



Linda Castañeda  
University of Murcia

# Teaching is Deciding:

## WHAT DIGITAL COMPETENCE REVEALS ABOUT HIGHER EDUCATION

THE MIRROR

# FOUR SEMINARS.

FOUR INSTRUMENTS  
FOR SEEING  
EDUCATION  
DIFFERENTLY.

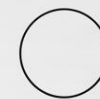
## EDUCATIONAL OPTICS

FOUR INSTRUMENTS FOR SEEING  
AND SHAPING LEARNING SPACES

SYDNEY · JULY–SEPTEMBER 2026



PRISM



LENS



MIRROR



TELESCOPE

# LINDA



UNIVERSIDAD  
DE MURCIA

# CASTAÑEDA

34K







Portugal

España

Murcia

Alicante (Alicant)

Valencia

Mar Balear

Palma

Argel

مدينة الجزائر

Túnez

تونس

Susa

سوسة

Sfax

سفاقس

Gibraltar

Mar de Alborán

Málaga

Almería

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Córdoba

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Huelva

Albufeira

Faro

Rabat

Fez

Uchda

وحدة

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Cagliari

Corse

Mónaco

Cannes

Marsella

Montpellier

Toulouse

Burdeos

San Sebastián

Vitoria-Gasteiz

Bilbao

Santander

Gijón

Oviedo

León

Santiago de Compostela

Orense

La Coruña

Vigo

Pontevedra

Oporto

Coímbra

Lisboa

Badajoz

Salamanca

Valladolid

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Tarragona

Barcelona

Gerona

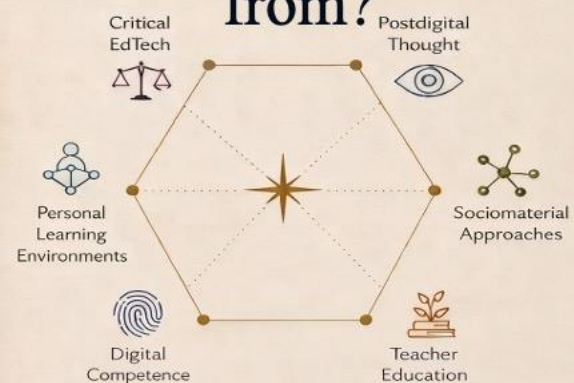
Génova

Pisa

Flor



## Where am I looking from?



Education before technology | Technology as non-neutral | Practice as sociomaterial  
Agency as distributed — but responsibility as unavoidable  
Teachers and learners as subjects, not users | Criticality without technological fatalism



CONTINENTAL  
EUROPEAN  
EDUCATIONAL  
THOUGHT

PERSONAL  
LEARNING  
ENVIRONMENTS

TEACHER  
EDUCATION

DIGITAL  
COMPETENCE

CRITICAL  
EDUCATIONAL  
TECHNOLOGY

SOCIOMATERIAL  
APPROACHES

POSTDIGITAL  
THOUGHT

PLATFORMS  
DATA  
ALGORITHMS  
OWNERSHIP  
SURVEILLANCE  
POLICY

# ENSEÑAR ES DECIDIR.

LA DOCENCIA UNIVERSITARIA  
MÁS ALLÁ DEL MÉTODO



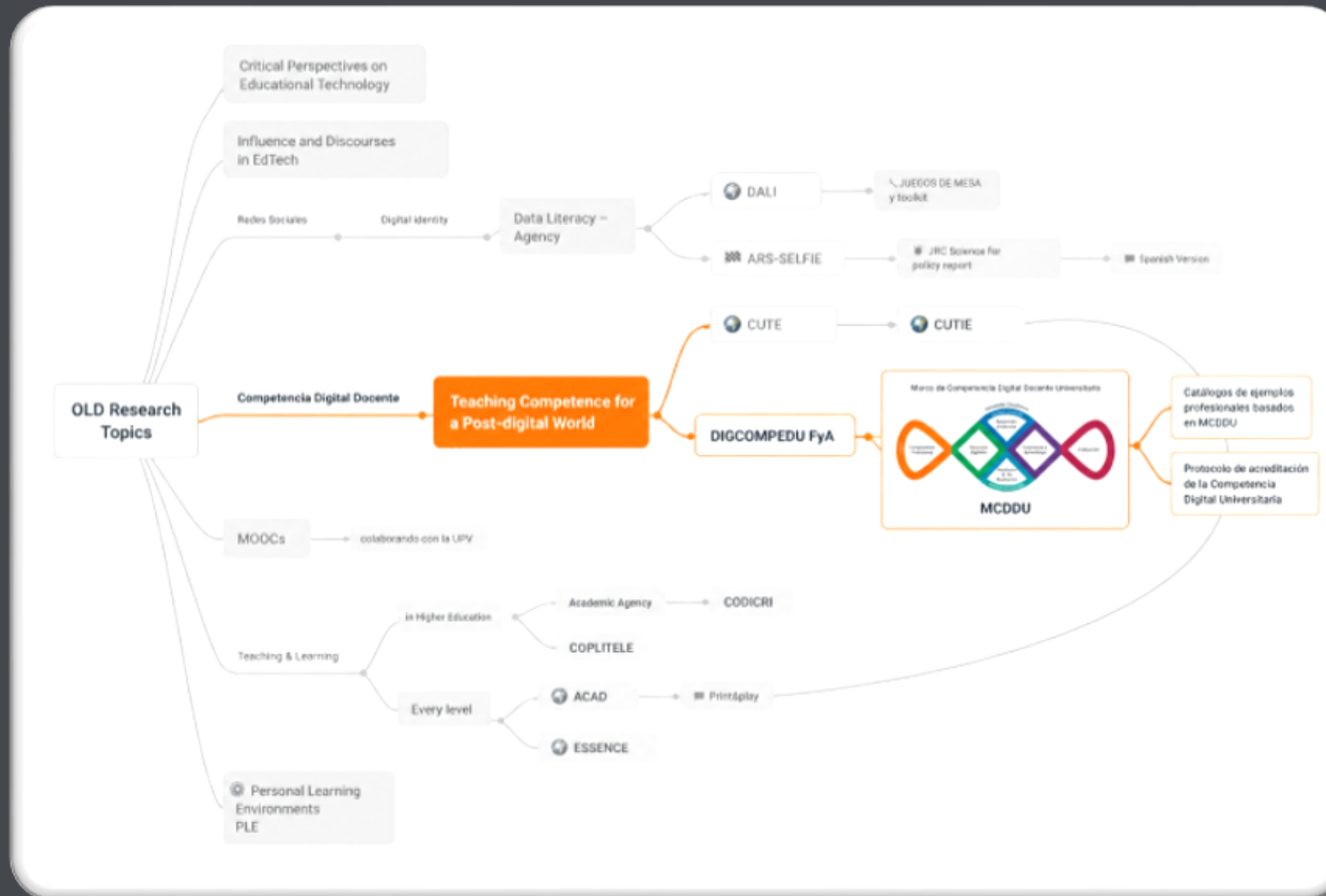
LINDA CASTAÑEDA  
COLECCIÓN TRANSMEDIA XXI

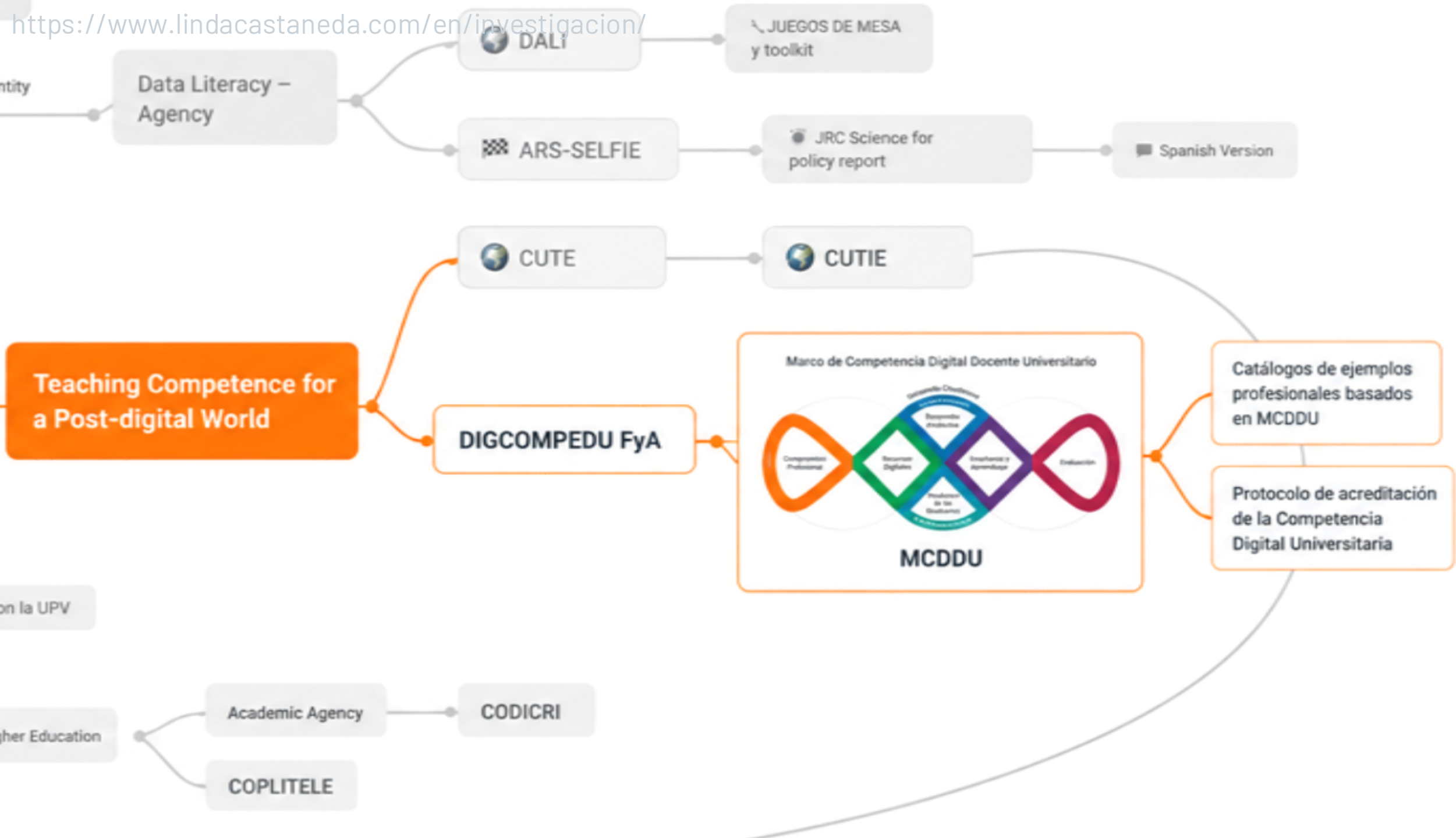
**“the invocation of a digital turn in peacebuilding mystifies rather than clarifies the role of technology in peacebuilding.”**

Hirblinger, A.

**the invocation of a digital turn in  
Higher Education mystifies rather  
than clarifies the role of  
technology in Higher Education.**

Hirblinger, A.







International Society for  
Technology in Education

DigCompEdu

Digital Competence Framework for Educators



intef

Instituto Nacional de Tecnologías  
Educativas y de Formación  
del Profesorado

Enlaces

Centro de Educación y Tecnología

C H I L E

DigiLit



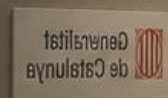
Generalitat  
de Catalunya



QUESTION



# Teacher Technology Competence



## RESEARCH TRACE

Esteve, F., Castañeda, L., & Adell, J. (2018).  
A holistic model of teaching competence for a digital world.  
Revista Interuniversitaria de Formación del Profesorado, 32(1), 105–116.

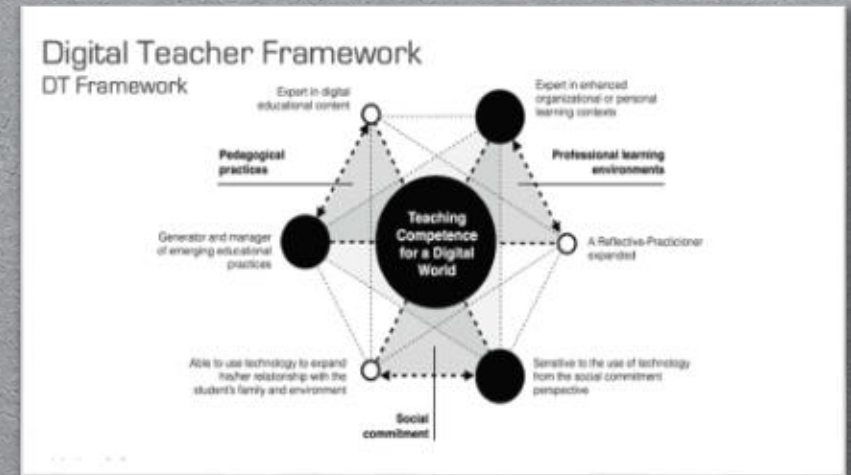
Castañeda, L., Esteve, F., & Adell, J. (2018).  
Why do we need to rethink teaching competence for a digital world?  
Revista de Educación a Distancia (RED), 56.

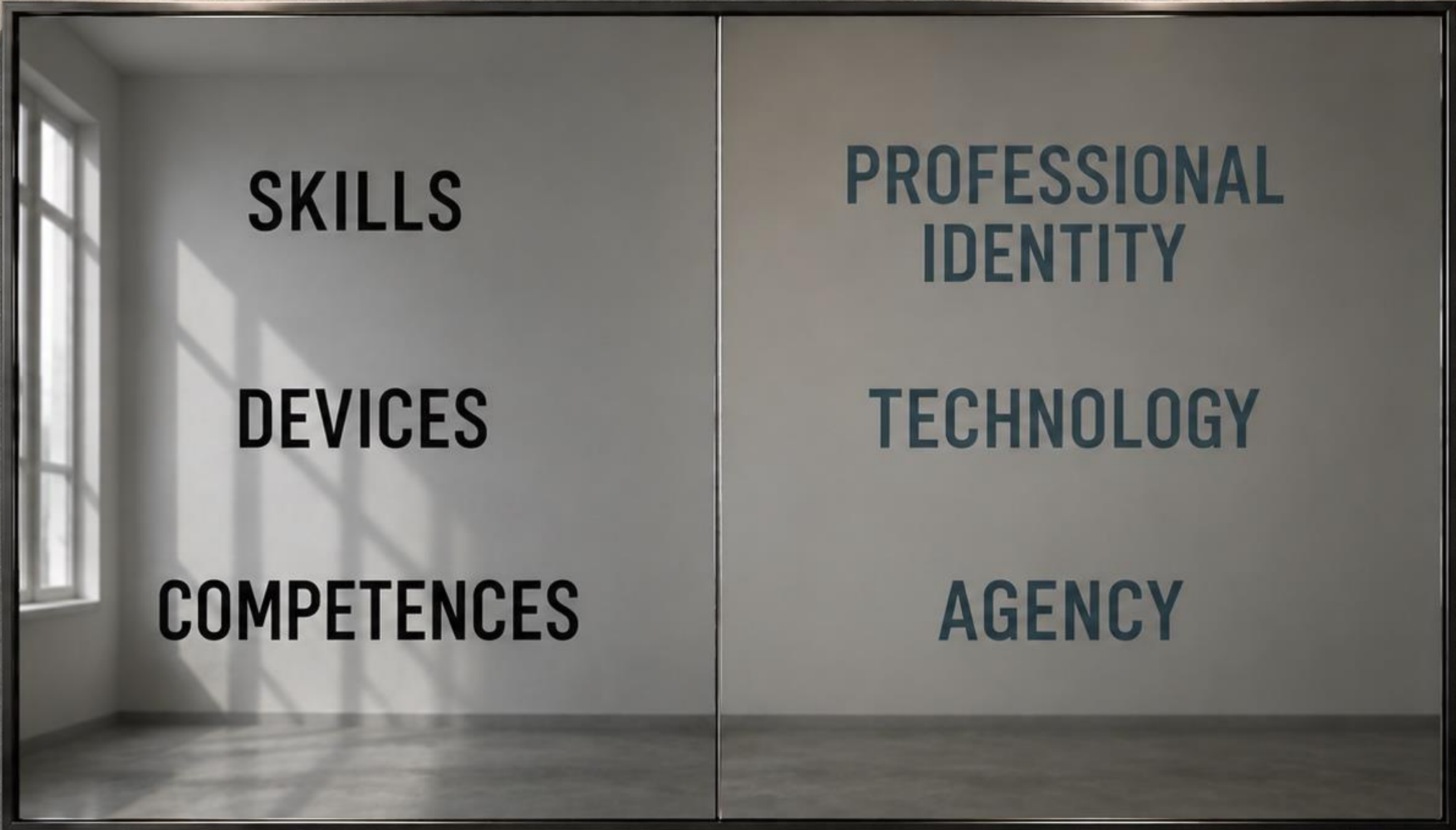
Castañeda, L., Esteve-Mon, F., Adell, J., & Prestridge, S. (2021).  
International insights about a holistic model of teaching competence for a digital era: The Digital Teacher Framework reviewed.  
European Journal of Teacher Education.

