



# DIGITAL CULTURAL HERITAGE IN SECONDARY EDUCATION: CONCEPTUAL FRAMEWORK FOR ASSESSMENT (IO5)

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## Guidelines

This document offers a conceptual framework for the Cherished Self-Assessment tool based on the research results of the partnership with regard to existing teacher evaluation criteria, systems and tools across Europe. The results of the research conducted by all the partners in the months November and December 2021, are used for the creation of the framework and the content of the online self-assessment tool along with the concepts of the Pedagogical Framework for the integration of digital cultural heritage in secondary education (IO1) and the contents of the Teacher Training Programme (IO3).

Increasing evidence points out that digital education policies are most successful when it is possible to ensure the teachers' participation, engagement and ownership of the process (Conrads, Rasmussen, Winters, Geniet, & Langer, 2017). In this respect, the partnership of Cherished will acquaint secondary education teachers with the CHERISHED pedagogical framework (IO1), as well as the Teacher Training Programme, and integrate its concepts in a self-assessment tool for educators to measure their competences in the use of digital cultural heritage resources.

The tool is drawing on the principles of the five areas of the Pedagogical Framework (see Annex 1), as well as the specifications of the "Check-In" self-reflection tool for the DigCompEdu Framework for Educators' Digital Competences.<sup>[1]</sup> Each area of the tool includes statements describing competences in concrete and practical terms, whereas five possible answers are given for each statement. Teachers are asked to select the answer that best reflects their practice.

The online self-assessment instrument will be available in the e-learning platform, and freely accessible in the partner languages. This tool can be of use to secondary school teachers primarily, cultural education practitioners and policy makers. The development and implementation of the tool, precedes the pilot testing through the setup of a stakeholder community with experts and practitioners (Local Research Control Groups) contributing to the conceptual design of the tool. The feedback from the self-assessment tool will inform the revision of the Pedagogical Framework (O1) and the Teacher Training Programme (O3). Practical application of the self-assessment tool, will be pursued through the participating teachers in the training and pilot phase. Moreover, it will be presented during the dissemination workshops and final conference (multiplier events) which will take place in the partner counties, and in the teacher training (learning activity), which will take place in Cyprus.

## 1 Professional engagement



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Teachers are mediators between schools and societies. Their role in the integration of digital cultural heritage in 21<sup>st</sup> century compulsory education is elemental. Educators' digital and pedagogical competence is demonstrated by their ability to use digital technologies to improve teaching, to interact with their students, as well as for their own professional development. Their role as educators on the other hand obliges them:

- a) to become familiar with the value of inclusive digital education and how to foster it
- b) acknowledge the benefits of using Cultural Heritage in education
- c) learn how to teach with digital Cultural Heritage
- d) learn how to navigate through digital Cultural Heritage sources
- e) as well as how to teach sensitive cultural heritage.

Teachers need to support links between cultural heritage and education policies; encourage interdisciplinary teaching and learning using digital cultural heritage resources, as well as systematic synergies between schools and cultural heritage institutions. They need to be able to collaborate with other educators using digital cultural technology, share and exchange knowledge and experience, cooperatively invent pedagogic techniques; individually and collectively reflect on, critically review, and actively develop their own learning ideas, scenarios and digital pedagogical practice. Amidst the technological advances and societal challenges of the 21<sup>st</sup> century, teachers need to aim for continuous professional development and the nurturing of cultural education.

### 1.1 [Use of Digital Cultural Heritage in class](#)

*Using digital cultural heritage to enhance learning in class.*

*The statements are organised by increasing level of engagement with digital cultural heritage with a focus on enhancing learning.*

- a. I am aware that digital cultural heritage can be used to enhance learning in class (e.g. virtual museums, virtual galleries, online learning platforms).
- b. I have tried using digital cultural heritage to help me engage students in the learning process (virtual museums, virtual galleries, online learning platforms).
- c. I use various digital cultural heritage tools according to my teaching needs (e.g. the objectives, target and context).
- d. I analyze and select digital cultural heritage based on its features and suitability for my teaching needs (e.g. objectives, success criteria).

