

**Rubric for identifying best practices on the Digital Priority in the projects**

<b>Dimensions:</b>	<b>Limited evidence</b>	<b>Emerging</b>	<b>Developing</b>	<b>Advanced</b>
<p><b>1. Digitalisation:</b>  <b>Digital technology is used purposeful and meaningful in order to enable new processes and methods</b></p>	<p>Digital technology is used <b>without explicit focus on enabling new processes and methods</b>. However, initial thoughts on the use of digital tools for educational purposes or youth work may be presented.</p>	<p>Intentional use of digital tools <b>enabling new processes and methods</b> in learning and teaching or youth work.</p>	<p>Integrating new digital methods and processes for <b>developing new learning and teaching approaches / methods</b> for youth work.</p>	<p>Developing new digital education pedagogies and processes for <b>innovative learning and teaching approaches / methods</b> of youth work.</p>
<p><b>2a. Enhancing <u>basic digital skills</u> and competences for the digital transformation</b>            (see e.g. Digital Competence framework for citizens <a href="#">DigComp 2.2</a> and <a href="#">SELFIE Tools</a>)</p>	<p>A project offers to participants <b>intentional learning opportunities on basic digital skills</b> focused on the use of digital tools or environments.</p>	<p>Learning of the basic digital skills in a project is <b>based on a well-defined competence framework</b> (e.g. Digcomp or curriculum).             In addition, digital skills learned are not focused only on the use of individual digital tool or environment, but more <b>generalised skills like information and data literacy, communication and collaboration, digital content creation, safety or problem solving</b>.</p>	<p>In addition to previous, a project is enhancing participants' capabilities to learn new basic digital skills by focusing on <b>metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving related digital skills</b>.</p>	<p>Focus of the basic digital skills learned in a project is also on the <b>computational thinking</b> that is a basis e.g., for understanding of Artificial Intelligence and how algorithms work.             Critical thinking, thinking strategies and metacognitions are emphasized as a fundamental part of digital skills in order to understand and evaluate outcomes produced by AI.</p>
<p><b>2b. Enhancing <u>advanced digital skills</u> and competences for the digital transformation:</b></p> <ul style="list-style-type: none"> <li>• digital graphical, mechanical or architectural design</li> <li>• development of apps, software, scripts, or websites</li> <li>• installation, maintenance and management of IT systems and networks</li> <li>• cybersecurity</li> <li>• data analytics, mining and visualisation or</li> <li>• programming and training of robots and artificial intelligence applications</li> </ul>	<p>A project offers to participants <b>intentional learning opportunities on advanced digital skills</b> focused on the use of digital tools or environments.</p>	<p>Learning of advanced digital skills in a project is <b>based on a well-defined competence framework or curriculum</b>.             In addition, digital skills learned are not focused on the use of digital tools or environments, but more <b>generalized skills like digital architecture design, data analytics or software development</b>.</p>	<p>In addition to previous, a project is enhancing participants' capabilities to continuously learn new advanced digital skills by focusing on <b>computational thinking and metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving, system thinking and design skills related advanced digital competences</b>.</p>	<p>Focus of advance digital skills learned in the project is a <b>capability to create new digital solutions and knowledge for the new situations / future scenarios</b>.</p>

<p><b>3. Developing a high performing <u>digital education ecosystem</u> (systemic change in education and youth work)</b></p>	<p>Initial steps have been taken in a project towards a digital education ecosystem by <b>seeing digital transformation as a systemic change of an organisation</b>. However, a project is not developing systemic enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).</p>	<p>Digital transformation is seen in a project as <b>systemic change of an organisation consisting of various enablers</b> (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content, digital skills etc.) for high performing digital education ecosystem.</p> <p>A project is developing systemic one or two enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).</p>	<p>Digital transformation has been <b>implemented in a project as part of systemic change of an organisation</b>, while potentially <b>connecting to EU policies, national and local strategies</b>, capacity building and resilience of the organisation.</p> <p>In addition, a project strengthens <b>inclusiveness of education</b> and strength the <b>quality of education</b> by developing <b>digital education ecosystem</b>.</p>	<p>A project <b>boosts digital transformation as a systemic change of an organization</b>, while potentially <b>connecting to EU policies, national and local strategies</b>, capacity building and resilience of the organisation.</p> <p>In addition, a project strengthens inclusiveness of education and develop the quality of education developing <b>innovative and high-performing digital education ecosystem</b>.</p>
<p><b>4. Digital <u>pedagogy and methods</u></b></p>	<p><b>Digital pedagogy is not explicitly integrated in a project.</b></p>	<p>The use of the technology is well founded on <b>pedagogical thinking</b>; however, it replicates traditional pedagogical approaches and methods, e.g. using multiple-choice questions etc.</p>	<p>A project is using <b>advanced pedagogical approaches and methods of deep learning</b>, like progressive inquire learning or problem-based learning. Learning is based on <b>collaborative knowledge building</b> by using digital tools, materials and environment. One example might be Flipped learning approach.</p>	<p>A project is <b>developing the new methods of the digital pedagogy</b>, focus e.g. on thinking strategies and metacognitive skills. The aim is to <b>provide learners with skills to create new solutions to new situations / future scenarios</b>.</p>
<p><b>5. Digital <u>transformation supporting other programme priorities</u></b> (e.g. green &amp; sustainability, participation, inclusion) and themes (like well-being)</p>	<p><b>Digital tools, environment or content is used for supporting other priorities</b> (/themes) (e.g. in learning or other activities) or in implementation of a project e.g. producing digital materials, communication and co-creation among partners.</p>	<p><b>Digital transition is bound to other programme priorities</b> (/themes) in a project (e.g. green + digital transition (<i>twin transition</i>), digital participation, digital inclusion).</p>	<p>A project <b>develops new digital methods and tools</b> to support other programme priorities (e.g. in green + digital transition (<i>twin transition</i>), digital participation, digital inclusion) (/themes).</p>	<p>A project <b>develops both, digital transformation and other priorities</b> (/themes) as an interviewed process with innovative methods, tools and outcomes.</p>