## QUESTION

# Teaching Competence for a Digital World

Research programme · 2018–2021





**SKILLS**

**DEVICES**

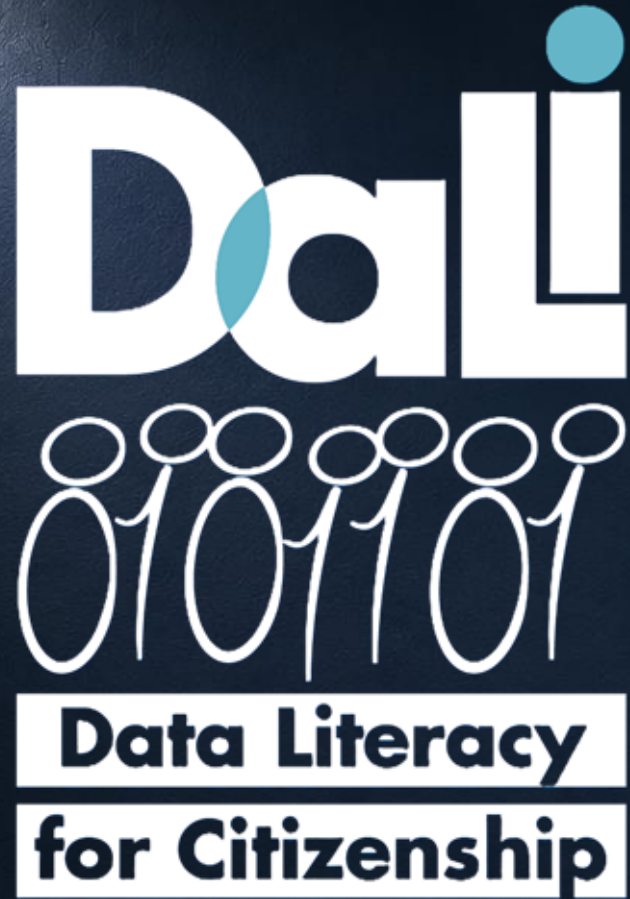
**COMPETENCES**

**PROFESSIONAL  
IDENTITY**

**TECHNOLOGY**

**AGENCY**

QUESTION



Game Enriched  
Learning Experiences  
to Foster DATA literacy  
in adults

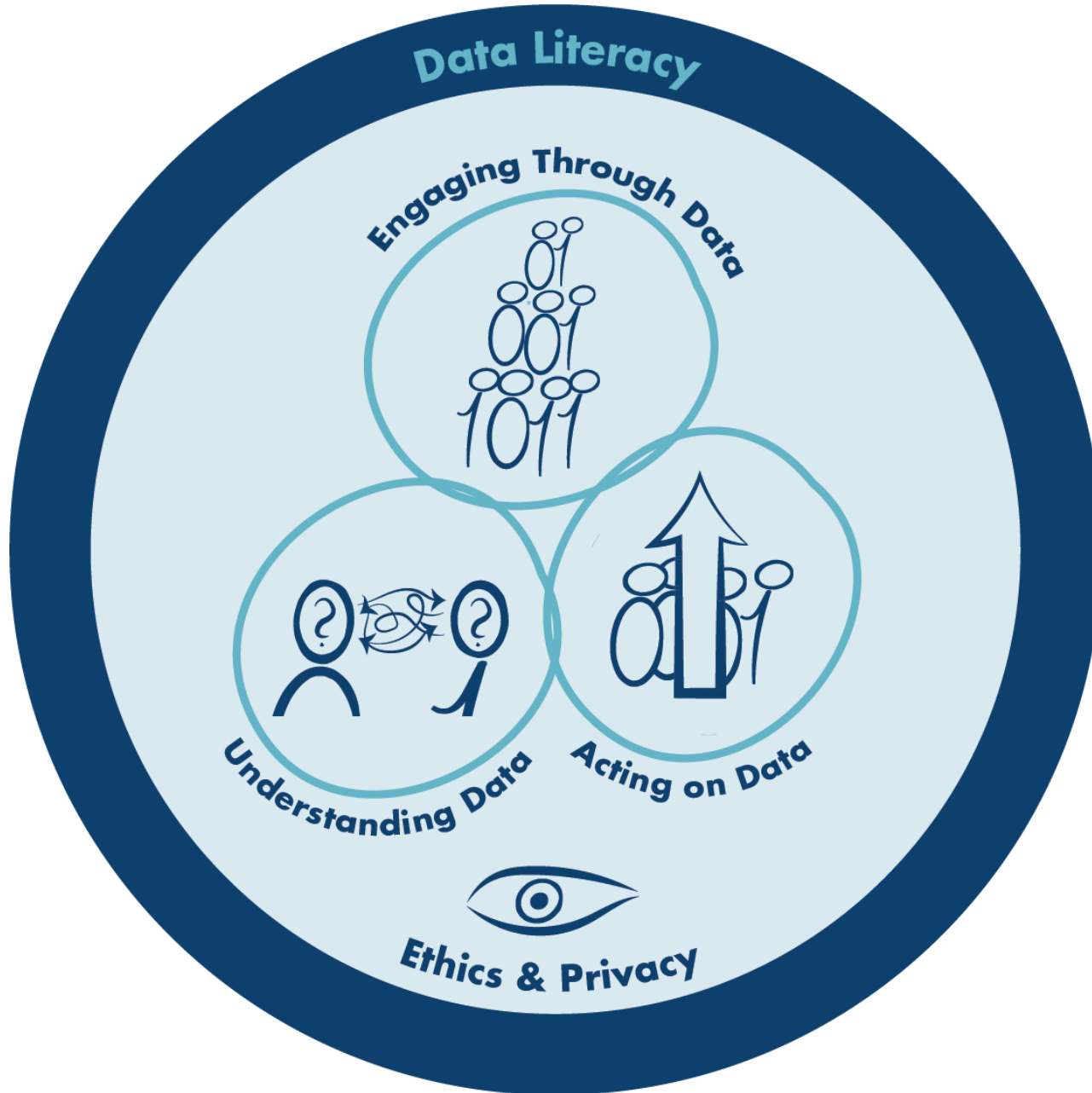
**Game-based  
learning  
experiences?**

**DATA  
Literacy?**

Game Enriched Learning  
Experiences to Foster DATA  
literacy in adults

**Codesign?**

**Adults/citizenry  
competence?**

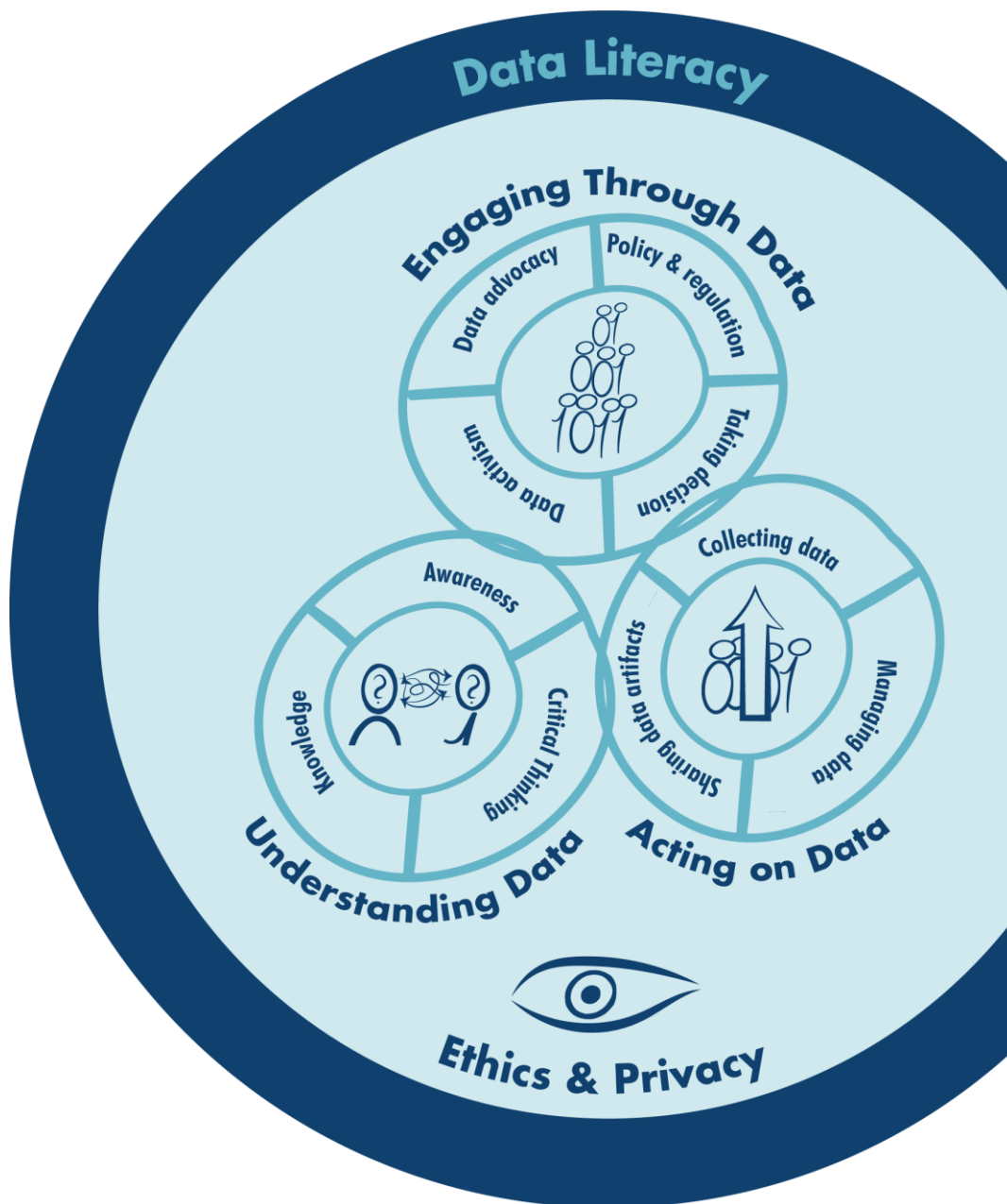


Adults/citizenry  
competence?

DATA  
Literacy?

How people might  
engage with and use  
the data  
encountered in  
everyday life for the  
citizenry.





| Element               | Sub-elements           | Level A                                                                                                                  | Level B                                                                                                                                    | Level C                                                                                                                                      |
|-----------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding Data    | Knowledge              | What is data, how it is created                                                                                          | Where can I find data                                                                                                                      | What can I do with data? how can I engage through data?                                                                                      |
|                       | Awareness              | Being aware- Knowing about the existence of data                                                                         | Conceptualising- Describing what data represents                                                                                           | Understanding the implications of data                                                                                                       |
|                       | Critical thinking      | Knowing that data have a value- Knowing data can be used for multiple purposes                                           | Being conscious of the way and reasons why your data is being used                                                                         | Knowing ways to influence the use of your data /using data- Knowing the way data can be used for collective purposes                         |
| Acting on Data        | Collecting data        | Use external devices/apps to collect data                                                                                | Search & collect active data from repositories/apps and Internet portals.                                                                  | Create and store own data (based on external and own data, e.g.). Utilising specialised software for data collection and storage (databases) |
|                       | Managing data          | Creating, editing and storing simple file formats like .txt or .xsl to manually insert the data.                         | Managing data collected in apps and Internet portals                                                                                       | Managing data from diverse sources with specific software and be able to do complex operations with data (pivot tables, etc.)                |
|                       | Sharing data artifacts | Share and communicate data sets that already exist under ethical considerations                                          | Share data created by oneself in different formats (images, tables) using adequate repositories (open or ethically strong if it is needed) | Anonymise and/or Combine data sets (external and own creation) and share them in an open repository                                          |
| Engaging Through Data | Policy and regulation  | Understanding how society shapes data use/influences policymaking                                                        | Applying policies and regulations to own data activity                                                                                     | Having a say on policy                                                                                                                       |
|                       | Taking Decision        | Understanding civil action / individual potential to use data                                                            | Being involved in civil action / using data for taking individual decisions                                                                | Take actual decisions / Lead civil action                                                                                                    |
|                       | Data activism          | Participating - Understanding data activism movements and how these can change the use of that data that stakeholders do | Participate, sign, or approve data activism initiatives initiated by others                                                                | Impacting on society - Take part, organise or lead data activism initiatives                                                                 |
|                       | Data advocacy          | Understanding your influence on peers or stakeholders to help them understand the potential and applications of data     | Raising collective awareness for using data                                                                                                | Actively advocating on peers and stakeholders enacting change in the use of data that they do                                                |

**playful and  
game-based  
approaches**

**networked  
connected  
learning**

A close-up photograph of numerous wooden Tetris blocks of various colors (purple, blue, orange, green, red, pink, yellow, brown, grey, and teal) scattered on a dark wooden surface. The blocks are in different orientations, some standing upright and others lying flat. The text "GAME BASED LEARNING" is overlaid in the center in a white, serif font.