- e. I support and provide advice to colleagues on how to use digital cultural heritage in their classes (e.g. objectives, success criteria, ethics, inclusive).
- f. I am not aware of this competence.

## 1.2 Digital Cultural Heritage and Data management

*Managing online cultural environments while taking data management and ethics into account.*

I am aware that when managing online cultural environments, ethical issues and use appropriate data management methods should be considered (e.g. open or restricted access, License of Commons, Commercial use, GDPR compliance.)

I have tried different settings to ensure that the cultural environments I am using comply with ethical considerations and data management strategy (e.g. protection of users' data, access policy, terms of use, data management, privacy issues).

I administer online cultural environments in line with ethical considerations and data management strategy (e.g. administration features, managing content and student data).

I support and provide advice to colleagues on ethical considerations and data management practices when using an online cultural environments (e.g. use of passwords, encryptions, security procedures, data management transparency).

I initiate and promote a school level data policy and code of ethical conduct in online learning environments (e.g. personal data management, accessibility for all, security, privacy).

I am not aware of this competence.

## 1.3 Professional collaboration

*Using/Advocating for digital cultural heritage in collaboration and interaction with colleagues and/or other education stakeholders.*

I am aware that digital cultural heritage can be used for collaboration and interactions with colleagues and/or other education stakeholders.

I have tried using digital cultural heritage to collaborate and interact with colleagues and/or other education stakeholders.

I use various digital cultural heritage tools to collaborate and interact with colleagues and/or other stakeholders, according to collaboration needs (e.g. sharing content, practices, and/or ideas).

I lead collaborative tasks with colleagues and/or other education stakeholders using digital cultural heritage (e.g. collaboration and co-creation of learning designs, implementation of joint projects).



I initiate and promote collaborative activities between my school and its wider community using digital cultural heritage (e.g. networks, communities and synergies, partnerships with local and wider community).

I am not aware of this competence.

#### 1.4 Cultural heritage and school level infrastructure

*Using digital technologies (devices, platforms and software) and infrastructure (internet access) available in my school to enhance cultural education.*

I am aware of digital technologies available in my school that can support the integration of digital cultural heritage in class (e.g. devices, applications, infrastructure).

I have tried using digital technologies available in my school that can support the integration of digital cultural heritage in class (e.g. interactive whiteboards, tablets).

I use various digital technologies available in my school that can support the integration of digital cultural heritage in class (e.g. learning management system, cloud services).

I support and provide advice to colleagues on how to use digital technologies available in our school for the integration of digital cultural heritage in class (e.g. giving presentations, organising workshops, developing learning resources).

I propose new digital technologies for the integration of digital cultural heritage to be used in my school (e.g. emerging technologies, applications).

I am not aware of this competence.

#### 1.5 Reflective practice

*Reflecting on my own and collective professional practice with the use of digital cultural heritage.*

I am aware that I can reflect on how I use digital cultural heritage in my teaching practice (e.g. online diary, peer-to-peer reflections).

I have tried reflection methods on my use of digital cultural heritage (e.g. online self-reflection tools, reflection diary).

I use various reflection methods in order to improve and update my use of digital cultural heritage (e.g. co-teaching, video recording of lessons, peer-debriefing sessions).

I support and provide advice to colleagues about improving their use of digital cultural heritage in their professional practice (e.g. through discussion forums, blogs, social networks, online professional communities).





I initiate and contribute to the development of a reflective learning culture that enhances the use of digital cultural heritage in my school and beyond (e.g. lesson study, collaborative learning design, coaching, mentoring).

I am not aware of this competence.

