

**Franklin County
Digital Equity Coalition
Digital Skills
Learning Framework**

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Introduction

The Franklin County Digital Equity Coalition released a Digital Equity Action Agenda in October 2022. An essential priority of the agenda includes Digital Skills, and expanding and increasing access to digital skills training for residents is one component in closing the digital divide.

The innovative work of the Coalition aligns with national and international goals. One of the UN Sustainable Development Goals includes by 2030 substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. Providing a unified learning framework ensures residents and organizations in Franklin County have consistent competencies to raise the digital skill level of individuals.

This framework utilizes a competency-based approach that reflects how people learn, work, and collaborate outside of school and is based upon evidence assessments prioritizing flexibility in time, space, and transferability of skills learned to other contexts. No competency outlined is more important than another. Moreover, not all residents desire all skills and should focus on areas of interest and need.

In addition, this framework is informed by and centers on Digital Intelligence (DQ). DQ represents the critical skills individuals need to thrive in the digital age. According to the DQ Institute, DQ can be defined as, “a comprehensive set of technical, cognitive, meta-cognitive, and socio-emotional competencies that are grounded in universal moral values and that enable individuals to face the challenges and harness the opportunities of digital life.” This work has been conducted under the Coalition for Digital Intelligence (CDI), “a cross-sector cooperative network of organizations from around the world aiming to improve global digital intelligence by coordinating efforts across educational and technology communities through multi-stakeholder collaborations. It was formed by the Organization for Economic Cooperation and Development (OECD), the IEEE Standards Association, and the DQ Institute in association with the World Economic Forum and launched on September 26, 2018.”

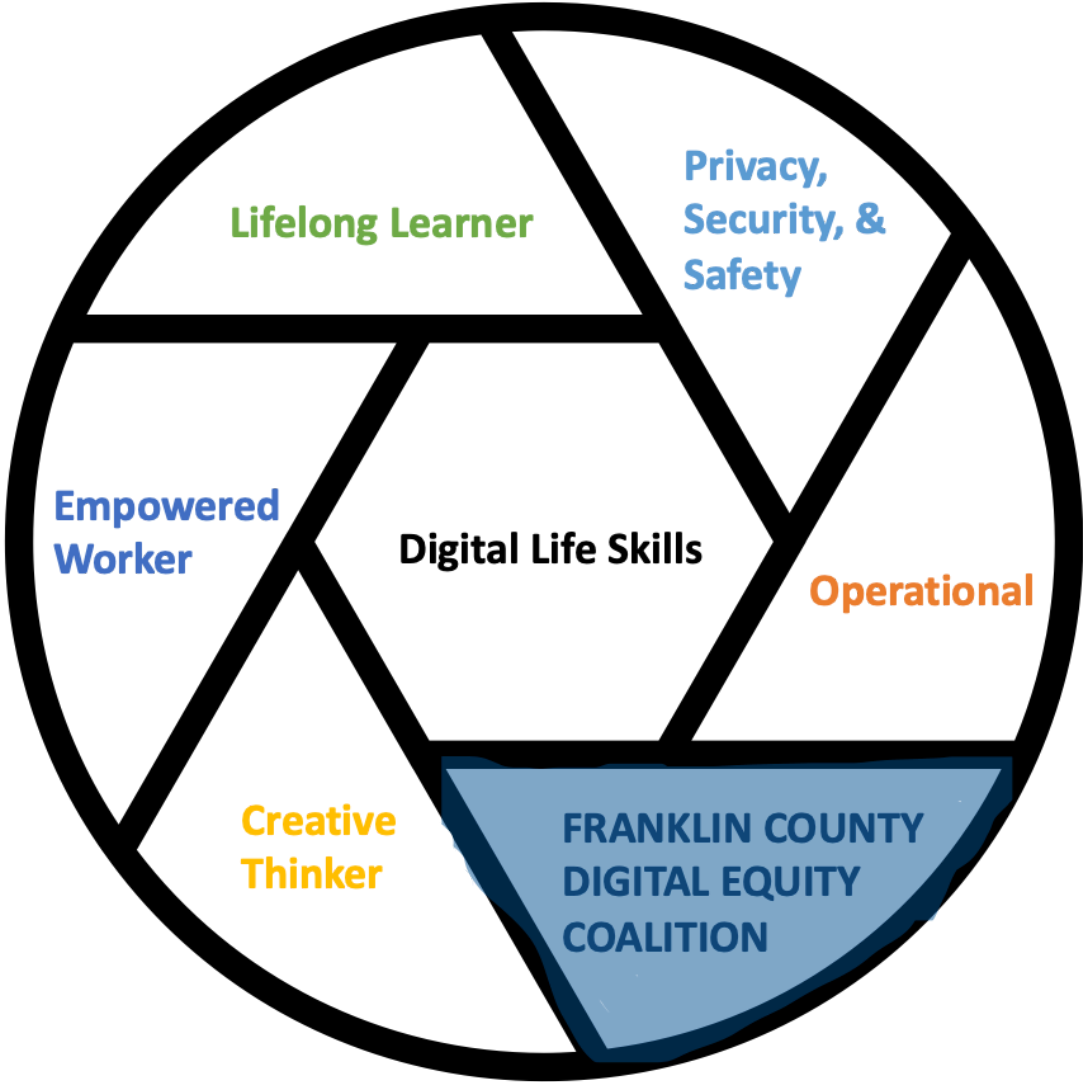
The Learning Framework defines five competencies, skills, and performance measures. While these competencies and knowledge and skills are listed for definite reasons, many skills cross over between competencies. The skills should be taught in collaboration and used in meaningful contexts. This effort is more than just about skills; it’s about improving the lives of individuals.