# GAME BASED LEARNING



**LEARNING**

**EMERGENT**  
activity

## Físicamente situado



Epistémicamente situado



Metas

## Socialmente situado

## Diseño de la interacción social

# ELEMENTS

Set Design

Epistemic Design

- Objectives
- Procedures
- Rules
- Conflict
- Outcome
- Types of play activities
- Invitation to Play
- Techniques
- Tactics



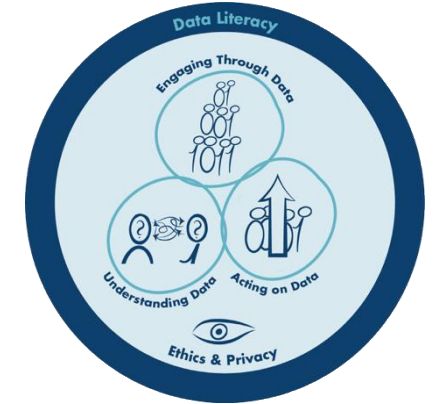
# PRINCIPLES

Set Design

Epistemic Design

- Interest-powered
- Learning goals oriented
- Production-centered
- Learning happens by doing
- Challenge is constant
- It is FUN: Novel, Not too easy, not too hard , Tricky
- Uses some rules for game designers

Tasks



Social Desing

## Set Design

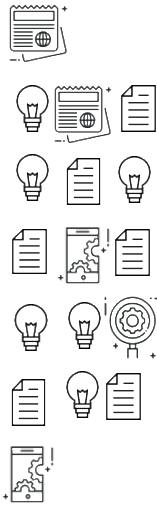
Physically Situated



Artifacts Tools & Resources

Epistemic Design

Epistemically situated



OBJECTIVES  
(GAME)  
CONFLICT RULES  
MECHANICS  
TACTICS  
MYSTERY  
BADGES  
INVITATION TO PLAY

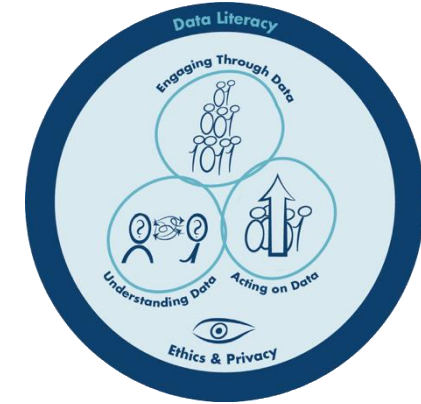
**EMERGENT  
ACTIVITY**

Dyads, Groups & Teams:  
Roles & Division of  
Labour



Socially Situated

Social Design



Outcomes

[illegible]

## RESEARCH TRACE

Castañeda, Linda; Arnab, Sylvester; Tur, Gemma; Klykken, Frida; Wasson, Barbara; Haba-Ortuño, Inmaculada; Maloszek, Ruth; De Benito-Crossetti, Barbara (2024) Co-creating pedagogically informed games for data literacy. Revista de Educación, 1, 39-69. <https://doi.org/10.4438/1988-592X-RE-2024-405-627>

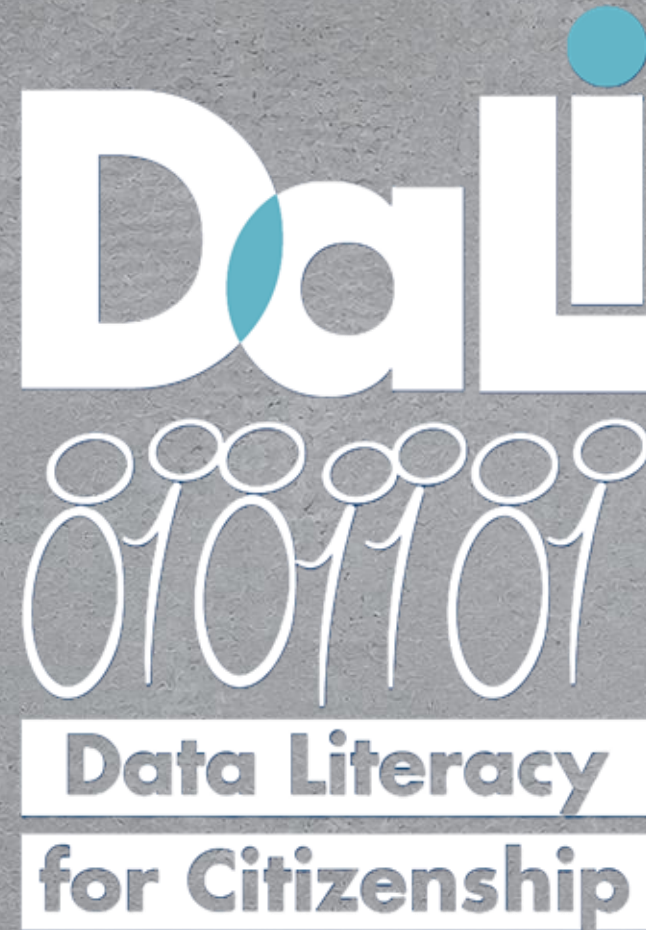
Castañeda, Linda, Inmaculada Haba-Ortuño, Daniel Villar-Onrubia, Victoria I. Marín, Gemma Tur, José A. Ruipérez-Valiente, and Barbara Wasson. 2024. 'Developing the DALI Data Literacy Framework for Critical Citizenry'. RIED-Revista Iberoamericana de Educación a Distancia 27 (1). doi:10.5944/ried.27.1.37773

Tur, Gemma, de Benito, Barbara, Arnab, Sylvester, Castañeda, Linda, Lamas, Petro, Bedenlier, Svenja & Wasson, Barbara (2025). Data literacy for citizenry through game-based learning: Adult perceptions of fun and learning with the DALI Toolkit. First Monday, 30(9). <https://doi.org/10.5210/fm.v30i9.13792>

## QUESTION

### Basic Data Literacy for Citizenry

### Learning Game Based Experiences



<https://dalicitizens.eu/>



**Data Literacy for Citizenship**

The word 'SHAPE' is written in large, bold, blue, sans-serif capital letters on a glass wall. The glass wall is part of a larger structure that reflects the interior of the room, including the ceiling lights and the wooden floor. The floor is made of light-colored wood planks.



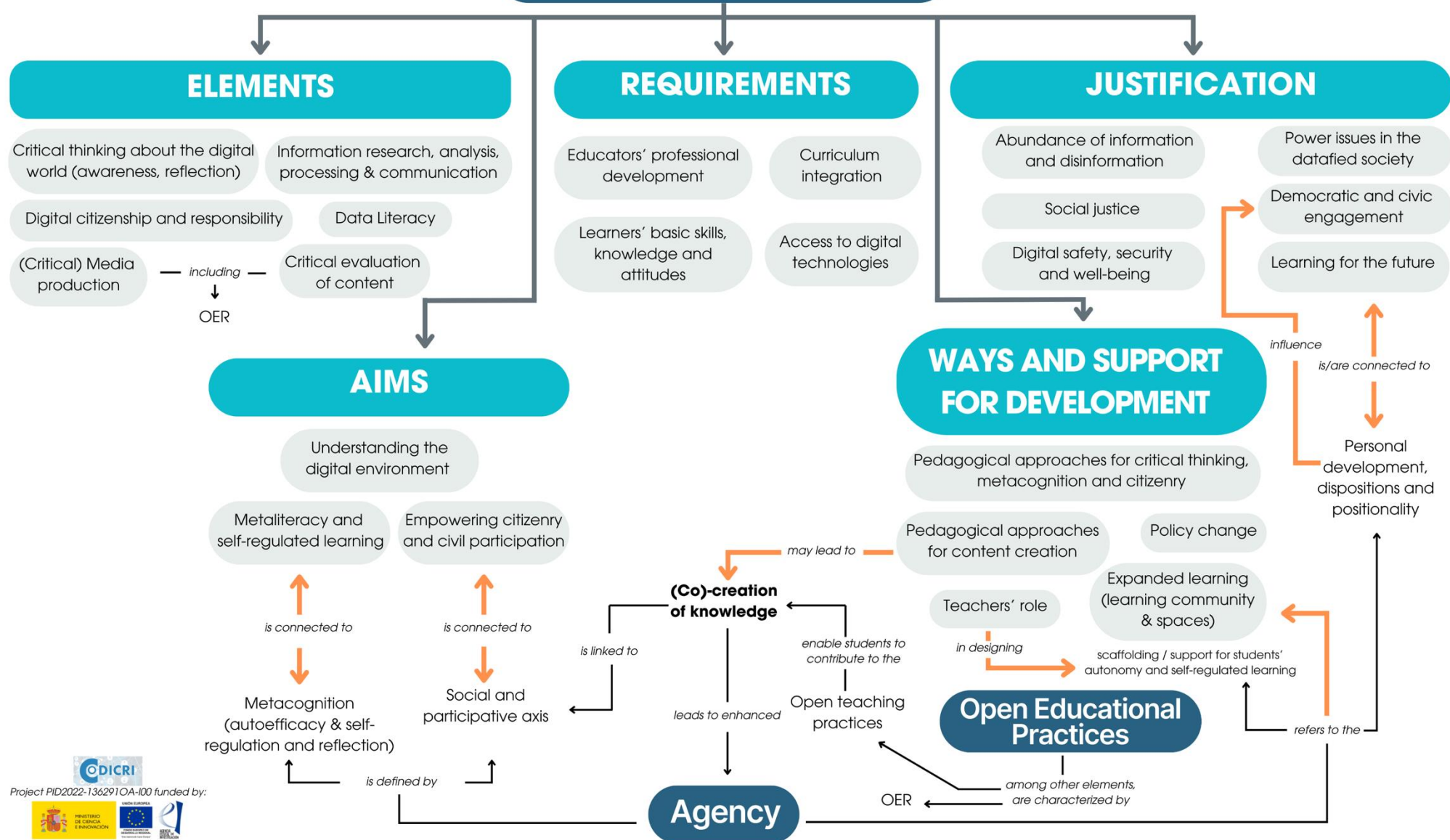
Critical Digital  
Competence:  
towards agency for  
learning through open  
educational practices  
(2023-2026)

open educational practices for  
Higher Education

**critical digital competence**

**agency for learning**

# A conceptual Framework on Critical Digital Competence



# ELEMENTS

Critical thinking about the digital world (awareness, reflection)

Information research, analysis, processing & communication

Digital citizenship and responsibility

Data Literacy

(Critical) Media production

— including —  
↓  
OER

Critical evaluation of content

Edu

Le



# ELEMENTOS DE LA COMPETENCIA DIGITAL CRÍTICA

## 1. PENSAMIENTO CRÍTICO SOBRE EL MUNDO DIGITAL

(Dimensión transversal)

01



02



## 2. BÚSQUEDA, ANÁLISIS, PROCESAMIENTO Y COMUNICACIÓN DE INFORMACIÓN

03



## 3. CIUDADANÍA Y RESPONSABILIDAD DIGITALES

04



## 4. ALFABETIZACIÓN EN DATOS

05



## 5. PRODUCCIÓN MEDIÁTICA (CRÍTICA)

06



## 6. EVALUACIÓN CRÍTICA DE CONTENIDO

# ELEMENTS

Critical thinking about the digital world (awareness, reflection)

Information research, analysis, processing & communication

Digital citizenship and responsibility

Data Literacy

(Critical) Media production

— including —  
↓  
OER

Critical evaluation of content

Edu

Le

# AIMS

Understanding the  
digital environment

Metaliteracy and  
self-regulated learning

Empowering citizenry  
and civil participation

*is connected to*

*is connected to*

Metacognition  
(autoefficacy & self-  
regulation and reflection)

Social and  
participative axis

*is linked to*

**(Co)-creation  
of knowledge**

*leads to enhanced*

**Agency**



Project PID2022-136291OA-I00 funded by:



PEDAGOGIA

ESPACIOS Y RECURSOS

UNIDAD DE  
APRENDIZAJE  
URGENTE

METAS

DISEÑO DE  
INTERACCION  
SOCIAL



Unidad de

Formación

Mar & Corval

Aula

Bibliotecas

LABORATORIO  
DE INVESTIGACION  
ECONOMICA Y SOCIAL

Redes de aprendizaje (PLN)

Personas entrevistadas

Persona de Apoyo  
- a estudiantado o  
a profesorado

Parejas - grupos de  
2 personas

Roles predefinidos

Equipos con juntos  
profesorado y  
alumnado

Estudiantes con  
responsabilidad en  
la tarea

Corresponsable

Comunidad de  
Practica

Prosum

Trabajo en equipo -  
grupos de 3 o mas  
personas

Estudiante que  
ejerce

Grupos  
colaborativos

Educadores dentro  
de la institucion  
asignatura/cursos

Comunidad de  
Aprendizaje

Educadores de  
otros contextos o  
externos

Conexion con  
movimientos  
sociales

Comunidad-Grupo  
contextual de  
referencia  
(actores de nivel del aula)

Parejas - grupos de  
2 personas

Familiares -  
Amigos

Persona externa al  
equipo y a la clase  
con  
responsabilidad  
(un estudiante o educador)

Estudiante(s)  
comprometido(s)  
con la comunidad

Personas que  
cuentan o confiesan

TIPO DE

Aulas

Formación

Formación

Formación

Formación

Formación

Formación

Unidad de

Formación

Formación

Formación

Formación

Formación

Formación

Unidad de

Formación

Formación

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Formación

Formación

Formación

Formación

Unidad de

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Formación

Formación

Formación

# JUSTIFICATION

Abundance of information  
and disinformation

Social justice

Digital safety, security  
and well-being

Power issues in the  
datafied society

Democratic and civic  
engagement

Learning for the future

# WAYS AND SUPPORT

*influence*

*is/are connected to*

# Critical Digital Competence



## REQUIREMENTS

Educators' professional development

Curriculum integration

Learners' basic skills, knowledge and attitudes

Access to digital technologies

Search, analysis, communication

literacy

ation  
t



Abundant and

Sc

Digital and

## WAYS AND

# WAYS AND SUPPORT FOR DEVELOPMENT

Pedagogical approaches for critical thinking, metacognition and citizenry

Pedagogical approaches for content creation

Policy change

Expanded learning (learning community & spaces)

Teachers' role

scaffolding / support for students' autonomy and self-regulated learning

## Open Educational Practices

OER

among other elements, are characterized by

## Agency

**(Co)-creation of knowledge**

Open teaching practices

Personal development, dispositions and positionality

influence

is/are connected to

may lead to

is linked to

leads to enhanced

enable students to contribute to the

in designing

refers to the

citizenry  
ation

o

axis

Main components of

## RESEARCH TRACE

Abascal, M., Marín, V. I., Tur, G., Peguera-Carré, M. C., Orellana-Hernández, M. L., Castañeda, L., & Villagrà, S. (2026). Conceptualisation, development and impact of Open Educational Practices in higher education: a systematic mapping review. *Review of Education*, 14, e70199.

<https://doi.org/10.1002/rev3.70199>

Castañeda, L., Marín, V. I., Tur, G., Peguera-Carré, M. C., Orellana-Hernández, M. L., & Villagrà, S. (2026). Designing for Openness, Critical Digital Competence and Agency: The Development of the CoDiCri ACAD Toolkit. *European Journal of Open, Distance and E-Learning*, 28(1), 6, 1-13.

<https://doi.org/10.65043/eurodl.179>

Tur, G., Peguera-Carré, M. C., Orellana-Hernández, Villagrà, S., & Marín, V. I. (in press, 2026). Designing for Learning in Open Educational Practices: Insights from Spanish University Educators. *The International Review of Research in Open and Distributed Learning (IRRODL)*, 27(4).

## QUESTION

**Critical Digital Competence**  
**Open Practices**  
**Learning Agency**



<https://recercacompetecs.udl.cat/codicri/en/the-project>



SHAPE

**SHAPE**



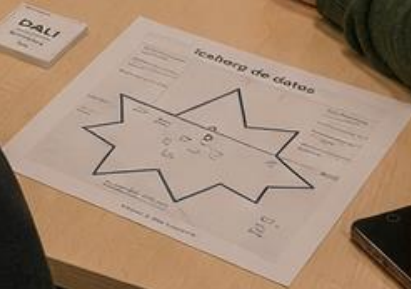
**DALI**  
Data Literacy  
for Citizenship



Orquestamos  
↓  
Lo que construimos  
juntos importa.