### 1.6 Professional learning (through digital cultural heritage)

*Using digital cultural heritage resources (Europeana for example) for one's own professional learning.*

I am aware that digital cultural heritage can support and enhance my professional learning (e.g. digital tools and resources, online learning environments and courses).

I have tried using digital cultural heritage for my professional learning (e.g. virtual museums/galleries/archives, join online courses, use online learning apps, visit online libraries and repositories).

I use various digital cultural heritage tools/resources for my professional learning.

I support and provide advice to colleagues on using digital cultural heritage for their professional learning (e.g. virtual museums/galleries/archives).

I initiate and promote a plan to support my colleagues' digitally/culturally-enhanced professional learning (e.g. provide webinars, online training, online communities, resources repository, digital badges).

I am not aware of this competence.

### 1.7 Professional learning (about digital technologies)

*Engaging in digital cultural heritage for the development of teachers' digital competence.*

I am aware that by familiarizing myself with digital cultural heritage I can develop my digital competence (e.g. using tools, apps, digital cultural resources).

I have used digital cultural heritage in an effort to develop my digital competence (e.g. using tools, apps, digital cultural resources).

I participate in digital cultural heritage seminars in an effort to develop my digital competence (e.g. training on the pedagogical use of digital cultural heritage, inclusive approaches, digital assessment).

I provide learning activities about using digital cultural heritage and support colleagues on the development of their digital competence (e.g. workshops, informal sessions with colleagues, microteaching on the use of digital cultural heritage).



I contribute to the design of professional learning programmes which aim at developing teachers' digital competence through the use of digital cultural heritage (e.g. digitally-enhanced learning, exchange of good practices).

I am not aware of this competence.

## 2 Digital Resources

### 2.1 [Digital Resources - Searching and selecting](#)

*Using, searching and selection criteria to identify digital cultural heritage resources for teaching and learning.*

I am aware that I can search for cultural heritage resources online (e.g. using a search engine, following a link, visiting a resource repository).

I have tried searching online to find cultural heritage resources (e.g. by following a link, using keywords in a search engine, filtering resources in online repositories).

I use various online tools and portals to search for a wide and diversified set of cultural heritage resources that respond to educational needs (e.g. search engines, resource repositories, digital libraries, virtual museums, digital collections, social networks, learning communities).

I analyse and select digital cultural heritage resources based on criteria that meet specific teaching and learning aims (e.g. pedagogical value, relevance, reliability, validity, quality, licensing).

I propose strategies and tools to help colleagues search for and select digital cultural heritage resources in line with curriculum requirements and learning aims (e.g. repositories, learning environments, social media groups, references to resources portals).

I am not aware of this competence.

### 2.2 [Digital Resources - Creating](#)

*Creating digital resources that enhance the integration of cultural heritage in secondary education*

I am aware that I can create digital resources that enhance the integration of cultural heritage in secondary education (e.g. photos, audio, video).

I have tried creating digital resources that enhance the integration of cultural heritage in secondary education (e.g. photos, audio, video).

I use various digital tools that enhance the integration of cultural heritage in secondary education (e.g. virtual museums, gamified learning, learning portals, repositories).

I share the digital resources I create and I reflect and readjust them according to feedback that I receive.



I initiate and contribute to the co-creation of digital cultural resources with people and organisations beyond my school (e.g. researchers, educational content publishers, educational technology companies).

I am not aware of this competence.

### 2.3 [Digital Resources - Modifying](#)

*Modifying existing digital resources that enhance the integration of cultural heritage in secondary education, respecting copyright and licensing rules.*

I am aware that when modifying existing digital resources that enhance the integration of cultural heritage in secondary education I need to respect copyright and licensing rules (e.g. adding a picture to text, adding new content, editing or deleting parts, adding hyperlinks).

I have tried ways to modify existing digital resources that enhance the integration of cultural heritage in secondary education, while respecting their copyright and license attributes (e.g. editing a presentation, modifying an image, changing format of a video, editing quizzes, adapting general settings).

