A framework for the development of digital competence in ELT

Steve Taylore-Knowles

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What do you mean by "digital"?

Language
Learning

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What do you mean by "digital"?

digital course management (LMSs,
online workbooks, etc)

Open Mind Beginner

👥 Join class

Course information

Open Mind is a ground-breaking, six-level general English course for today's young adults, which targets language needs and provides the professional, academic and personal skills needed for success in the 21st century.

➡ Login to course resources

Teacher course

This is a teacher course.

> **Unit 1** High five!

> **Unit 2** A world of things

> **Unit 3** International relations

> **Unit 4** Yes, we can

Unit 1 High five!

Vocabulary 1: greetings; Vocabulary 2: the alphabet; Grammar 1: subject pronouns and the verb be – statements; Communication strategy: using correct register; Vocabulary 3: numbers 0–10; Grammar 2: possessive adjectives; Reading: finding the topic; Listen and write; Down time; Grammar review: be – statements; Grammar review: subject pronouns and possessive adjectives; Video: before you watch; Video: while you watch; Video: after you watch

Activities

Vocabulary 1
greetings

Vocabulary 2
the alphabet

Grammar 1
subject pronouns and the verb be – statements

Communication strategy
using correct register

Vocabulary 3
numbers 0–10

Grammar 2
possessive adjectives

Reading
finding the topic

Listen and write

🏠 Courses Gradebook Classes

Open Mind Beginner

My First Class

📈 Gradebook

‹ › Alec Smart

Course score

—

First attempts 📊

📋 Course

COURSE PROGRESS

	0 Done	32 To do	— Score
› **Unit 1** High five!	0 Done	32 To do	— Score
› **Unit 2** A world of things	0 Done	32 To do	— Score
› **Unit 3** International relations	0 Done	26 To do	— Score
› **Unit 4** Yes, we can	0 Done	33 To do	— Score
› **Unit 5** On the job	0	28	—

What do you mean by "digital"?

digital course management (LMSs, online workbooks, etc)

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What do you mean by "digital"?

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online workbooks, etc)

course digital resource centres

open Mind

Teacher Resources

Level 3

Starter >

Level 1 >

Level 2 >

Level 3 >

Audio >

Video >

Tests >

LifeSkills lessons >

Speaking and writing workshops >

Word lists >

CEFR checklists >

Presentation Kit >

Acknowledgements >

openMind Level 3

Welcome to the Teacher's Resource Center for *openMind* Level 3. Here you will find the Student's Book and Workbook audio files, exciting new video content, and other support materials to help you teach with *openMind*, including tests and extra lifeSkills lesson plans. Click on the buttons on the left to access your resource center.

openMind

🎓 Teacher Resources

💼 Unit 4

Starter	›
Level 1	›
Level 2	›
Level 3	⌄
Audio	›
Video	›
Tests	›
LifeSkills lessons	⌄

Download extra LifeSkills lesson plans for *openMind* 2nd Edition Level 3 Unit 4.

📖 Literature

LifeSkills lesson plans Unit 4

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LifeSkills lesson plans Unit 4

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What do you mean by "digital"?
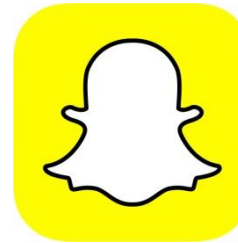
digital course management (LMSs, online workbooks, etc)

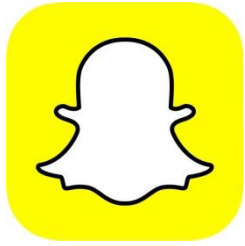course digital resource centres

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What do you mean by "digital"?

digital course management (LMSs, online workbooks, etc)

course digital resource centres

digital competence
(digital literacy)