Performance Measures

Tables are defined in four categories to measure where residents have reached various skills within each competency.

1. **Emerging** - Residents in this category are beginning to learn specific skills and still need help to achieve results.
2. **Progressing** - Residents can achieve skills and sometimes need help remembering how to carry out the skills or apply the skills to a different situation.
3. **Advancing** - Residents understand the skills and can execute the skills without assistance.
4. **Mastering** - Residents are independent in using the skills, can successfully apply the skills to different contexts, and can help others use the skills acquired.

Learning Framework



Lifelong Learner

Lifelong learners continually pursue knowledge for either personal or professional reasons and are problem solvers. This can be done for employment, social inclusion, active citizenship, daily life, and personal development. In the context of digital skills, “Lifelong Learners access, analyze, and apply digital resources to build knowledge, advance their careers, and experience the best life possible.”¹

Knowledge and Skills

A Lifelong Learner knows the different communication and collaboration tools and strategies and understands when to use the appropriate tool. Additionally, they can apply knowledge learned to various contexts and use digital environments to reach their goals. Also, as a problem solver, they can identify a challenge, and access, evaluate, and manage the information and data for a resolution. They can navigate information and determine the validity of the information, make decisions, and create a solution. Finally, Lifelong Learners fuse digital skills into everyday life seamlessly and meaningfully.

Some specific skills for Lifelong Learner could include:

- Create an email account
- Make a doctor’s appointment online
- Pay bills online
- Teach a neighbor how to access the bus schedule online
- Read to a grandchild who lives in a different state
- Access their child’s grade and report an absence online
- Take skills learned and apply them to different contexts (e.g., understand the concept of copy. There is edit in word processing, spreadsheets, and other applications and know how to use help to find the function.)

¹ “The Profile of a Lifelong Learner”, *Skillrise* (2020): 2.

Performance Measure

Emerging	Progressing	Advancing	Mastering
Residents demonstrate appropriate netiquette when using technology across different mediums and audiences.	Residents manage their digital footprints safely and use technology to improve their lives.	Residents digitally engage with information, determine its accuracy, credibility, and relevance, and use it to cultivate their learning and professional goals.	Residents communicate knowledge, ideas, and messages with technology.
Residents create and safely manage their digital presence.	Residents know their level of digital competence and set goals to update and enhance their skill sets.	Residents build digital literacy, exhibit digital resilience, and effectively adapt to ongoing changes.	Residents proactively and positively engage in dialogue with different communities using various digital tools.
Residents maintain a healthy relationship with technology.	Residents communicate and collaborate with others using technology in positive interactions in fulfilling their goals.	Residents can use technology to fulfill life and daily goals (e.g., online banking, making appointments, determining bus schedule).	Residents can plan and conduct research using digital tools.
	Residents collaborate with others in an online community to learn, exchange ideas, and create knowledge.	Residents can store, manage, and organize information securely.	Residents can adapt to new technologies and apply understanding to various contexts.