I use various digital tools based on their features to modify and repurpose digital resources that enhance the integration of cultural heritage in secondary education (e.g. customise content of an online lesson, exploit features of a virtual environment, use eBook editors).

I reflect on and redesign existing digital resources that enhance the integration of cultural heritage in secondary education (e.g. adapting digitally-enhanced tasks into an online learning course, online assessment, online collaborative project, a wiki, a blog, a virtual learning space).

I initiate and contribute to school-level guidance for teachers and students on modifying existing digital cultural resources in line with curriculum requirements and teaching and learning needs (e.g. strategies to revise, improve and repurpose school's digital resources, copyright licenses to be used, agreements with external stakeholders).

I am not aware of this competence.

### 2.4 [Digital Resources - Sharing](#)

*Sharing digital content with respect to intellectual property and copyright rules.*

I am aware that copyright rules apply to digital cultural heritage resources I use for educational purposes (e.g. images, text, audio, video).

I have tried ways to attribute to the creator of the cultural resources I use (e.g. citing author's name, link to original source).

I select and apply copyright licences when sharing digital resources I create, supporting open educational resources (e.g. Creative Commons licence).

I design and develop ways for my colleagues and I to share and re-use digital resources.



I initiate and promote an online space to share digital cultural heritage resources with the school community (e.g. applying keywords/tags, allowing others to comment, rate, modify, or co-create).

I am not aware of this competence.

### 3 Teaching and Learning – Teaching

#### 3.1 [Teaching and Learning - Teaching](#)

*Designing, developing and support learning with the use of digital cultural heritage to enhance learning outcomes.*

I am aware that digital cultural heritage can support and enhance teaching and learning (e.g. digital skills, equality education, critical thinking, diversity, respect).

I have tried using digital cultural heritage to support and/or enhance my teaching practice.

I use digital cultural heritage that can support innovative pedagogical approaches, enhancing my students' active involvement in their learning (e.g. project based learning, game based learning, digital collections, digital libraries, virtual museums, digital archives).

I select and use digital cultural heritage in my learning designs, so as to meet teaching and learning aims (e.g. online cultural environments, virtual museums, Europeana).

Together with my students, I reflect on and (re)design the use of digital cultural heritage to enhance teaching practices and innovative learning approaches (e.g. use of emerging tools, advice, lesson-study).

I am not aware of this competence.

#### 3.2 [Teaching and Learning - Collaborative Learning](#)

*Using digital technologies to foster and enhance learner collaboration for individual and collective learning*

I am aware that digital cultural heritage can be used to foster and enhance learner collaboration towards individual and collective learning (e.g. on-line collaboration, sharing learning resources).

I have tried using digital cultural heritage to support and enhance collaborative activities of students (e.g. research projects, sharing learning resources).

I use digital cultural heritage to support and enhance students' collaborative learning, in face-to-face and/or online settings.

Together with my students, I reflect on and (re)design their use of digital cultural heritage for individual and/or collaborative learning (e.g. edit and develop content, co-create, participate in collaborative projects, virtual visits).





I initiate and promote the use of digital cultural heritage within my school and its wider community, providing opportunities for collaboration to support individual and collective learning, in and beyond the school (e.g. using online environments and tools, teach meets, joint projects, co-organising online learning events, co-designing and co-creating learning material).

I am not aware of this competence.

### 3.3 Teaching and Learning - Self-regulated learning

*Using digital cultural heritage to enhance students' self-regulated learning processes, fostering active and autonomous learning, making students more responsible for their own learning, thereby shifting the focus from teaching to learning.*

I am aware that digital cultural heritage can be used to foster active and autonomous learning (e.g. research, critical thinking, initiative).

I have tried using digital cultural heritage to support students in planning and widening their own learning (e.g. online learning environments, digital cultural heritage repositories, collaborative tools and spaces, digital archives, virtual museums).