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education

2011

2010

2006

2005

2004

2003

2003

2001

2001

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"digital competence":   0

"digital":   0

"Internet":   3

"computer":   12

2.1.1 The general competences of an individual

- ability to learn may involve "facility in using a dictionary or being able to find one's way easily around a documentation centre; knowing how to manipulate audiovisual or computer media (e.g. the Internet) as learning resources
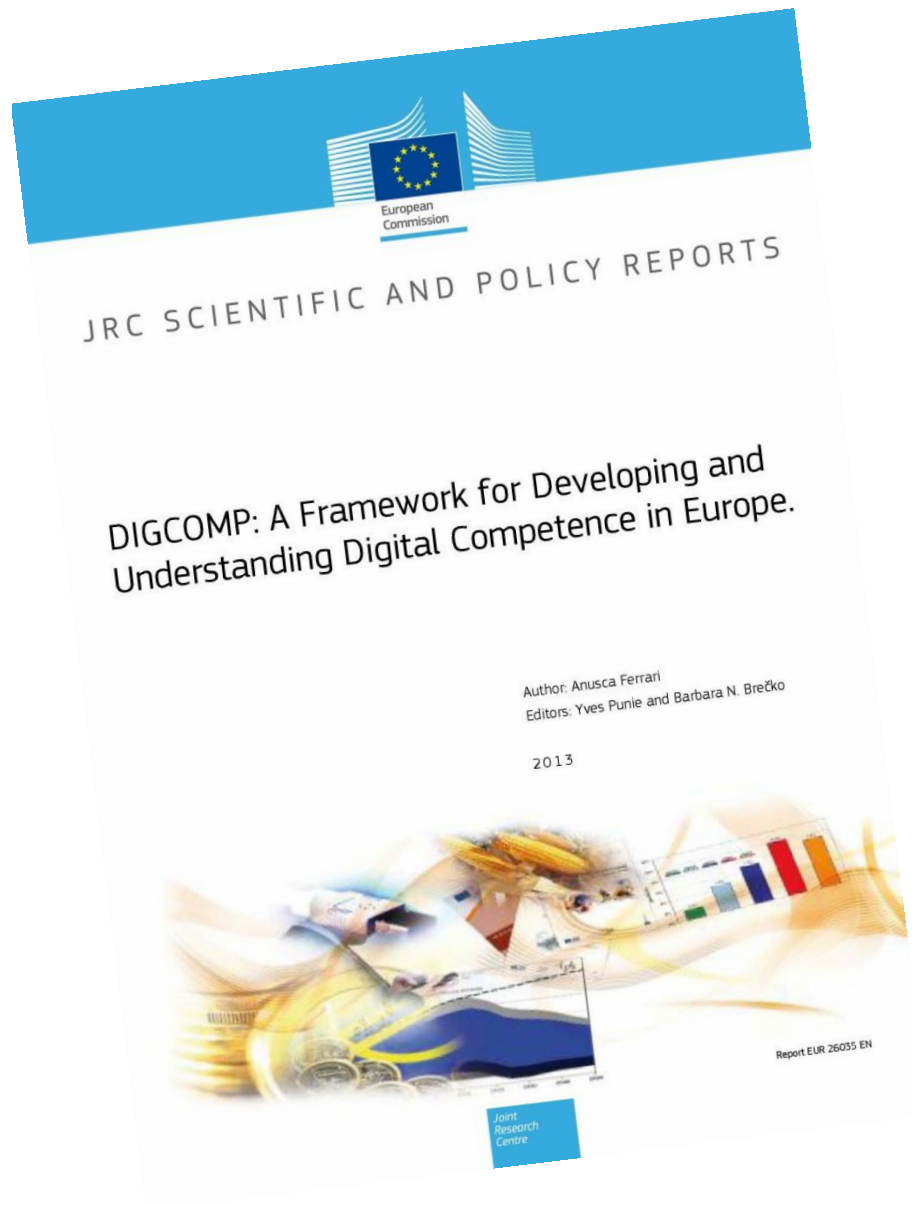
"4.4.3.4 With the increasing sophistication of computer software, interactive man-machine communication is coming to play an ever more important part in the public, occupational, educational and even personal domains."

"4.6.2 Media include […] computer: e-mail, CD Rom, etc"

Why does digital competence matter?

European Recommendation on Key Competences for Lifelong Learning

1) Communication in the mother tongue
2) Communication in foreign languages
3) Mathematical competence and basic competences in science and technology
4) Digital competence
5) Learning to learn
6) Social and civic competences
7) Sense of initiative and entrepreneurship
8) Cultural awareness and expression

http://bit.ly/1MRLxSe

or search for

Digcomp Ferrari

European Commission Institute for Prospective Technological Studies

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publications > reports

IPTS'
publications

Quick links...

DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe

» **Authors:** Author: Anusca Ferrari
  Editors: Yves Punie and Barbara N. Brečko

» **EUR Number:** JRC83167

» **Publication date:** 8/2013

Abstract

This is the final report of the DIGCOMP study. It presents a detailed framework for the development of digital competence of all citizens. The framework is the output of a wide stakeholder consultation. It consists of detailed descriptions of all competences that are necessary to be proficient in digital environments and describes them in terms of knowledge, skills, and attitudes. Three proficiency levels are suggested for each competence. The report provides as well a self-assessment grid for mapping digital competence levels.