*Partially adapted from DQ 24 Competencies and Profile of a Lifelong Learner

Empowered Worker

According to Skillrise, “Empowered Workers persevere through challenges, shape career paths in alignment with personal interests and goals, and upskill to be successful in a digital-age workforce.”²

Knowledge and Skills

Empowered Workers understand the digital tools necessary to perform their work and a development path to improve upon and advance their knowledge around the skills. In addition, they know how to collaborate with their coworkers and build a network within their careers. Finally, Empowered Workers understand policies regarding digital tools and IT in the workplace and can advocate for a safe environment.

Some specific skills for Empowered Worker could include:

- Use project management tools
- Work collaboratively with their team using Slack
- Learn how to type for a data entry job available
- Create an account on LinkedIn
- Follow the acceptable use policy set by their work
- Design a solution based upon a challenge presented during a work environment

Performance Measure

Emerging	Progressing	Advancing	Mastering
Residents use the Internet to search for and determine appropriate jobs.	Residents understand how to use tools to create and manage professional portfolios, networks, and experiences.	Residents can advance their workplace success and professionalism through engagement with an organization's online tools and other supportive digital systems.	Residents build on existing ideas and further co-develop new ideas to solve them using technology.
Residents understand workplace policies and procedures for using technology.	Residents understand how to use appropriate professional mediums to conduct work.	Residents can shape their career paths aligned with personal interests and goals and upskill to succeed in a digital-age workforce.	Residents can collaborate as a team and communicate, learn from, and work with diverse colleagues digitally.

² “The Profile of a Lifelong Learner”, *Skillrise* (2020): 2.

	Residents follow privacy and security strategies and guidelines outlined from their employer.	Residents use professional networks to promote a healthy digital relationship between work, personal, and social lives.	Residents can recognize a problem and successfully solve them problem collaboratively and with digital tools.
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*Partially adapted from DQ 24 Competencies and Profile of a Lifelong Learner

Creative Thinker

Creative Thinkers use digital environments to express their thoughts through the arts. In addition, they center on innovative ways to solve challenges - either solving in a new and different way or a complete transformation.

Knowledge and Skills

Creative Thinkers understand how to plan, blueprint, and produce digital creations or solutions. They know other designs' legal implications and rights and how to protect their products.

Some specific skills for Creative Thinker could include:

- Understand and assign a Creative Commons License to their graphic
- Know how to use photo editing software
- Generate a seamless user experience
- Crafting a different solution for a more efficient process at work

Performance Measure

Emerging	Progressing	Advancing	Mastering
Residents understand the landscape of digital tools to create content and express themselves.	Residents understand what content needs to be paid for and what can be legally downloaded.	Using a variety of applications, residents can design, create, execute, and revise the design of digital creations in different formats.	Residents ensure that digital rights are upheld online in their work and online communities.
Residents make good decisions around creating and sharing information and content of their own and others.	Residents understand the various ways to protect their work and can use those strategies to defend it and manage changes to protect it from unauthorized use.	Residents can design an experience for a seamless user experience of digital creations, including visual, technical, design, and functional elements.	Residents can create and build knowledge by analyzing data and communicating its meaning to others with data visualization tools.
Residents understand essential copyright and privacy violations and know strategies to limit infringements.	Residents can build multimedia content.		

*Partially adapted from DQ 24 Competencies

Privacy, Security, & Safety

Ensuring individuals understand how to protect their overall identity, devices, data, and liability increases as they expand their comprehension and use of technology.

Knowledge and Skills

Individuals should understand the different types of privacy and security risks and strategies for managing and rectifying them. In addition, individuals should know their online risk profiles and various threats and tools to avoid them. Finally, individuals should understand threats and risks to digital environments and how to prevent, manage, and rectify levels of protection, confidentiality, and privacy.

According to the DQ 24 Competencies, safety and security includes six overarching subcompetencies³:

1. Behavioral Cyber-Risk Management - The ability to identify, mitigate, and manage cyber risks (e.g., cyberbullying, harassment, and stalking) that relate to personal online behaviors.
2. Content Cyber-Risk Management - The ability to identify, mitigate, and manage content cyber risks online (e.g., harmful user generated content, racist/hateful content, image-based abuse).
3. Commercial and Community Cyber-Risk, Management - The ability to understand, mitigate, and manage commercial or community cyber-risks online, which is an organisational attempt to exploit individuals financially and/or through ideological persuasion (e.g., embedded marketing, online propaganda, and gambling).
4. Personal Cyber Security Management - The ability to detect cyber threats (e.g., hacking, scams, and malware) against personal data and device, and to use suitable security strategies and protection tools.
5. Network Cyber Security Management - The ability to detect, avoid, and manage cyber-threats to cloud-based collaborative digital environments.
6. Organizational Cyber Security Management - The ability to recognise, plan, and implement organisational cyber security defenses.