I use various digital cultural heritage resources to support students plan and expand their own learning.

Together with my students, I reflect on and support them to (re)design their learning, through digital cultural heritage, promoting their self-regulated learning and learner autonomy (e.g. identify their needs, set their learning goals, describe their strategy for achieving these goals, implement their learning tasks, gather evidence of their learning, reflect on it and share their learning outcomes).

I initiate and promote strategies and practices on how digital cultural heritage can support self-regulated learning in my school and in the wider community (e.g. learning spaces with digital technologies to accommodate hands-on activities, student coaching).

I am not aware of this competence.

### 3.4 Teaching and Learning - Emerging technologies

*Using emerging technologies in ethical ways to explore cultural heritage.*

I am aware of emerging technologies that can be used for the integration of cultural heritage in secondary education (e.g. simulations, robotics, virtual reality).

I have tried emerging technologies for the integration of cultural heritage in my class (e.g. simulations, robotics, virtual reality).

I use various emerging technologies (e.g. virtual reality, Artificial Intelligence) for the integration of cultural heritage in my class and the fostering of transversal skills (learning experiences involving e.g. gaming, creative and innovative thinking, problem-solving).



I select and use emerging technologies in my learning designs to engage my students in cultural heritage, while taking into account ethical implications (e.g. immersive learning, computational thinking, addressing learner agency when interacting with AI).

I initiate and promote strategies and practices within my school and its wider community that can support colleagues and students in their use of emerging technologies to integrate cultural heritage in their classes, while addressing ethical implications (e.g. customise virtual worlds for learning activities, foster human agency when interacting with AI, collaboration with technology companies).

I am not aware of this competence.

## 4 Empowering Learners - Accessibility and inclusion

### 4.1 Ensuring access

*Ensuring access to digital cultural heritage resources and learning activities for all students, taking into consideration any contextual, physical or cognitive constraints to their use.*

I am aware of potential limitations and barriers that students may encounter in relation to digital cultural heritage (e.g. limited access to digital devices and/or to Internet connection, learning difficulties).

I have tried digital cultural heritage that can be adapted to students' context and needs (e.g. students' devices, access to infrastructure, family context, students' special needs).

I use digital cultural heritage to promote equitable and inclusive education for all my students (e.g. adaptive and assistive technologies like screen readers, build-in accessibility tools).

I reflect on and redesign teaching and learning with the use of digital cultural heritage to ensure accessible and inclusive approaches that meet the needs and abilities of all my students, including those with special learning needs (e.g. adjusting accessibility features like font size and layout, developing students' digital skills).

I initiate and promote strategies for equal access and inclusion to education through digital cultural heritage in my school and its wider community (e.g. afternoon labs for students and parents, collaborations with industry for available infrastructure).

I am not aware of this competence.

### 4.2 Empowering Learners - Differentiation and personalisation

*Using digital cultural heritage to address diverse learning needs and capabilities, by allowing learners to advance at different levels and speeds, and follow individual learning pathways and objectives.*

I am aware that digital cultural heritage can be used to differentiate and personalise learning (e.g. adapt instructions to meet the needs of different groups of learners, providing individual support to students).



I have tried digital cultural heritage that enables differentiation and personalisation of learning (e.g. online quizzes with personalised feedback, online learning environments with adaptive material).

I use digital cultural heritage in teaching and learning to accommodate individual learning needs (e.g. differentiated practice activities).

I select and employ digital technologies in my learning designs based on their features, to develop personalised learning environments.

I involve my students in designing their own learning pathways using digital cultural heritage best suited to their learning needs.

I initiate and promote the use of digital cultural heritage in ways that allow differentiating and personalising students' learning experiences in my school and its wider community (e.g. interest group for teachers to share good practices, online platform with resources and live lessons).

I am not aware of this competence.