**DALI**  
Data Literacy  
for Citizenship





# EDUCATORS



Financiado por  
la Unión Europea  
NextGenerationEU



MINISTERIO  
PARA LA TRANSFORMACIÓN DIGITAL  
Y DE LA FUNCIÓN PÚBLICA



unidigital

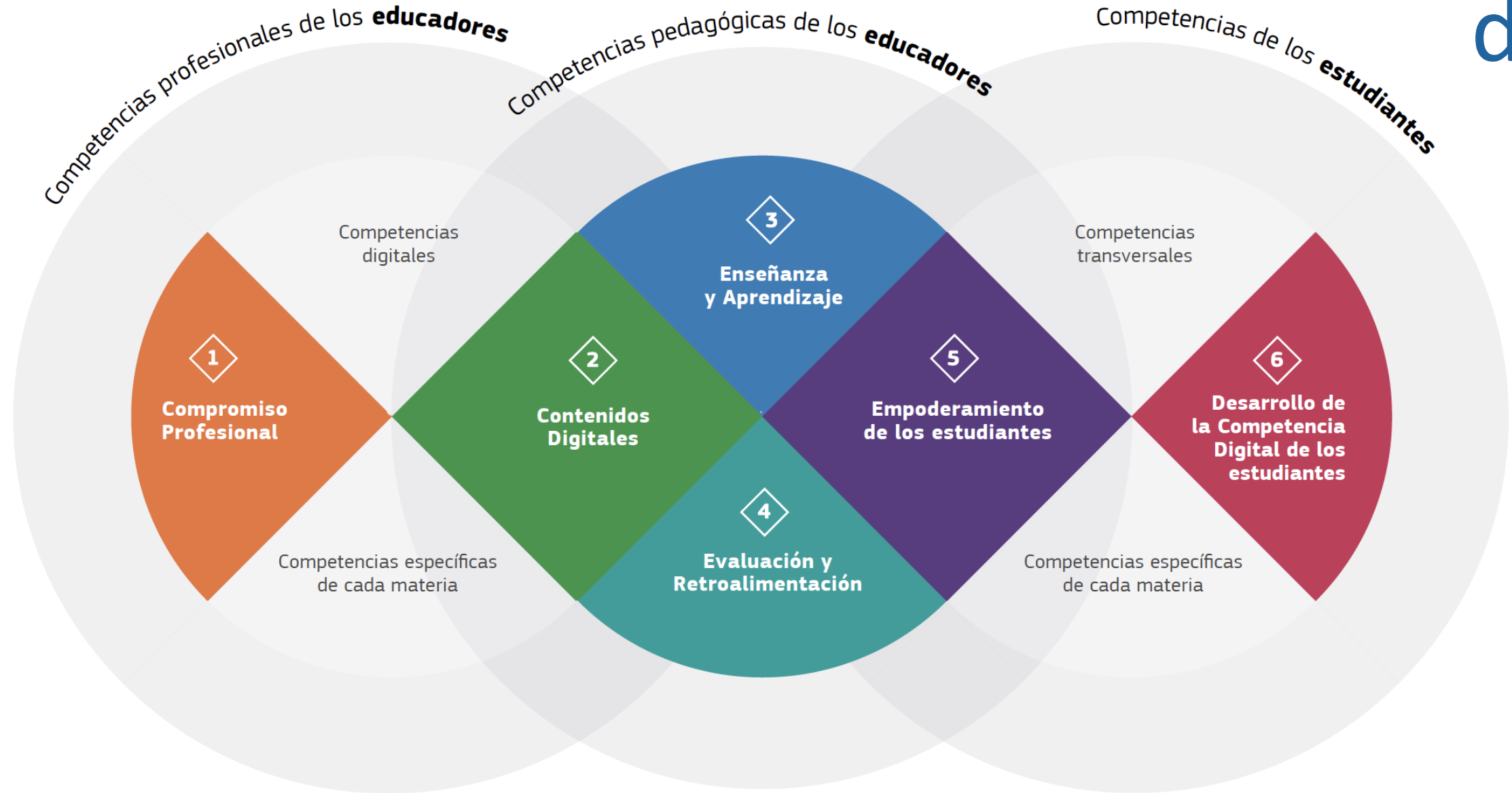


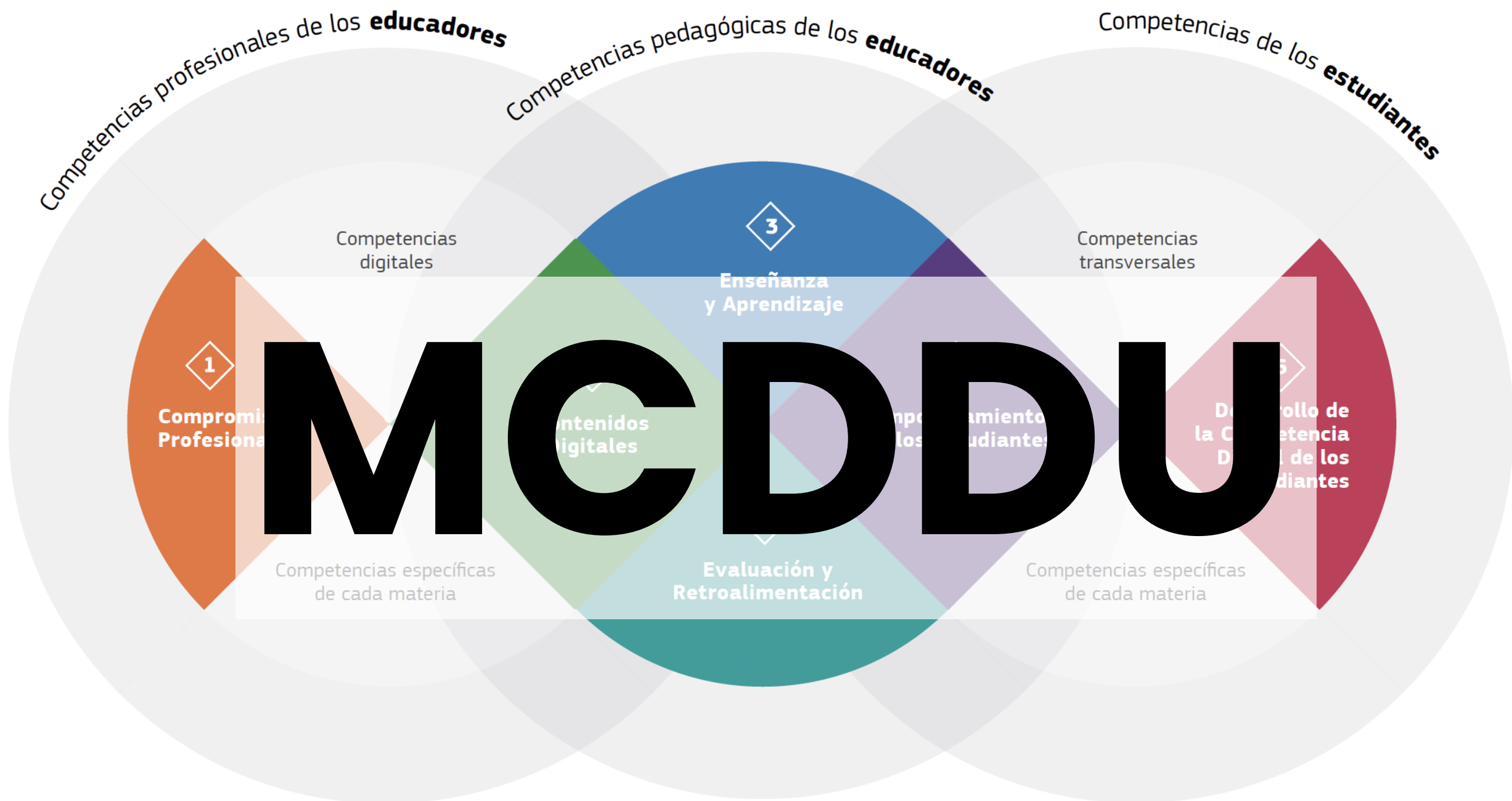
DigCompEdu-FyA

TRAINING & CERTIFICATION

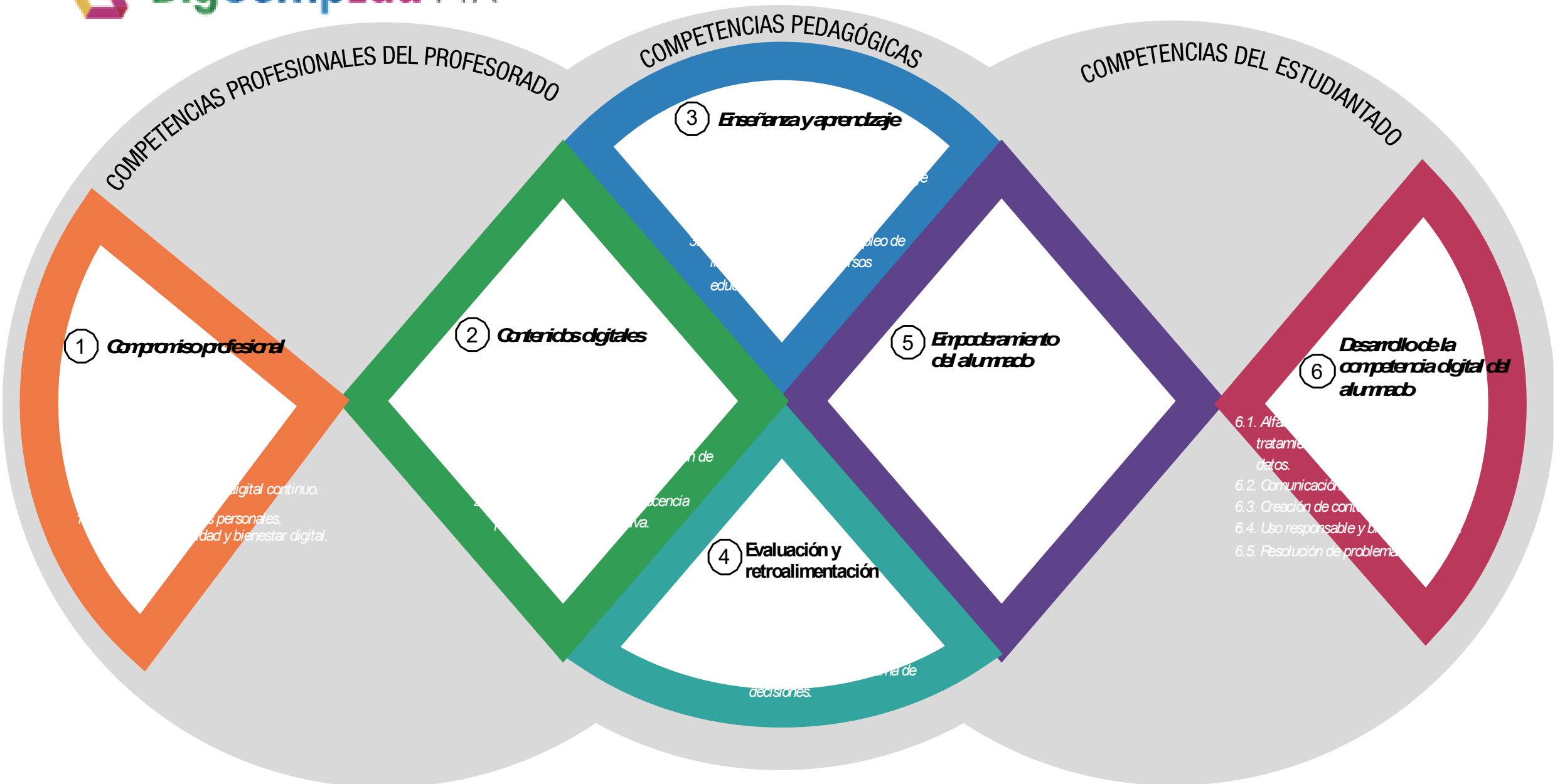
34 UNIVERSITIES  
32/50 public (89 in total)

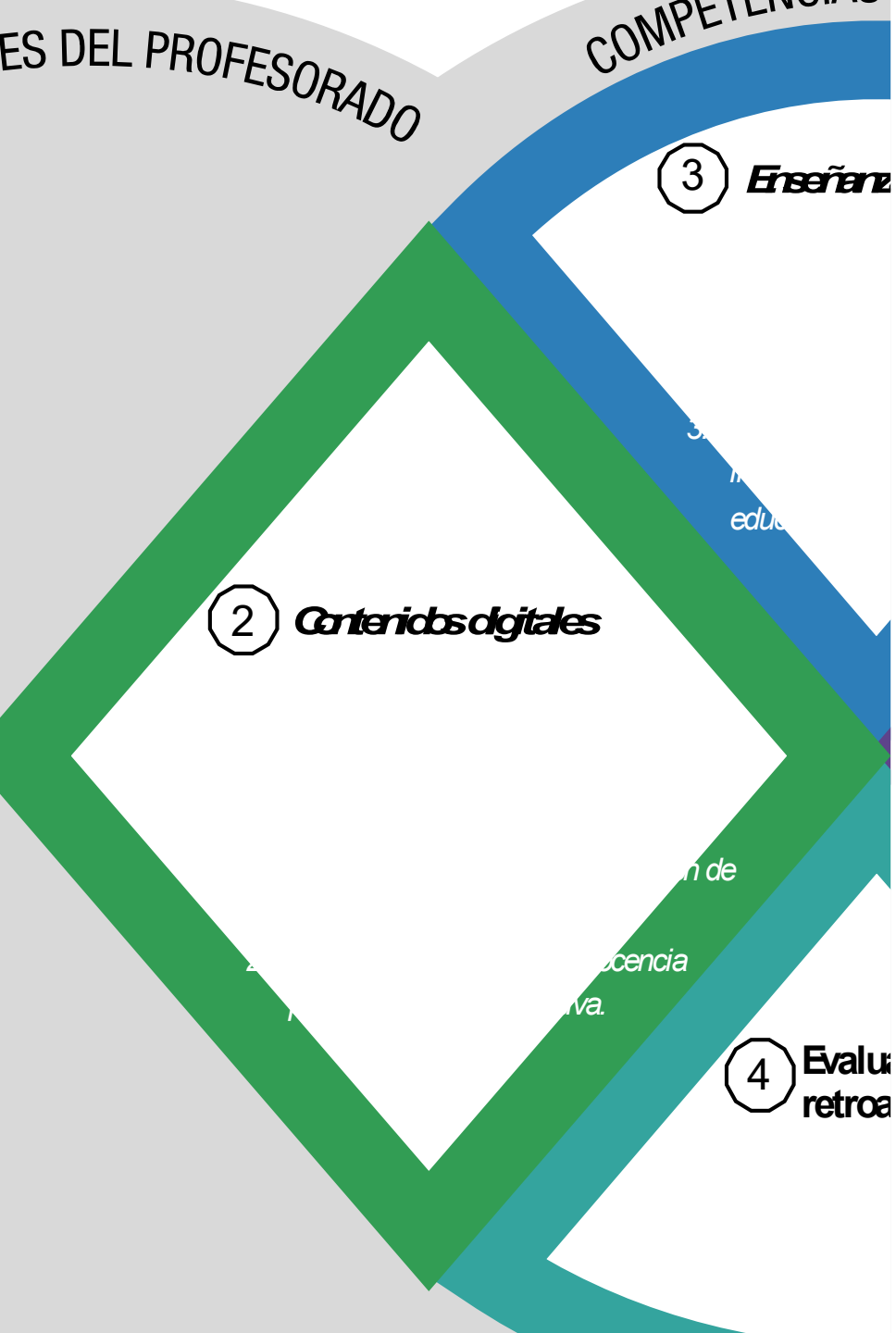
2022-2024









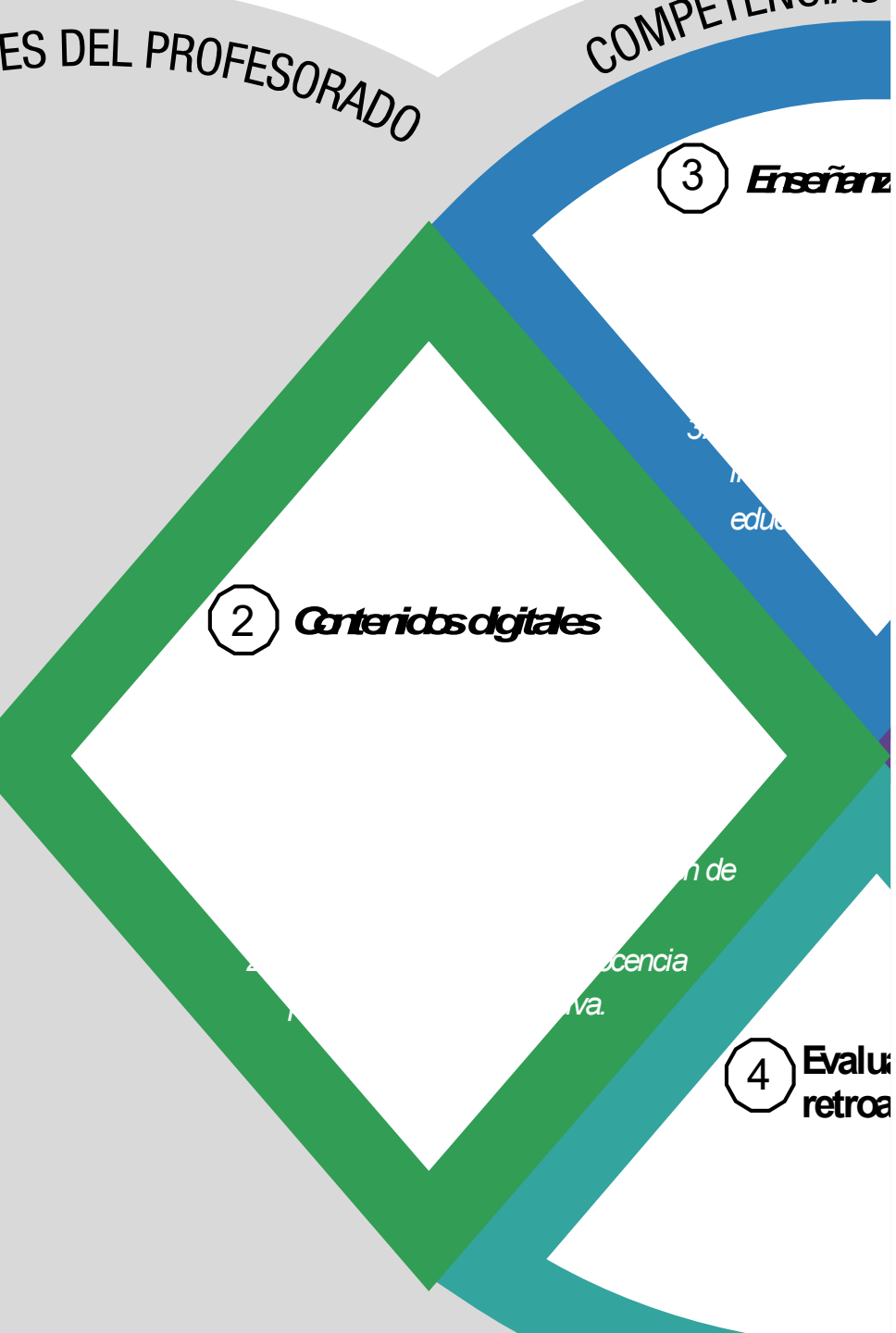


## Área 2: Contenidos digitales

Implica la capacidad del docente para gestionar la gran cantidad y variedad de recursos y contenidos digitales existentes,

### Subáreas

- 2.1. Búsqueda y selección de contenidos digitales..
- 2.2. Creación y modificación de contenidos digitales.
- 2.3. Protección, gestión y compartición de contenidos digitales.
- 2.4. Adopción de prácticas educativas abiertas (PEA) en la docencia para hacerla más inclusiva.