It is important to keep in mind these six Privacy, Security, & Safety subcompetencies when designing courses.

Some specific skills for Privacy, Security, & Safety could include:

- Limit exposure to personal data shared in applications and online
- Understand privacy policies
- Use different passwords for applications
- Recognize cyberbullying and scams
- Protect personal information

³ "DQ24", *DQ Institute* (2019):

- Ensure an Internet browser and use of applications have appropriate privacy and security settings enabled

Performance Measure

Emerging	Progressing	Advancing	Mastering
Residents understand the risks and threats of working online and the basics of how to work securely.	Residents can protect their identities online and use practices to keep their devices and data secure.	Residents can identify and correct weaknesses and risks on their devices, applications, and online presence.	Residents identify and develop strategies and tools to mitigate and manage risk exposure.
Residents know why it's important to keep software and applications up-to-date.	Residents know how to address cyber risk incidents as they occur.	Residents monitor their networks and systems and implement support systems to protect themselves from malware and attacks.	Residents prevent problems and incidents from occurring.
Residents recognize cyber threats and have security on devices to protect them from cyber threats.	Residents protect themselves, physically and mentally, online in collaborating with other individuals and groups from inappropriate content, processes, and language.	Residents proactively recognize threats.	
	Residents know how to report inappropriate online behavior.		

*Partially adapted from DQ 24 Competencies

Operational

Operational skills provide a foundation for digital skills.

Knowledge and Skills

Individuals should know how to use a device, manage their data and information, possess an online presence, and utilize applications. Many of these skills serve as the building blocks of digital skills.

Some specific skills for Operational could include:

- Turn on a device
- Connect to WiFi
- Use a trackpad / mouse
- Create a document for publication
- Browse the Internet
- Find an online resource to gather information around a topic
- Understand that not all information online is true and accurate

Performance Measure

For the purposes of this Learning Framework, the following tools are defined:

- Productivity - these tools allow individuals to create content and include word processing, spreadsheets, and databases.
- Communication - these tools allow individuals to interact with others including email, phone (landline, smartphone, VoIP, cell phone), text messaging, social networking, video and web conferencing, and online collaboration (e.g., GSuite, Slack).
- Multimedia - multimedia tools enable creative creation of content including text, graphics, audio, animation, video, and graphic objects.
- Research - these tools enable individuals to discover information to use in different ways including the Internet and databases.

Emerging	Progressing	Advancing	Mastering
Residents have a basic understanding and skills for the operation of devices.	Residents can navigate the Internet.	Residents have the ability to find, organize, analyze, and evaluate media and information with critical reasoning.	Residents know how to keep their device's systems and security software up-to-date.
Residents can express their additional needs in operating devices and applications.	Residents can care for and manage their devices.	Residents know why it is essential to keep computer systems and security software up-to-date.	Residents proactively manage their devices and troubleshoot.

Residents have a basic knowledge of productivity, communication, multimedia, and research tools to convey meaning, develop understanding, and create content.	Residents can use productivity, communication, multimedia, and research tools to convey meaning, develop understanding, and create content.	Residents can find, organize, analyze, and evaluate media and information with critical reasoning.	Residents know where to get support and technical assistance.
		Residents know how to connect to and access the Internet using their device.	

*Partially adapted from DQ 24 Competencies

Contributors

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Next Steps

While this Learning Framework provides high-level documentation to ensure all residents have the opportunity to take part in learning to meet their specific needs, the next step would be to create a Skills Framework or Map to align with the Learning Framework. The Skills Framework or Map would certify that when a resident is looking to take classes or a potential employer sees a badge a resident has earned, a shared understanding of concepts occurs.

A sample of what that might look like includes:

Competency	Category	Skills	Course(s)	Resources
Lifelong Learner	Communication	<u>Email</u> <ul style="list-style-type: none"> Residents create an email account. Residents can send and receive emails, including attachments. 	<ul style="list-style-type: none"> Senior Course Foundations 	<ul style="list-style-type: none"> GCF Email Basics
		Residents understand netiquette and proper protocols.		
		Residents can use the Internet or apps to make calls (e.g., FaceTime, Google Voice).		
		Residents can use messaging tools to communicate with others (e.g., WhatsApp, Messenger).		

As courses are built or resources shared, they could align with the Skills Framework.

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