, the Digital Education Action Plan (2021-2027) that proposes a joint perspective on excellent digital education for Europe (European Commission, 2020). The European Union (EU) has thus made it a priority to strengthen digital learning in every member state so that high-quality digital training and education become **more inclusive and easier to participate**.



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The term 'digital literacy' can be traced back to early work by Gilster (1997) and originally referred to a bundle of **skills and capacities necessary for the useful employment of digital media**. More than that, digital literacy was also understood to include an approach towards digital media that is both **creative and critical** (Pangrazio, Godhe & Ledesma, 2020). In 2018, the UNESCO defined digital literacy as *'the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital devices and networked technologies for participation in economic and social life. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy, and media literacy'* (Antoninis & Montoya, 2018).

The so-called '**digital divide**' describes the fact that individuals, companies, and regions do not have the same form of access to ICTs or internet for daily routines (Ye & Yang, 2020). Formerly centred on accessibility, the concept now includes matters such as digital skills, technology employment and participation in society and the economy (Bilozubenko, Yatchuk, Wolanin, Serediuk, & Korneyev, 2022).

Local organizations, such as public libraries, are well suited to advance digital literacy **trainings in the communities**. Important recommendations to successfully plan and implement such trainings include staff training, sustainable funding, scheduling of trainings in line with the target group's needs, effective marketing (specially to reach non-traditional and minority audiences) and sharing of good practices within and beyond the community (Detlor, Julien, La Rose & Serenko, 2022).



Especially for children and adolescents, the digital world offers a plethora of opportunities for entertainment and learning, but also **potential challenges** (e.g., excessive time spent) and **severe risks** such as media trauma, cyberbullying, self-harm content or access to the dark web (Lau-Zhu, Anderson & Lister, 2023). An informed approach, as well as a balanced (social) media involvement can be learned.

Please click this [link](https://www.unesco.org/en/digital-education) (or type <https://www.unesco.org/en/digital-education>) to obtain more information on digital learning, including a **collection of best practices and open educational resources** curated by **UNESCO**.



Individual Reflection Questions

As an expert, which role do you see in the digital for the support and qualifications of UASC? More specifically, which conditions do you consider conducive to **personal and/or professional growth**?



Reflection Questions for Pair Work

Challenges that can arise with pervasive connectivity include the risk of video game addiction or cyberbullying.

Which measures or tools have you experienced as useful to guide UASC towards a **healthy behavior**? Which measures or tools do you consider less effective in the guidance of UASC towards **digital balance**? Which parallels do you see to general health risks in childhood and adolescence?

References

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