## Area 2: Digital Resources

This involves the teacher's ability to manage the large quantity and variety of existing digital resources and content,

### Sub-areas

- 2.1. Search and selection of digital content...
- 2.2. Creation and modification of digital content.
- 2.3. Protecting, managing and sharing digital content.
- 2.4. Adopting open educational practices (OEPs) in education to make it more inclusive.

## 2.2. Creación y modificación de contenidos digitales



| Etapas de progresión                                                                                                                                                                                                                  | Niveles de progresión                                                                                                                                                                                                                                                 | Indicadores de logro                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Conocimiento y aplicación, con ayuda y en entornos controlados, de los criterios didácticos, disciplinares y técnicos para la modificación y creación de contenidos digitales respetando la normativa sobre propiedad intelectual. | A1. Conocimiento, comprensión y aplicación teórica de los criterios didácticos, disciplinares y técnicos y el uso de herramientas de autor para la edición y creación de contenidos digitales de calidad respetando la normativa vigente sobre propiedad intelectual. | 2.2.A1.1. Conoce los criterios didácticos, disciplinares y técnicos (adecuación a la consecución de las metas, accesibilidad, etc.) y los aplica de forma genérica en la edición y creación de contenidos digitales.                                                                                                              |
|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       | 2.2.A1.2. Conoce y comprende los tipos de licencias existentes y los términos que recoge cada una de ellas para la edición y creación de contenidos digitales respetando los derechos de autor (transformación) y de propiedad intelectual y utiliza alguna norma internacional para las citas y referencias.                     |
|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       | 2.2.A1.3. Utiliza, de forma guiada, herramientas de autor generales y básicas para la creación y edición de contenidos digitales accesibles (ofimáticas, editor de audio, imágenes, vídeo, etc.) y las específicas de las asignaturas que imparte (editor de ecuaciones, partituras, editor de texto para diversos alfabetos...). |
|                                                                                                                                                                                                                                       | A2. Aplicación, en entornos controlados o con ayuda, de los criterios didácticos, disciplinares y técnicos en la edición y creación de contenidos digitales de calidad para utilizarlos con un grupo de estudiantes concreto.                                         | 2.2.A2.1. Aplica, con ayuda, los criterios didácticos (adecuación a la consecución de las metas, accesibilidad, etc.), disciplinares y técnicos para la edición y creación de contenidos digitales dirigidos a un grupo de estudiantes concreto.                                                                                  |
|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       | 2.2.A2.2. Utiliza un sistema de referencias empleando, si fuera posible, las funcionalidades disponibles en las                                                                                                                                                                                                                   |

# competence certification PROTOCOL



Financiado por  
la Unión Europea  
NextGenerationEU



GOBIERNO  
DE ESPAÑA  
MINISTERIO  
DE ASUNTOS ECONÓMICOS  
Y TRANSFORMACIÓN DIGITAL



Plan de  
Recuperación,  
Transformación  
y Resiliencia

# PROTOCOLO DE ACREDITACIÓN Y CERTIFICACIÓN DE LA COMPETENCIA DIGITAL DOCENTE DEL PROFESORADO DE LA UNIVERSIDAD

Creación y validación de la propuesta



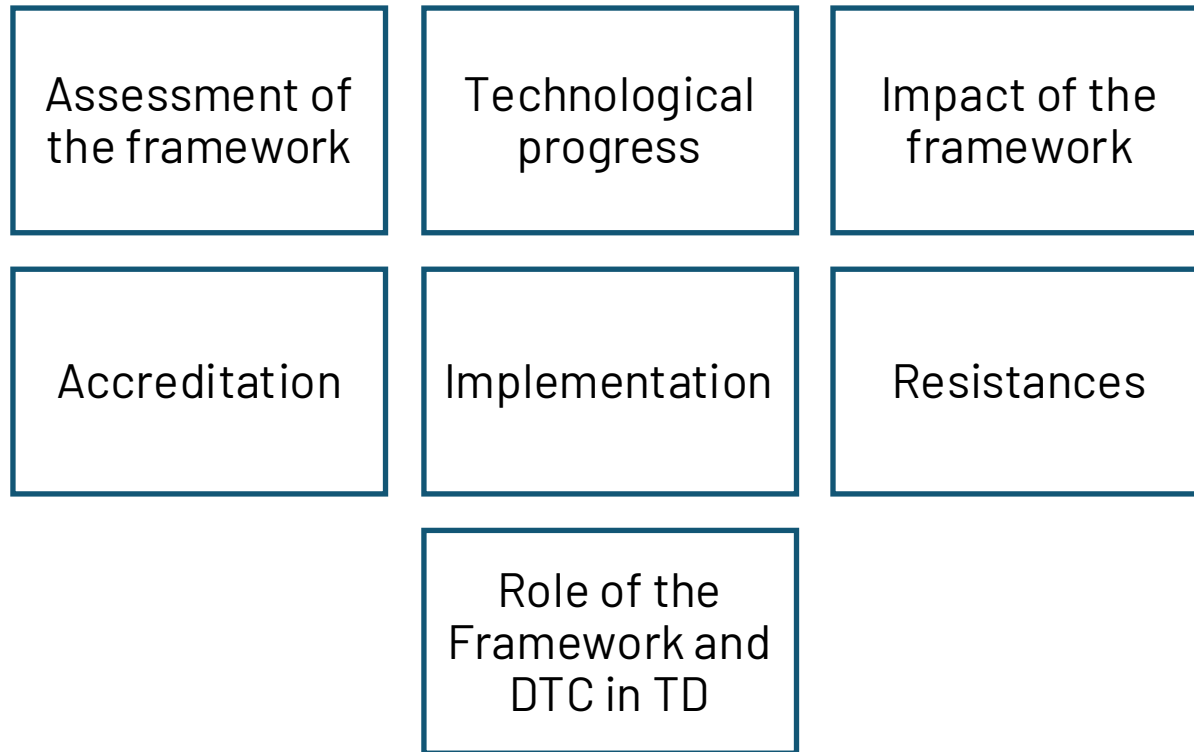
2024

D. Procedimientos para la certificación, acreditación y el reconocimiento de la competencia digital docente del profesorado universitario

| Nivel de CDD                | Procedimientos de acreditación                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Etapa A<br>Nivel<br>A1 y A2 | <p>Se podrá acreditar el nivel A1 y/o A2 a través de los procedimientos que determinen las universidades, de entre los siguientes:</p> <ol style="list-style-type: none"> <li>Superación de una prueba de acreditación. El profesorado podrá acreditar uno de los niveles A, a través de la superación de una prueba de acreditación genérica o contextualizada por su universidad y basada en los indicadores del MCDDU. La prueba puede resultar de una adaptación de una prueba genérica desarrollada por un estamento interinstitucional y aprobada por el estamento suprauniversitario que acredita los modelos de cada institución. La estructura de la prueba priorizará preguntas o actividades que impliquen la resolución de problemas, además de preguntas de conocimiento declarado.</li> <li>Cursar los módulos formativos propuestos por el proyecto DigCompEdu-FyA y completar con éxito test finales de evaluación correspondientes a cada módulo formativo del área y nivel seleccionado. Completar con éxito los diferentes módulos de formación del nivel A1 o A2, supondrá la expedición de insignias digitales (cada módulo, una insignia). Al completar todos los módulos del nivel A1 o A2 (e incluso alcanzando un mayor nivel en algunas áreas competenciales), se expedirá automáticamente la acreditación del nivel A1 o A2.</li> </ol>                                                                |
| Etapa B<br>Nivel<br>B1 y B2 | <p>Los niveles A no se consideran prerequisites para obtener los niveles B de CDDU.</p> <p>Se podrá acreditar el nivel B1 y/o B2 a través de los procedimientos que determinen las universidades, de entre los siguientes:</p> <ol style="list-style-type: none"> <li>Portafolio con evidencias de desempeño profesional docente. El o la docente deberá aportar evidencias de su desempeño profesional que reflejen o justifiquen el nivel competencial descrito en el MCDDU en los niveles B1 o B2. Para ello, cada docente deberá completar un portafolio en el que conectará evidencias docentes con los indicadores de logro de las diferentes áreas. Debería incluir un <u>mínimo de seis evidencias</u> diferentes seleccionadas de un catálogo propuesto, y podría utilizar una misma evidencia para demostrar el dominio o las capacidades competenciales en diferentes áreas seleccionando los diferentes indicadores o subáreas que refleja dicha evidencia (priorizando calidad antes que cantidad). Las evidencias aportadas deberán cubrir todas las áreas y, al menos, el 80% de los indicadores del nivel B1 y B2 del MCDDU. Si las evidencias aportadas no cubren satisfactoriamente todas las áreas competenciales, pero sí el 80%, como mínimo, de los indicadores de logro de alguna o algunas de estas, se podrá expedir la insignia de dicha o dichas áreas. No obtendría la acreditación del B1</li> </ol> |

| Nivel de CDD | Procedimientos de acreditación                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nivel C1     | <p>o B2 completa hasta que obtuviese las insignias del resto de las áreas competenciales a través de la formación o del aporte directo de las evidencias.</p> <p>Se establece como prerequisite contar con la acreditación del nivel B2 para optar a la evaluación del nivel C.</p> <p>La acreditación del nivel C1 se realizarán con base en evidencias de desempeño. Así se podrá acreditar el nivel C1 cubriendo al menos el 80% de los indicadores de logro recogidos en el nivel C1 del MCDDU, a través de la presentación de un mínimo de 4 tipos de evidencias diferentes de los que se presentan a continuación:</p> <ol style="list-style-type: none"> <li>Tutorización de módulos correspondientes a los niveles B1 y B2 o certificación de formador en CDDU en Nivel, Área o Competencia correspondiente.</li> <li>Participación en la comisión de evaluación y revisión de portafolios de B1 y B2.</li> <li>Participación en la creación de contenido para la acreditación de niveles B1 y B2 (Se articulará un índice corrector por número de autores).</li> <li>Presentación de artículos y/o ponencias en revistas, congresos y/o jornadas relacionadas con la CDDU (Se articulará un índice corrector por número de autores).</li> <li>Participación en comisiones, comités o grupos de investigación que analicen y evalúen de forma crítica las tecnologías digitales utilizadas en la universidad.</li> </ol> |
| Nivel<br>C2  | <p>Se establece como prerequisite contar con la acreditación del nivel C1 para optar a la evaluación del nivel C2.</p> <p>La acreditación del nivel C2 se realizarán con base en evidencias de desempeño. Así se podrá acreditar el nivel C2 cubriendo al menos el 80% de los indicadores de logro recogidos en el nivel C2 del MCDDU, a través de la presentación de un mínimo de 4 tipos de evidencias diferentes de los que se presentan a continuación:</p> <ol style="list-style-type: none"> <li>Tutorización de módulos correspondientes a los niveles B1 y B2 o certificación de formador en CDDU en Nivel, Área o Competencia correspondiente.</li> <li>Participación en la comisión de evaluación y revisión de portafolios de B1 y B2.</li> <li>Participación en la creación de contenido para la acreditación de niveles B1 y B2 (Se articulará un índice corrector por número de autores).</li> <li>Presentación de artículos y/o ponencias en revistas, congresos y/o jornadas relacionadas con la CDDU (Se articulará un índice corrector por número de autores).</li> <li>Participación en comisiones, comités o grupos de investigación que analicen y evalúen de forma crítica las tecnologías digitales utilizadas en la universidad o que investiguen o generen nuevos modelos o herramientas pedagógicas para implementar.</li> </ol>                                                                       |

# method – method



## Experts validation



# WHAT DID THE EXPERTS SAY?

- Common reference
- Value and importance of the DTC
- Visibilising actions in favour of the DTC and promoting others
- Transformation of teaching
- Impact on training programmes

# WHAT DID THE EXPERTS SAY?

- The system of accreditation of the DTC of university teachers.
- Two levels: supra-university and university.
- Digcompedu-FYA: DTC accreditation protocol.
- The university designs the accreditation model for teachers  
(process and associated actions).
- Differentiating by levels.
- Higher external institution validates accreditation models.

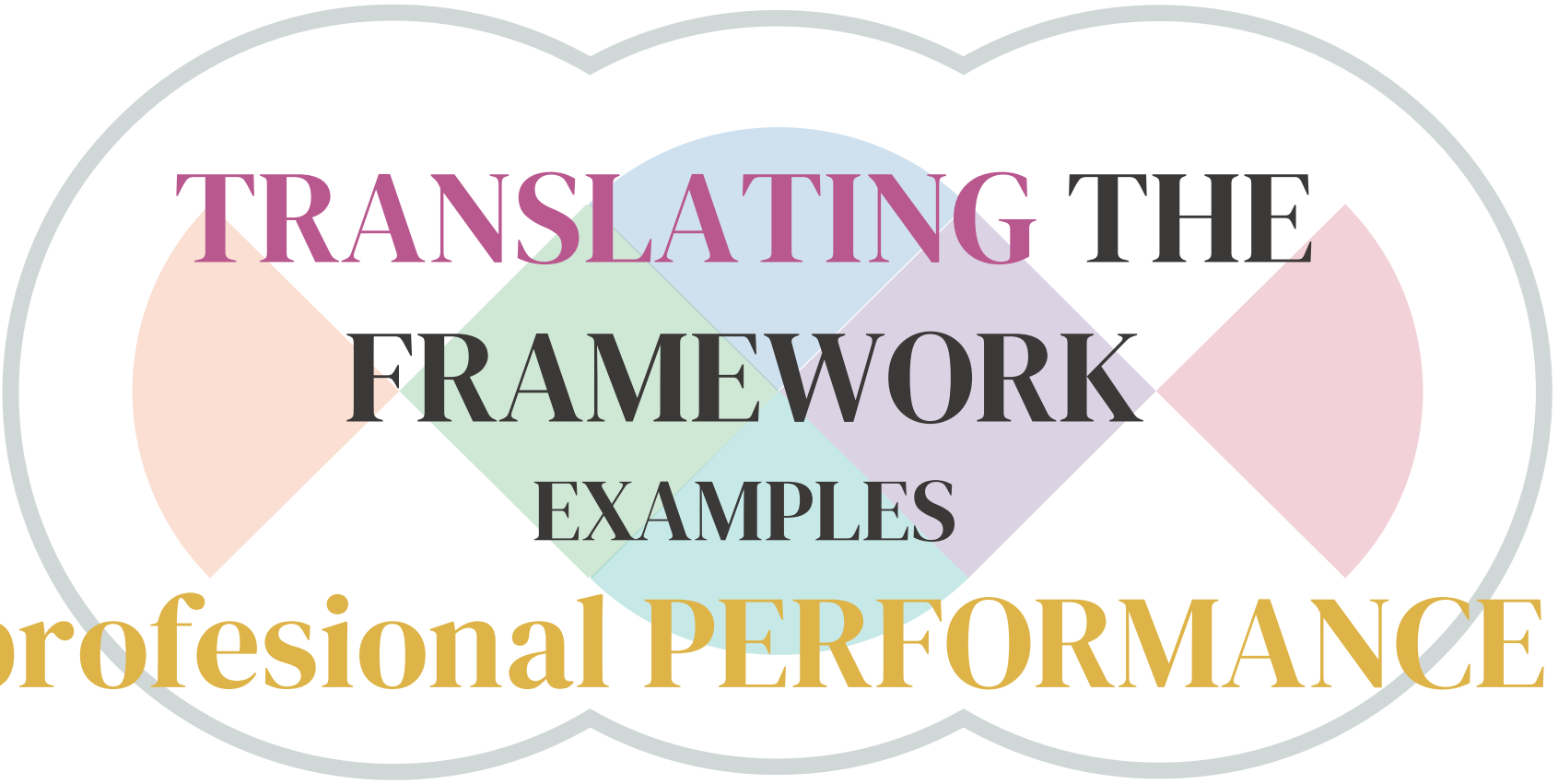
# WHAT DID THE EXPERTS SAY?