Documents available

Document	Format	Size	Links
Publication	application/pdf	920 KB	Download a copy

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Reader

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[I]t is recognised that participation in society nowadays requires a set of competences related to technologies, which have started over the last decade to be understood as "life skills", comparable to literacy and numeracy. They have therefore become "both a requirement and a right" (OECD, 2001). The competences and competence areas that are here defined can be seen as components of e-citizenship, thereby addressing the issue of digital divide. It is in fact recognized that participation in the digital domain is no longer a question of "have" or "have not", but rather an issue of competence. Nowadays, digital inclusion depends more on knowledge, skills and attitudes than on access and use.

Digcomp, Introduction

What is 'digital competence'?

Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. Digital competence is a transversal key competence which, as such, enables us to acquire other key competences (e.g. language, mathematics, learning to learn, cultural awareness). It is related to many of the 21st Century skills which should be acquired by all citizens, to ensure their active participation in society and the economy.

Digital competence framework, preface

What is 'digital competence'?

In the European Commission working paper (European Commission, 2008) digital literacy was defined as "*the skills required to achieve digital competence. It is underpinned by basic skills in ICT and the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet".* The definition indicates that digital literacy comprises of basic ICT skills, which lead to digital competence. However, in the academic field, digital literacy is used as a synonym for digital competence. Moreover, Anglo-Saxon scholars tend to prefer term 'digital literacy'.

Ferrari, Brecko and Punie, DIGCOMP: a Framework for Developing and Understanding Digital Competence in Europe (2014)

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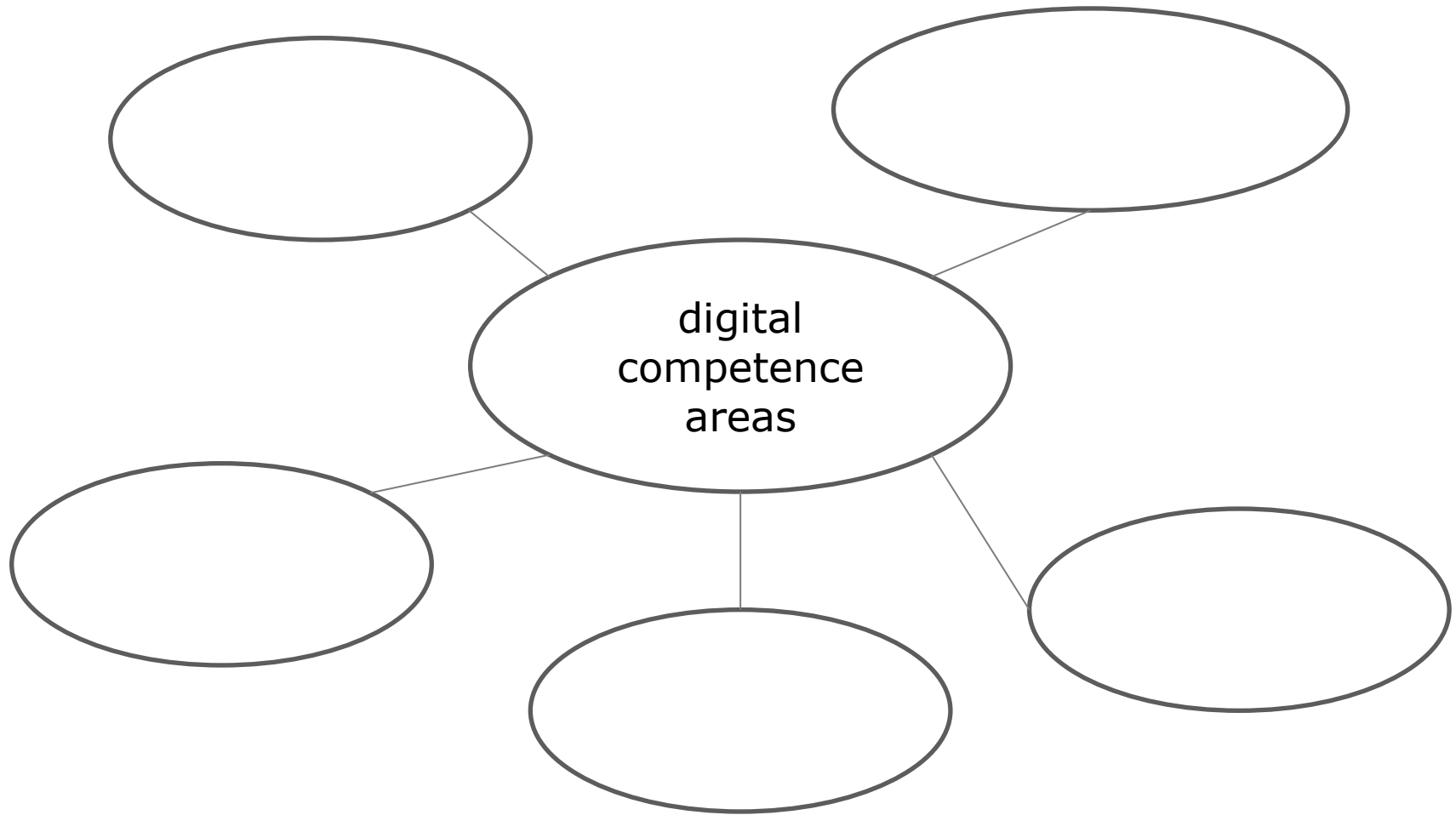# Organisation of Digcomp framework