#### 4.3 Empowering Learners - Actively engaging learners

*Using digital cultural heritage to foster learners' active and creative engagement in their learning.*

I am aware that I can use digital cultural heritage to engage students in active learning (e.g. games, interactive activities, virtual worlds, simulations).

I have tried using digital cultural heritage to engage students in active learning (e.g. use of European resources, virtual reality).

I use digital cultural heritage to engage students in active learning.

I select and employ digital cultural heritage in my learning designs to foster students' active engagement in individual and collaborative learning (e.g. collaborative writing, games and simulations, virtual and augmented reality).

I initiate and promote digital cultural heritage learning spaces within my school and its wider community, where students are actively engaged in learning activities (e.g. makerspace, AI applications).

I am not aware of this competence.

## 5 Facilitating Learners' Digital Competence - Information and data literacy

### 5.1 Incorporating learning activities

*Incorporating learning activities, which require learners to use digital cultural heritage to search, evaluate and manage information and data*





I am aware of digital cultural heritage resources that can enhance students' information and data literacy.

I have tried using digital cultural heritage to encourage students to search and manage information and data (e.g. setting search criteria, comparing different sources, interpreting data).

I use various digital cultural heritage resources that require students to critically search, evaluate and manage information and data from different digital environments, according to their learning needs (e.g. setting selection criteria, identifying inaccuracies, missing information or bias, managing misinformation, racism, and xenophobia).

I lead project-based digital cultural heritage initiatives where students go through the process of critically searching, evaluating and managing information and data.

My students and I contribute to the creation of strategies that promote ways to use digital cultural heritage to improve information and data literacy across my school and its wider community(e.g. workshops, debates, experiential activities).

I am not aware of this competence.

## 5.2 [Communication and collaboration](#)

*Implementing learning activities that require learners to communicate and collaborate using digital technologies.*

I am aware that digital cultural heritage can enhance students' communication and collaboration.

I have tried learning activities that encourage students to communicate and collaborate with teachers and each other using digital cultural heritage.

I implement various learning activities that require students to communicate and collaborate with each other using digital cultural heritage, according to their learning needs.

I reflect on the suitability of my use of digital cultural heritage resources in view of fostering students' communication and collaboration, and readjust accordingly.

My students and I initiate and promote communication and collaboration networks with other schools and educational stakeholders (nationally and internationally) to exchange digital cultural heritage resources, learning activities etc.

I am not aware of this competence.

## 5.3 [Content creation](#)

*Implementing digital cultural heritage activities that require learners to express themselves by creating digital artefacts.*





I am aware of digital cultural heritage activities that encourage students to express themselves by creating digital artefacts (e.g. presentations, digital storytelling etc.)

I have tried digital cultural heritage activities that encourage students to express themselves by creating digital artefacts (e.g. presentations, digital storytelling).

I implement various digital cultural heritage activities that require my students to express themselves by creating digital artefacts (e.g. presentations, digital storytelling).

I design learning that engages students to create quality digital content, while respecting copyright rules and licenses (e.g. scaffolding students to go through a design process for content development, facilitating students to select appropriate digital tools, guiding students to understand copyright, attribute licences and give credits).

My students and I initiate and promote strategies across the school and its wider community that allow students to engage in designing, developing and publishing their digital cultural heritage (re)creations.

I am not aware of this competence.

#### 5.4 Responsible use

*Empowering learners to use digital cultural heritage responsibly and ethically, managing their digital identity digital footprint and digital reputation*

I am aware of learning activities to empower students to understand the legal and ethical implications of (re)using digital cultural heritage (e.g. sharing sensitive information etc, sharing licenses etc.)

I have tried learning activities that foster students' understanding of legal and ethical implications when using digital cultural heritage (e.g. sharing of copyrighted digital content, sensitive heritage etc.)

I implement various digital learning activities that require students to act in a responsible and ethical way both as consumers and creators of digital cultural heritage content (e.g. critically assessing online information, reacting to misinformation, behaving positively online, complying with data protection and copyright rules, respecting difficult heritage and multiple opinions).