- The framework will **withstand** technological progress.
- **REGULAR AND INFORMED REVIEWS.**
- **UDTC as a transversal element** must affect and needs **the whole university.**
- Search for **synergies.**
- **Ownership** processes.

# WHAT DID THE EXPERTS SAY?

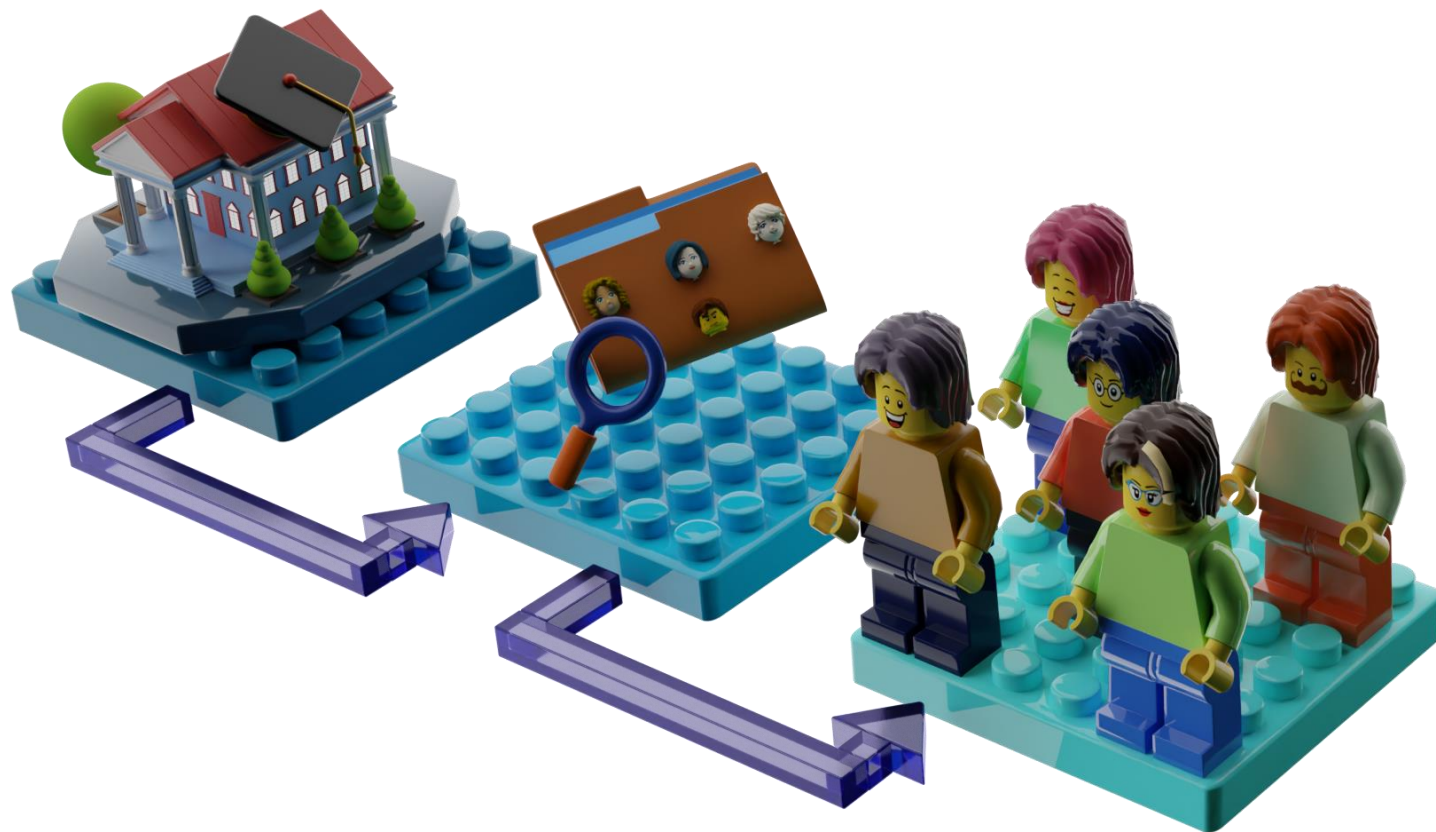
|                | RESISTENCES                                       | HOW TO ADDRESS THEM                                                              |
|----------------|---------------------------------------------------|----------------------------------------------------------------------------------|
| Teaching Staff | Pedagogical Competencies                          | Adaptation and translation of the framework across areas of knowledge. OWNERSHIP |
|                | Digital Competencies                              |                                                                                  |
|                | Being Evaluated                                   | Stimulus – Incentives.                                                           |
| Institutions   | Vision and Conception of the University's mission | Change in Mindset + Certification of Universities DC.                            |

**ownership** – ownership

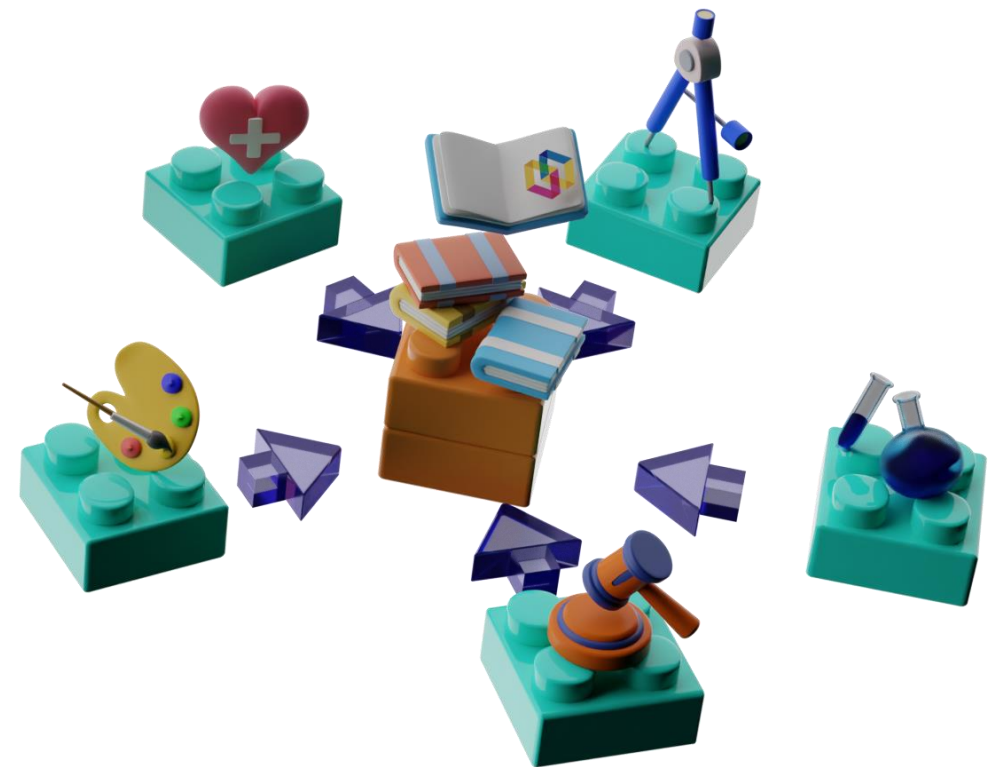


**TRANSLATING THE  
FRAMEWORK  
EXAMPLES**

**profesional PERFORMANCE**

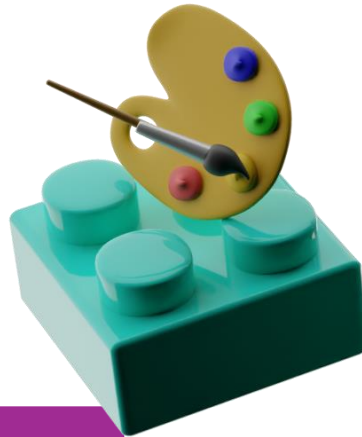
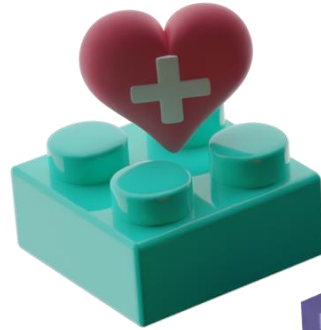


100 UNIVERSITY  
TEACHERS  
5 academic



# 20/discipline

HEALTH  
SCIENCES



ARTS &  
HUMANITIES



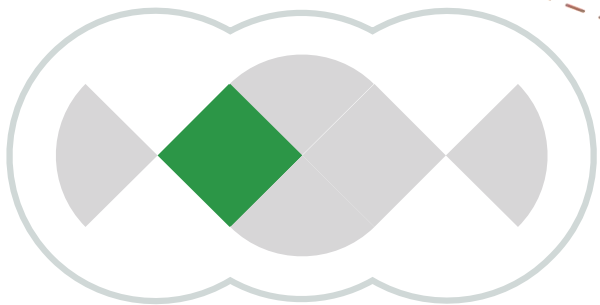
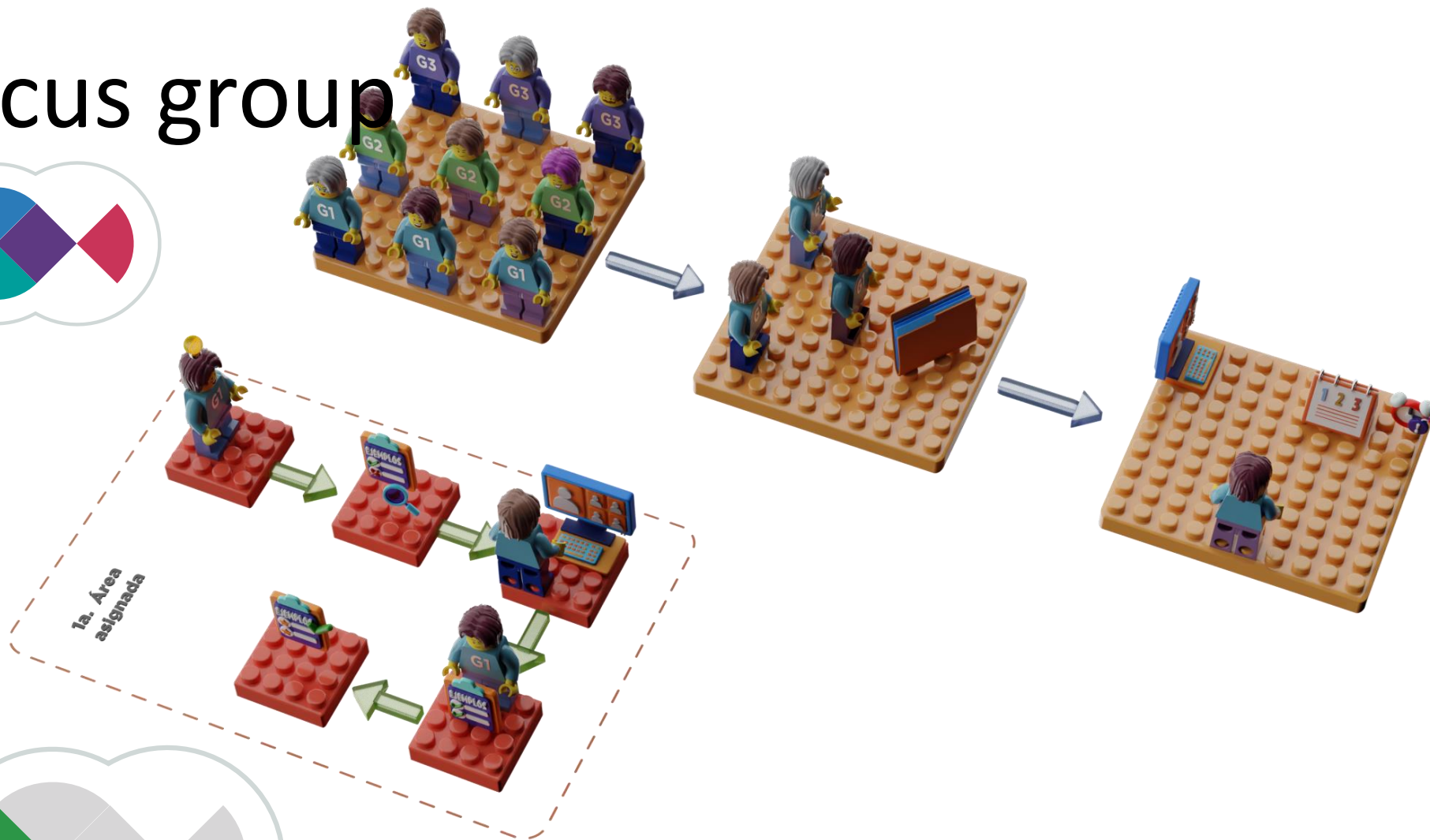
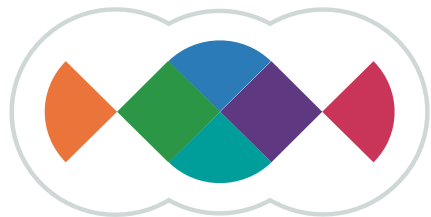
ENGINEERING &  
ARQUITECHTURE

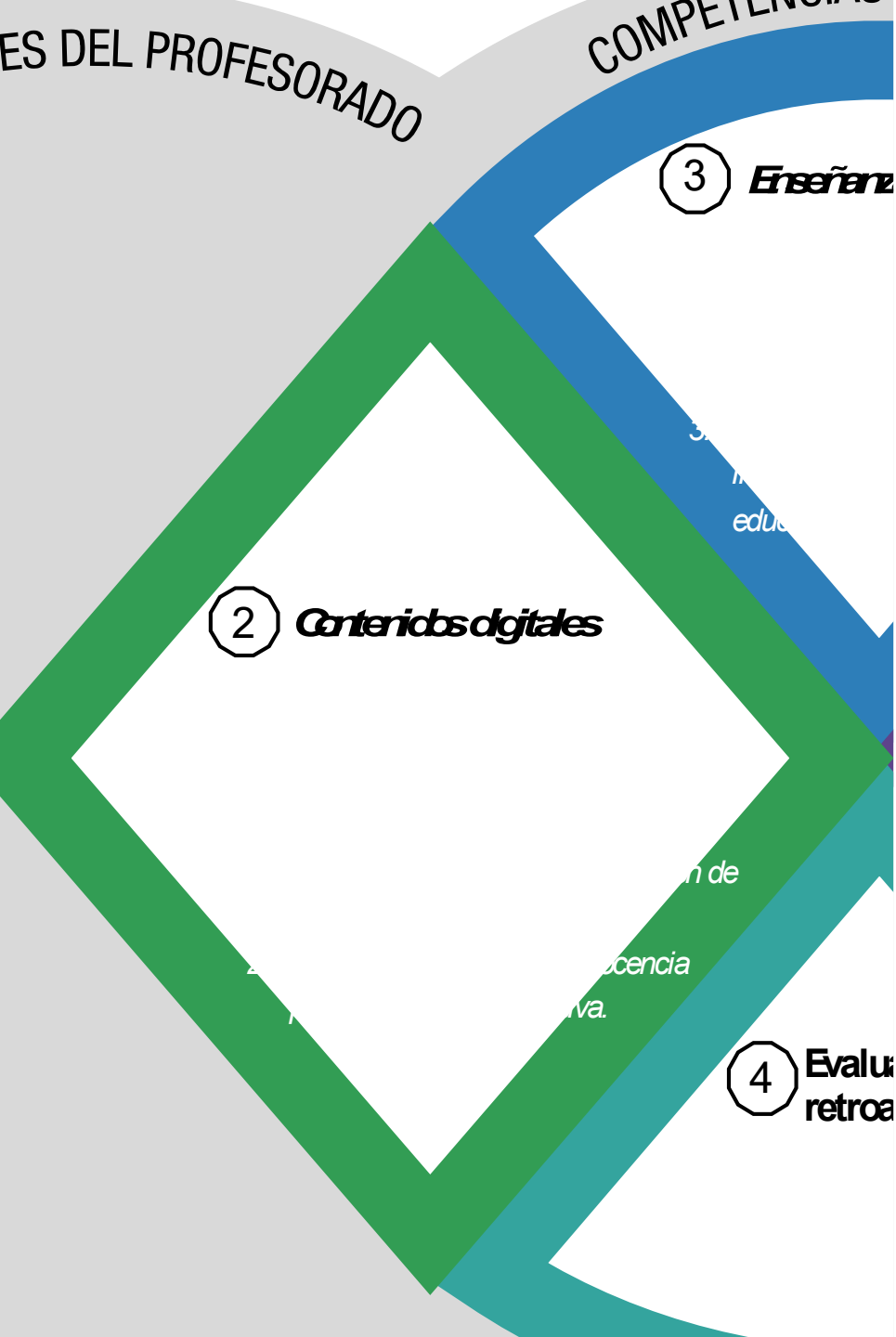
Physical &  
experimental  
sciences



Social & legal  
sciences

# 3 focus group





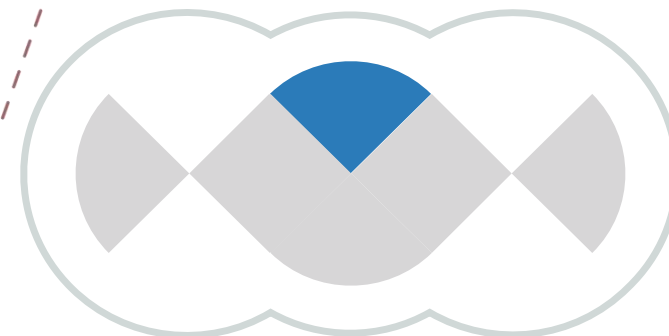
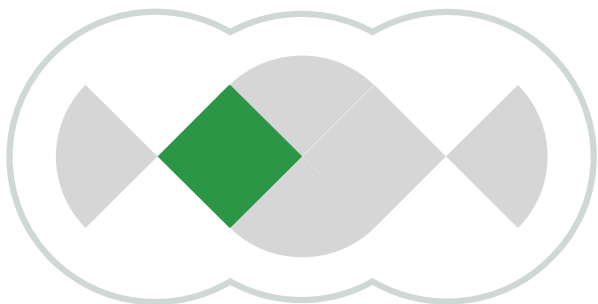
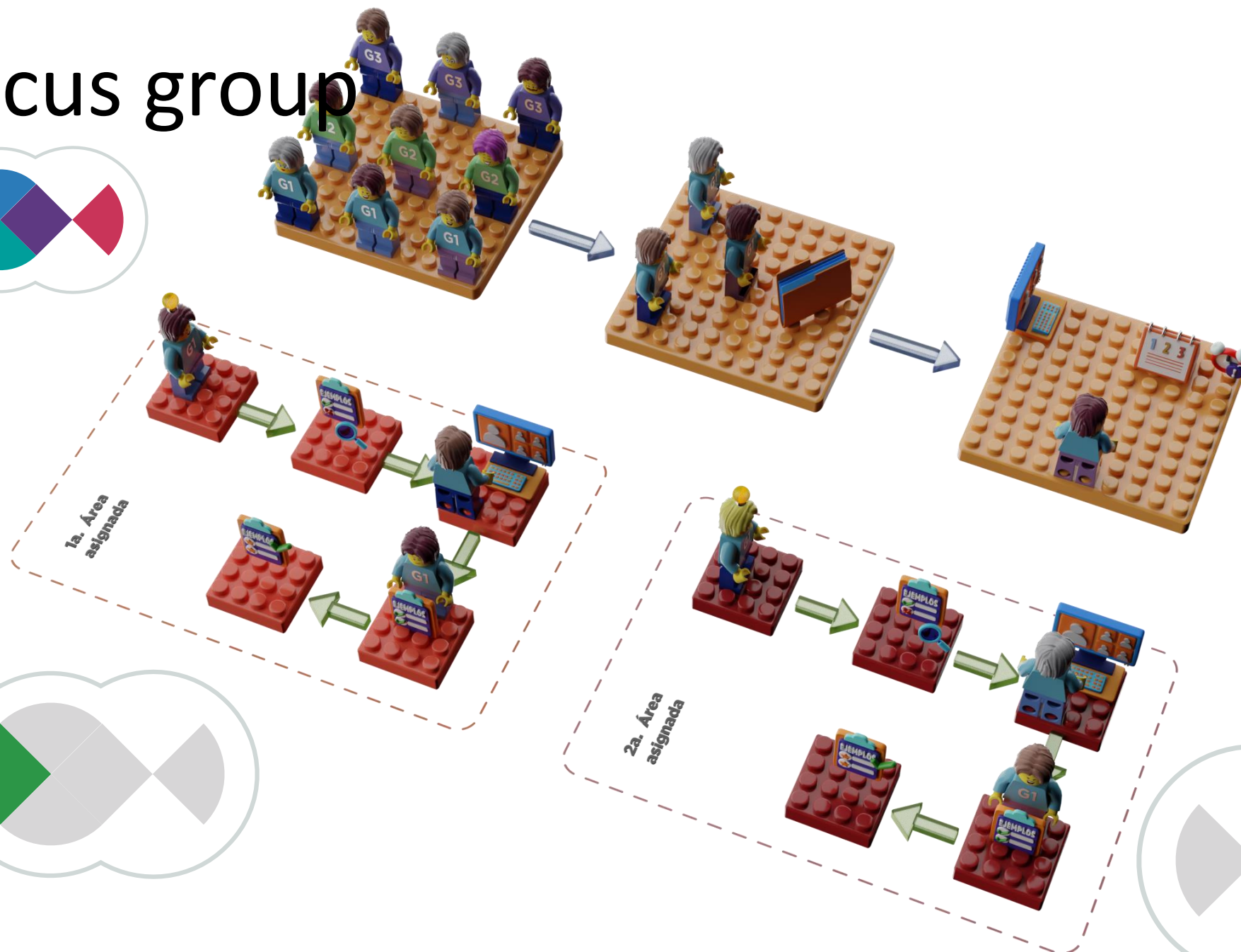
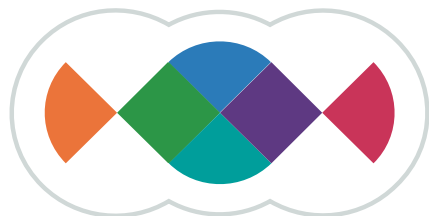
## Area 2: Digital Resources

This involves the teacher's ability to manage the large quantity and variety of existing digital resources and content,

### Sub-areas

- 2.1. Search and selection of digital content...
- 2.2. Creation and modification of digital content.
- 2.3. Protecting, managing and sharing digital content.
- 2.4. Adopting open educational practices (OEPs) in education to make it more inclusive.

# 3 focus group





**2024**

MARCO DE COMPETENCIA DIGITA DOCENTE UNIVERSITARIO:  
CATÁLOGO DE EJEMPLOS PR  
PARA PROFESORADO DE  
**CIENCIAS FÍSICAS Y EXPERIMENTALES**



MARCO DE COMPETENCIA DIGITA DOCENTE UNIVERSITARIO:  
CATÁLOGO DE EJEMPLOS PROFESIONALES  
PARA PROFESORADO DE  
**INGENIERÍA Y ARQUITECTURA**



**2024**

MARCO DE COMPETENCIA DIGITA DOCENTE UNIVERSITARIO:  
CATÁLOGO DE EJEMPLOS PROFESIONALES  
PARA PROFESORADO DE  
**ARTES Y**



**2024**

MARCO DE COMPETENCIA DIGITA DOCENTE UNIVERSITARIO:  
CATÁLOGO DE EJEMPLOS PROFESIONALES  
PARA PROFESORADO DE  
**CIENCIAS DE LA SALUD**



**2024**

MARCO DE COMPETENCIA DIGITA DOCENTE UNIVERSITARIO:  
CATÁLOGO DE EJEMPLOS PROFESIONALES  
PARA PROFESORADO DE  
**CIENCIAS SOCIALES**

| 3.1<br>ENSEÑANZA                                                                                                                                                                                                                                                                                                                                                      | 3.2<br>ORIENTACIÓN Y APOYO<br>EN EL APRENDIZAJE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3.3<br>APRENDIZAJE<br>ENTRE IGUALES                                                                                                                                                                                                                                                                                                                                                               | 3.4<br>APRENDIZAJE<br>AUTORREGULADO                                                                                                                                                                                                                                                                                      | 3.5<br>BÚSQUEDA, SELECCIÓN Y EMPLEO DE<br>LICENCIAS ABIERTAS Y<br>RECURSOS EDUCATIVOS                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uso autónomo, en la práctica docente, de las tecnologías digitales incorporadas en guía docente y la planificación de la asignatura                                                                                                                                                                                                                                   | Integración, de forma autónoma, de las tecnologías digitales para comunicarse, interactuar y monitorizar el proceso de aprendizaje con el fin de ofrecer información, orientación y apoyo                                                                                                                                                                                                                                                                                                                                                                          | Aplicación de las tecnologías digitales para implementar, en el aula, las actividades de aprendizaje entre iguales incluidas en la guía docente                                                                                                                                                                                                                                                   | Adopción e implementación autónoma de actividades y tareas que requieren el uso de tecnologías digitales para mejorar el aprendizaje autorregulado del estudiantado                                                                                                                                                      | Elección de recursos educativos abiertos y licencias para poder publicar/compartir su propio material                                                                                                                                                                                                                                                                                              |
| Tengo identificados problemas típicos de configuración en diferentes equipos (por ejemplo, dependiendo del sistema operativo) cuando intento que mis alumnos utilicen una aplicación en línea para realizar las tareas, y genero una guía sobre cómo deben proceder los estudiantes para resolver los problemas más comunes previamente detectados.                   | Me aseguro de que todos los datos de los estudiantes que recopilo y utilizo a través de las tecnologías digitales se manejan de acuerdo con las políticas de privacidad y protección de datos de la universidad. Esto incluye obtener el consentimiento informado de los estudiantes para recopilar y utilizar sus datos, y almacenar los datos de manera segura. Me centro en usar las herramientas con las que la universidad tiene acuerdos de protección de datos en lugar de utilizar otras herramientas cuyo protocolo de protección de datos no esté claro. | Incorporo en actividades de Aprendizaje Basado en Proyectos (ABP) la utilización de sistemas digitales de planificación del trabajo grupal para apoyar los procesos de aprendizaje entre iguales. He llevado a cabo un proyecto de innovación docente basado en ABP, donde los alumnos elaboran un producto alimentario en la Planta Piloto y envían un video corto exponiendo lo llevado a cabo. | Incorporo en mi docencia Blogs para que los estudiantes puedan mantener diarios en línea donde puedan reflexionar sobre lo aprendido, identificar áreas de dificultad y establecer metas para futuras sesiones de estudio.                                                                                               | Genero materiales y decido publicarlos con licencia Creative Commons CC-BY-SA.                                                                                                                                                                                                                                                                                                                     |
| Integro actividades de herramientas con licencia institucional (por ejemplo, Woodlap) en la plataforma institucional (Moodle). Por ejemplo, incluyo un cuestionario Woodlap que permite al estudiantado analizar su progreso de aprendizaje en la asignatura.                                                                                                         | Empleo los cuestionarios de Moodle, basados en tipo test y verdadero/falso, para proporcionar retroalimentación una vez que el cuestionario se ha cerrado para todos los alumnos.                                                                                                                                                                                                                                                                                                                                                                                  | Propongo una estrategia de aprendizaje basada en proyectos, que se soporta en el uso de repositorios para control de versiones y de creación de contenido común, como Sharepoint de Microsoft, Teams, OneDrive, Overleaf, etc. Utilizo timetracker o aplicaciones similares para identificar el tiempo que cada alumno ha dedicado a las tareas, encontrar fugas de tiempo, etc.                  | En un curso de programación de ingeniería informática, integro una serie de actividades prácticas utilizando una plataforma de programación online (por ejemplo, GitHub). Cada estudiante recibe tareas personalizadas que deben planificar, documentar y registrar utilizando esta plataforma a modo de diario digital. | Indico el tipo de licencia que aplico en los gráficos, imágenes u otro material similar empleado en mis presentaciones con PowerPoint.                                                                                                                                                                                                                                                             |
| Integro en el Moodle de una asignatura de máster el recurso digital de Lección. Este recurso digital permite incluir en el temario preguntas de respuesta corta, numérica o verdadero y falso, de forma que el estudiante avanza en el temario a medida que comprende los contenidos. Así, me aseguro de que los alumnos lean y comprenden la información presentada. | Utilizo los foros de la plataforma educativa (Moodle) para que los alumnos puedan plantear dudas, las cuales son resueltas entre sus compañeros y yo como docente.                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                   | Empleo casos reales de estudio relacionados con el tema de la asignatura para que los alumnos reflexionen, mediten y debatan en un foro de discusión diferentes cuestiones planteadas por mí.                                                                                                                            | Elijo la plataforma YouTube para publicar el contenido digital que desarrollo para una asignatura virtual y lo implemento en Moodle a través de esta plataforma.                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                       | Diseño actividades como encuestas en Moodle, Woodlap u otra plataforma para recibir feedback de las actividades realizadas.                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                   | Todas las tareas que propongo a los estudiantes incluyen una discusión en el foro para hablar de qué hemos aprendido y qué cosas sabíamos de antes que nos han servido en la tarea.                                                                                                                                      | Genero materiales propios (MOOCs) y los publico bajo licencias CC BY NC-SA para mayor difusión.                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                          | He explorado y seleccionado cuidadosamente Recursos Educativos Abiertos (REA) relevantes para mi curso sobre mecánica de fluidos. He publicado el material en una plataforma en línea, asegurándome de que sea accesible para mis estudiantes y otros docentes interesados. Antes de publicar, he elegido una licencia Creative Commons que permite la adaptación y redistribución con atribución. |



NIVEL A

B1 NIVEL B

NIVEL C



DigCompEdu-FyA

CONTEXTUALIZE

## RESEARCH TRACE

Castañeda, Linda; Vanaclocha-González, Núria; Velasco-Pérez, Juan Ramón; Ruiz-Martínez, Pedro Miguel; Ruiz-Martínez, Antonio y Pereira-González, Emiliano. (2025). Marcos para el Desarrollo y Acreditación de la Competencia Digital Docente Universitaria: Una Adaptación Contextual. Edutec. Revista Electrónica De Tecnología Educativa (93), 166-184.  
<https://doi.org/10.21556/edutec.2025.93.3917>