I reflect on and (re)design my learning activities to allow students to consider the ethics and potential impact of their digital behaviours in authentic situations (e.g. considering how something they post online might be hurtful, respectfully sharing a difference of opinion in a comment, online activism, commenting on difficult heritage).

My students and I initiate and promote strategies across the school and its wider community that promote ethical and responsible use of digital cultural heritage by staff, students and parents (e.g. workshops, coaching peers, teachers and parents).

I am not aware of this competence.



## 5.5 Problem solving

*Using digital cultural heritage to analyze, understand and solve problems.*

I am aware of learning activities that encourage students to use digital cultural heritage to understand problems and find answers (e.g. digital archives, posters, newspapers, difficult heritage).

I have tried learning activities that encourage students to use digital cultural heritage to understand problems and find answers (e.g. digital archives, posters, newspapers, difficult heritage).

I implement various learning activities that encourage students to use digital cultural heritage to understand problems and find answers (e.g. digital archives, posters, newspapers, difficult heritage).

I reflect on my teaching and (re)design teaching and learning activities to encourage my students to use digital cultural heritage to understand problems and find answers (e.g. digital archives, posters, newspapers, difficult heritage).

My students and I encourage the use of digital cultural heritage (e.g. digital archives, posters, newspapers, difficult heritage) by students to understand problems and find answers within and beyond our school.

I am not aware of this competence.

## Annex 1: Pedagogical Framework

Despite several initiatives and progress made toward the use of digital cultural material in compulsory education, teachers lack the confidence and training necessary to teach digital cultural heritage. Educators, however, set an example for future generations; as citizens and shapers of the future, teachers must be able to clearly demonstrate their digital competence to students and pass on their innovative and critical use of digital technologies, while promoting cultural consciousness, as well.

All of the above are outlined in the Cherished Pedagogical Framework, which is designed in complete alignment with the DigiCompEdu Framework, as the intention is to incorporate the six areas of:

1. **Professional Engagement**
2. **Digital Resources**
3. **Teaching and Learning**
4. **Assessment**
5. **Empowering Learners**
6. **Facilitating Learners' Digital Competence**



## 1. Professional Engagement

Teachers work as mediators between schools and societies. Their role in the integration of digital cultural heritage in 21<sup>st</sup> century compulsory education is elemental. Educators' digital and pedagogical competence is demonstrated by their ability to use digital technologies to improve teaching, to interact with their students, as well as for their own professional development. Their role as educators on the other hand obliges them:

- a) to become familiar with the value of inclusive digital education and how to foster it
- b) acknowledge the benefits of using Cultural Heritage in education
- c) learn how to teach with digital Cultural Heritage
- d) learn how to navigate through digital Cultural Heritage sources
- e) as well as how to teach sensitive cultural heritage.

Teachers need to support links between cultural heritage and education policies; encourage interdisciplinary teaching and learning using digital cultural heritage resources, as well as systematic synergies between schools and cultural heritage institutions. They need to be able to collaborate with other educators using digital cultural technology, share and exchange knowledge and experience, cooperatively invent pedagogic techniques; individually and collectively reflect on, critically review, and actively develop their own learning ideas, scenarios and digital pedagogical practice. Amidst the technological advances and societal challenges of the 21<sup>st</sup> century, teachers need to aim for continuous professional development and the nurturing of cultural education.

## 2. Digital Resources

Educators are now faced with a plethora of digital (educational) materials to use in their classrooms. To come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner groups and teaching style, to structure the wealth of materials, establish connections, to modify, add on to and develop their own digital resources to support their teaching, are some of the key competencies any educator must develop.

At the same time, teachers must understand how to utilize and manage digital content properly. When utilizing and sharing resources, they must adhere to copyright laws.