Castañeda, Linda, Vanaclocha-González, Núria, Velasco, Juan Ramón, Ruiz-Martínez, Pedro Miguel, Ruiz-Martínez, Antonio, & Pereira, Emiliano. (2026). From framework to practice: A scalable protocol for contextualising digital teaching competence in higher education. Research in Learning Technology, 34.  
<https://doi.org/10.25304/rlt.v34.3583>

## QUESTION

### Certificate Digital Competences

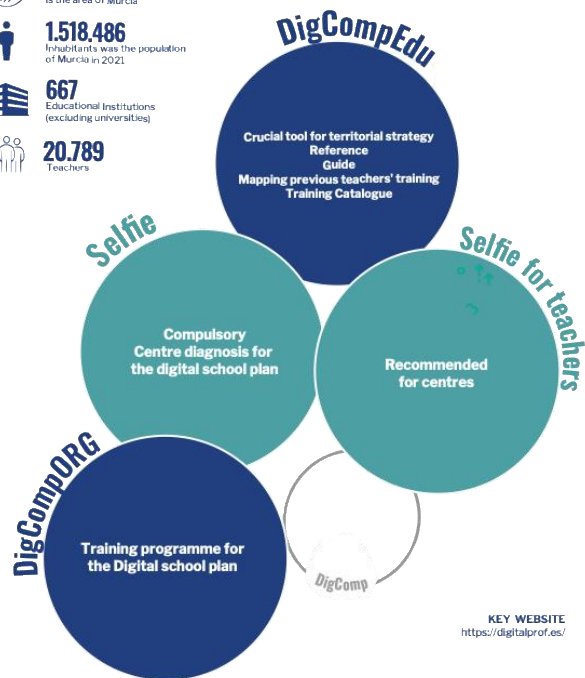


<https://www.lindacastaneda.com/digcompedufya/>

# R.MURCIA



- 11.314 km<sup>2</sup>**  
Is the area of Murcia
- 1.518.486**  
Inhabitants was the population of Murcia in 2021
- 667**  
Educational Institutions (excluding universities)
- 20.789**  
Teachers



KEY WEBSITE  
<https://digitalprof.es/>

Digital Competences in Spanish Education: Strategic Regional Approaches ARS-SELFIE



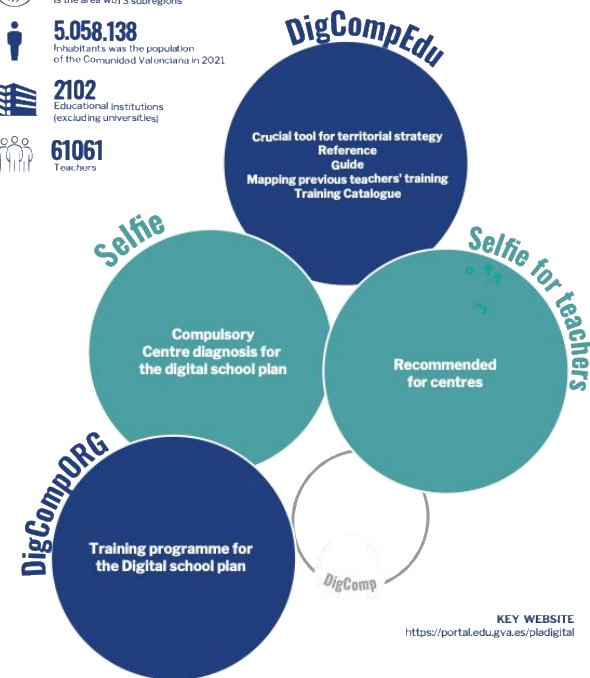
## EUROPEAN COMMISSION



# C.VALENCIANA



- 23.255 km<sup>2</sup>**  
Is the area with 3 subregions
- 5.058.138**  
Inhabitants was the population of the Comunidad Valenciana in 2021
- 2102**  
Educational Institutions (excluding universities)
- 61061**  
Teachers



KEY WEBSITE  
<https://portal.edu.gva.es/pladigital>

Digital Competences in Spanish Education: Strategic Regional Approaches ARS-SELFIE

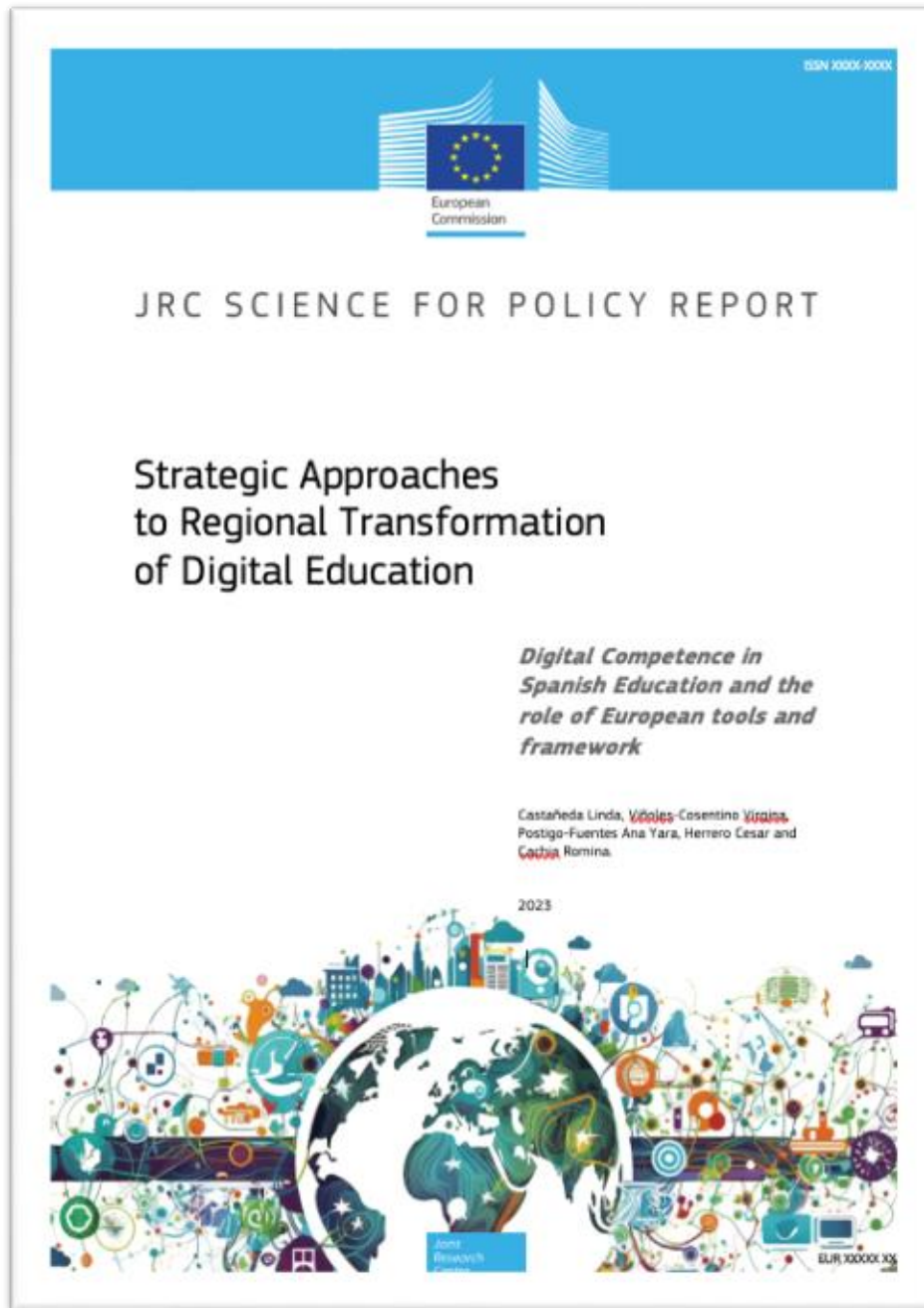


# STRATEGIC REGIONAL APPROACHES

## DIGITAL COMPETENCES IN SPANISH EDUCATION

JRC\_UM Contract JRC/SVQ/2022NLVP/1897

<https://publications.jrc.ec.europa.eu/repository/handle/JRC134282>



**Joint Research Centre**  
Growth and Innovation (Seville)  
Human Capital and Employment

# R.MURCIA



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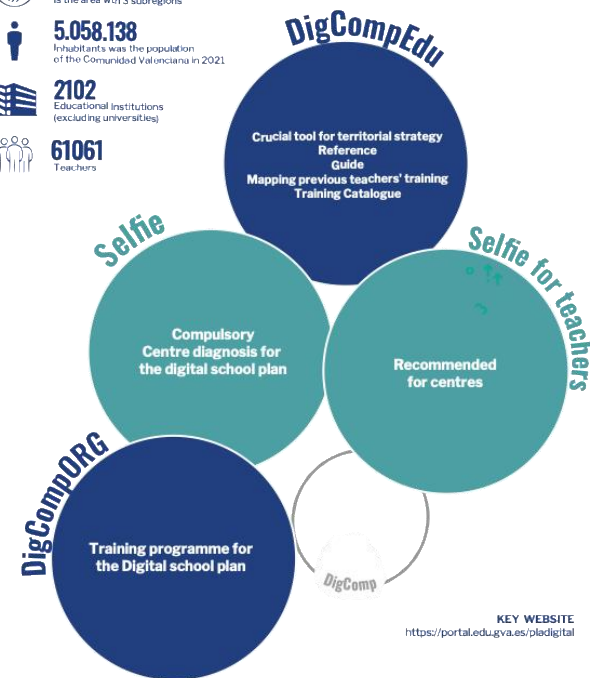
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<https://portal.edu.gva.es/pladigital>

Digital Competences in Spanish Education: Strategic Regional Approaches ARS-SELFIE





# ENACT

## RESEARCH TRACE

Castañeda, Linda, Postigo-Fuentes, Ana Yara, Viñoles-Cosentino, Virginia, Herrero-Ramila, Cesar, & Cachia, Romina. (2025). Governing digital education in decentralised systems: Translating supranational frameworks into regional policy practice. *Journal of Education Policy*, 0(0), 1–22.

<https://doi.org/10.1080/02680939.2025.2610833>

Castañeda, Linda, Viñoles-Cosentino, Virginia, Postigo-Fuentes, Ana Yara, Herrero-Ramila, Cesar, & Cachia, Romina. (2025). Educational empowerment and strategic guidance: A critical perspective on regional educational digital transformation. *European Educational Research Journal*, 14749041251398083.

<https://doi.org/10.1177/14749041251398083>

<https://doi.org/10.25304/rlt.v34.3583>

## QUESTION

How Frameworks enact and what is enacted





RESPONSIBILITY

Taking a strategic approach towards supporting the development of digital competencies of those teaching in higher education.



<https://cutetoolkit.ku.dk/>

<https://cutie.unak.is/>

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## Digital Leadership in Higher Education

[Staff](#) [Facilitator-Led](#) [Archived](#)

Duration

25 hours

Available as

Facilitator-Led, Archived

### Overview

Designed for those who lead, manage, or coordinate a team of colleagues teaching in higher education (but open to anyone in the sector), this course recognises the fast pace of change of technology and varying levels of confidence in using tools to genuinely support or enhance learning. By using the European Digital Competence Framework for Educators (DigCompEdu) as a basic scaffold, the course will provide an overview of the technology and educational landscape in higher education in addition to empowering you to build a richer picture of your own institutional context, before focusing on different dimensions of teaching and student learning, and concluding with suggestions for how you might develop an effective strategy for your own team, department, or school.

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## DIGITAL COMPETENCIES

Catalogue of inspirations and resources

to add new resource log-in in Comet

### What areas of digital competencies do you want to develop?

☐ Professional Engagement

☐ Digital Resources

☐ Teaching and Learning

☐ Assessment

☐ Empowering Learners

☐ Facilitating Learners' Digital Competence

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88 result(s) found

#### Title:

A Collaborative Survey-Informed Dialogue Exploring Generative AI Use in Higher Education

#### Description:

This activity used an institutional pre-survey on generative AI use to prompt educators and students to more openly discuss experiences, concerns, and challenges, supporting shared understanding and responsible integration of GenAI, based on general responses from across the teaching and learning context. The activity focuses on using the survey data in workshops, exploring the implications, and collaboratively identifying areas of uncertainty for future action.

#### Aim:

The aim of this example is to use pre-survey insights to inform and stimulate collaborative dialogue between educators and students, enabling them to co-identify the key issues, challenges, and opportunities surrounding generative AI in teaching and learning.

#### Target group:

Students, Educators

#### Digital competencies:

Professional Engagement, Teaching and Learning, Empowering Learners, Facilitating Learners' Digital Competence

#### Level of advancement:

Awareness, Exploration, Integration, Expertise, Leadership, Innovation

#### License:

CC-BY

#### Language:

English, Irish

#### File of the resource:

[Download](#)

#### Timeframe:

3 months (for survey work, and two hours for staff/student workshops)

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Duration  
25 hours

Available as  
Facilitator-Led, Archived

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☐ Professional Engagement ☐ Assessment  
☐ Digital Resources ☐ Empowering Learners  
☐ Teaching and Learning ☐ Facilitating Learners' Digital Competence

**Target group:**  
☐ Students ☐ Management  
☐ Educators

**Level of advancement:**  
☐ Awareness ☐ Expertise  
☐ Exploration ☐ Leadership

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Empowering for Openness, Learning, Teaching  
Education and Institutional Engagement



[CONNECTING WITH STUDENTS' VOICES](#)  
Key information 

**STUDENT CO-CREATION GUIDING PRINCIPLES**

**ROLES, PARTICIPATION AND PERSPECTIVES**  
  
Recognise the strengths and limitations of the different participants. Involve students as active participants and creators/gamers, facilitating.

**ENVIRONMENT**  
  
Foster an inclusive and equitable environment with trust and mutual respect. Distribute power as evenly as possible between the partners.

**OUTCOMES AND BENEFITS**  
  
Make the link visible between students' contribution and the benefits that it brings for all students. Make the experience of co-creating relevant and valuable for students as well as for staff.

**COMMUNICATION**  
  
Provide clear guidelines and expectations for a smooth and productive collaboration. Build an trust and transparency through open communication channels for the exchange of ideas. Make everyone feel comfortable expressing their opinions and all voices should be heard through regular and ongoing conversations.

**METHODS AND MODELS**  
  
Use existing models from literature as ideas for participants to come with the co-creation activities, while considering the gap between the three elements: co-creation, building digital competencies and active student participation.

**PREPARATION**  
  
Provide tools and training for all participants while allowing for an open space in which to create together.





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## Digital Leadership in Higher Education

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Duration  
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Competences for Universities using Technology  
in education and Institutional Empowerment



# CUTE

Competences for Universities  
– using Technology in Education

# COLLECTIVE RESPONSIBILITY

# DIGITAL COMPETENCE

SHAPE — CONTEXTUALISE — ENACT —  
TAKE COLLECTIVE RESPONSIBILITY

# ARTIFICIAL INTELLIGENCE

SHAPE — CONTEXTUALISE — ENACT —  
TAKE COLLECTIVE RESPONSIBILITY

# ENSEÑAR ES DECIDIR.

LA DOCENCIA UNIVERSITARIA  
MÁS ALLÁ DEL MÉTODO



LINDA CASTAÑEDA  
COLECCIÓN TRANSMEDIA XXI



THE MIRROR



CONTINENTAL  
EUROPEAN  
EDUCATIONAL  
THOUGHT

PERSONAL  
LEARNING  
ENVIRONMENTS

TEACHER  
EDUCATION

DIGITAL  
COMPETENCE

CRITICAL  
EDUCATIONAL  
TECHNOLOGY

SOCIOMATERIAL  
APPROACHES

POSTDIGITAL  
THOUGHT

PLATFORMS  
DATA  
ALGORITHMS  
OWNERSHIP  
SURVEILLANCE  
POLICY



**what do this mirrors reflect back to you?**



Linda Castañeda  
University of Murcia

# Teaching is Deciding:

## WHAT DIGITAL COMPETENCE REVEALS ABOUT HIGHER EDUCATION

THE MIRROR

# Linda Castañeda



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