There is a variety of digital sources that teachers could use in their effort to incorporate digital cultural heritage in their classes. Digital Libraries, virtual museums, digital archives, digital



galleries, websites like Europeana, are some of the digital tools teachers can use to enrich their teaching and engage students in the learning process. Teachers need to be able to navigate through digital CH sources in Archives, Libraries, Educational platforms, Audio-visual archives.

### 3. Teaching and Learning

In a variety of ways, digital cultural resources can enhance and improve teaching and learning practices. Regardless of the pedagogic style or approach used, the educator's distinctive digital competency resides in coordinating the use of digital tools in various phases and contexts throughout the learning process. A digitally competent educator's responsibility is to act as a mentor and guide for students as they proceed toward greater autonomy in their learning. In this sense, digitally competent educators must be able to design new ways to provide resources and knowledge to learners.

### 4. Assessment

Digital technology can help educators assess and adjust their teaching tactics by directly monitoring their progress and allowing them to assess and adapt their teaching strategies. Increasing evidence points out that digital education policies are most successful when it is possible to ensure the teachers' buy in, participation, engagement and, ownership of the process (Conrads, Rasmussen, Winters, Geniet, & Langer, 2017). In this respect, it is essential to acquaint educators with the CHERISHED framework and integrate its concepts in their own practical theories about digital cultural teaching competence. An online self-assessment instrument, drawing on the principles in the Framework and the specifications of the "Check-In" self-reflection tool for the DigCompEdu Framework for Educators' Digital Competences, available in the e-learning platform and freely accessible in the partner languages, allows educators to measure their competences in reuse of digital cultural heritage resources.

There has not been a similar self-assessment tool in the field of digital cultural heritage for educators. This tool can be of use to secondary school teachers, cultural education practitioners and policy makers. Each item will include a statement describing the core of the competence in concrete and practical terms, whereas five possible answers will be cumulatively structured and mapped onto the proficiency levels. Teachers are asked to select the answer that best reflects their practice.

### 5. Empowering Learners

To empower learners is to always ensure that all learners, including those with special needs, have access to learning resources and activities. Learners' (digital) expectations, abilities, uses,



and misconceptions, as well as environmental, physical, or cognitive limits to their use of digital devices, must all be considered and addressed.

Personalization and differentiation is another important aspect when teaching with digital cultural heritage. To employ digital technology to meet the unique learning needs of students by allowing them to progress at different levels and speeds, as well as to follow their own learning paths and objectives.

We need students who are actively engaged; we need to promote active and creative interaction through the use of digital cultural heritage resources; include digital cultural heritage into pedagogical practices that encourage students to develop transversal abilities, deep thinking, and creative expression. To expose learners to new, real-world contexts for learning, such as hands-on activities, scientific study or complicated problem solving.

## 6. Facilitating Learners' Digital Competence

One of the transversal competencies that educators must instill in students is digital competence. While the ability to nurture other transversal skills is merely a part of educators' digital competence when digital technologies are used, the ability to support learners' digital competence is an intrinsic part of educators' digital competence. The educator must try to include learning activities and assignments that require students to locate information and resources in digital environments, organize and process data, and compare and critically evaluate the credibility and reliability of information and its sources.

Students should learn how to use digital technology effectively and ethically for communication, collaboration, and civic involvement. Incorporate learning activities, assignments, and assessments that require students to use digital tools to express themselves, as well as alter and create digital information in a variety of formats. Learners will learn how to reference sources and credit licenses, as well as how to apply copyright and licensing to digital content.

Educators also need to take steps to guarantee the physical, psychological, and social well-being of students while they use digital technologies. To equip students with the knowledge and skills they need to manage risks and use digital technologies safely and responsibly. Learning activities, assignments, and assessments that require learners to recognize and solve technical challenges should be included.

<sup>[1]</sup> [Digital Competence Framework for Educators \(DigCompEdu\) | EU Science Hub \(europa.eu\)](#)