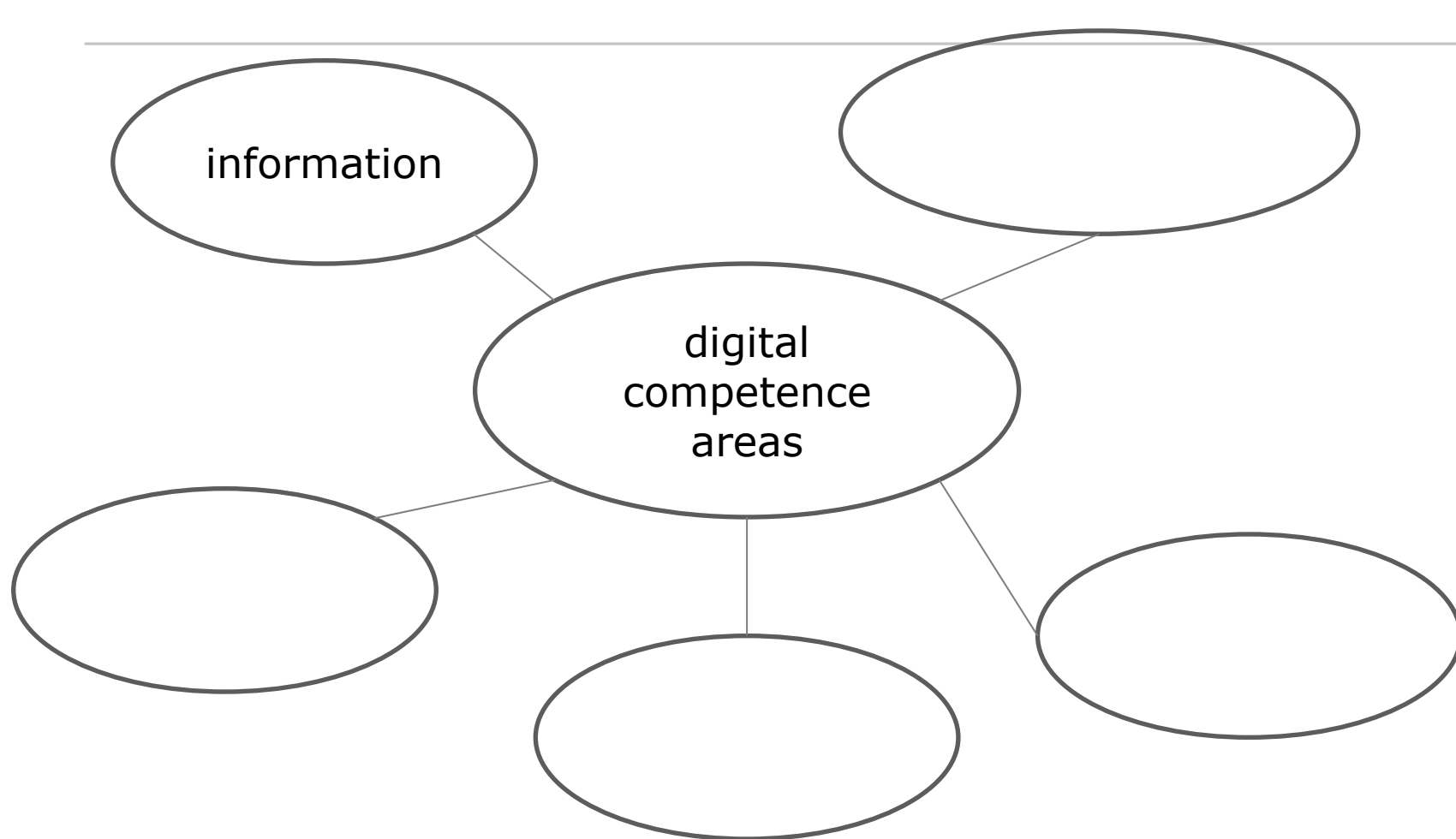Dimension 1: competence areas

Dimension 2: competences

Dimension 3: proficiency levels

Dimension 4: examples of knowledge, skills and attitudes

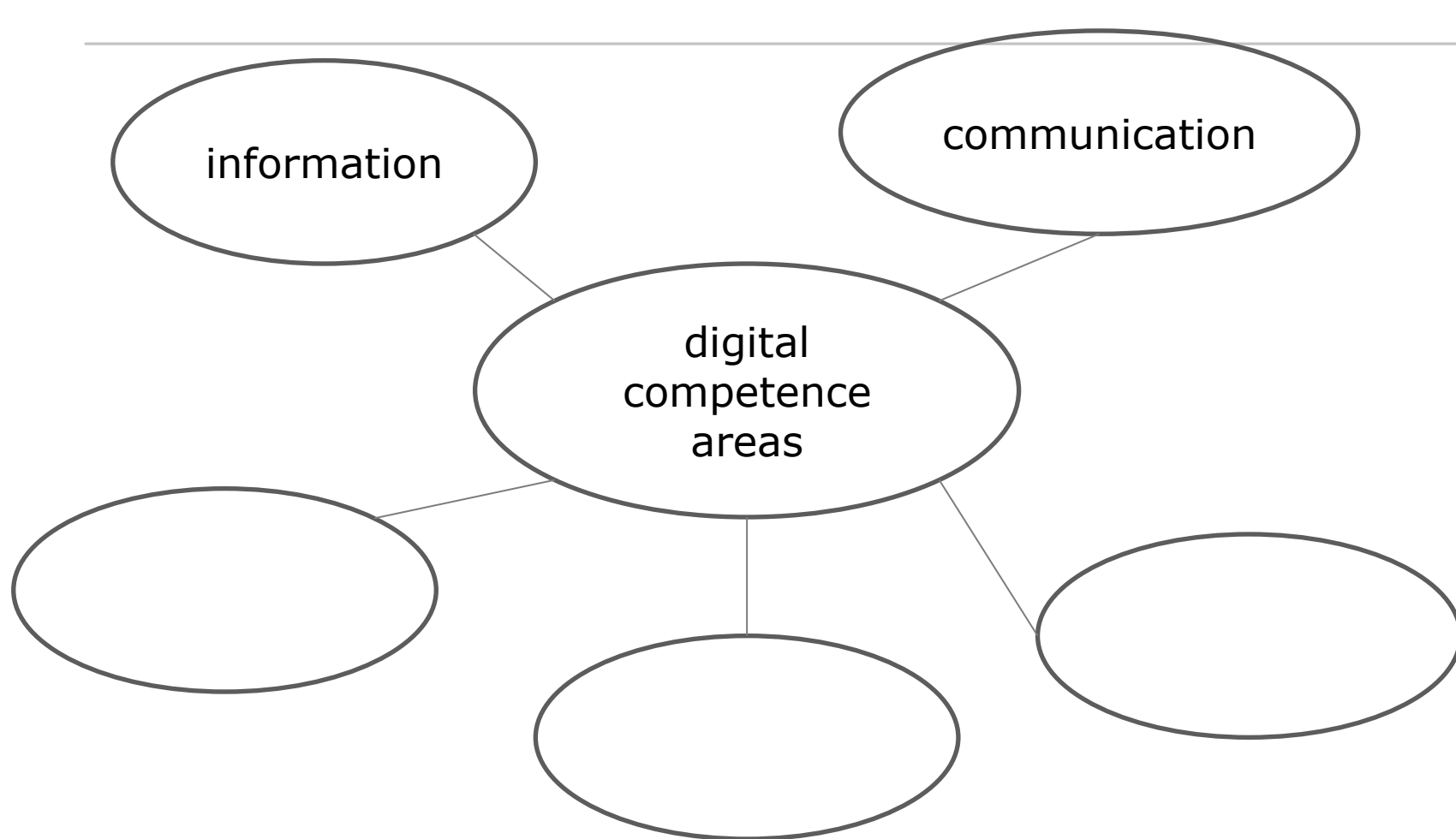Dimension 5: applicability to different purposes

digital
competence
areas

Digital competences

Information: identify, locate, retrieve, store, organise and analyse digital information, judging its relevance and purpose.

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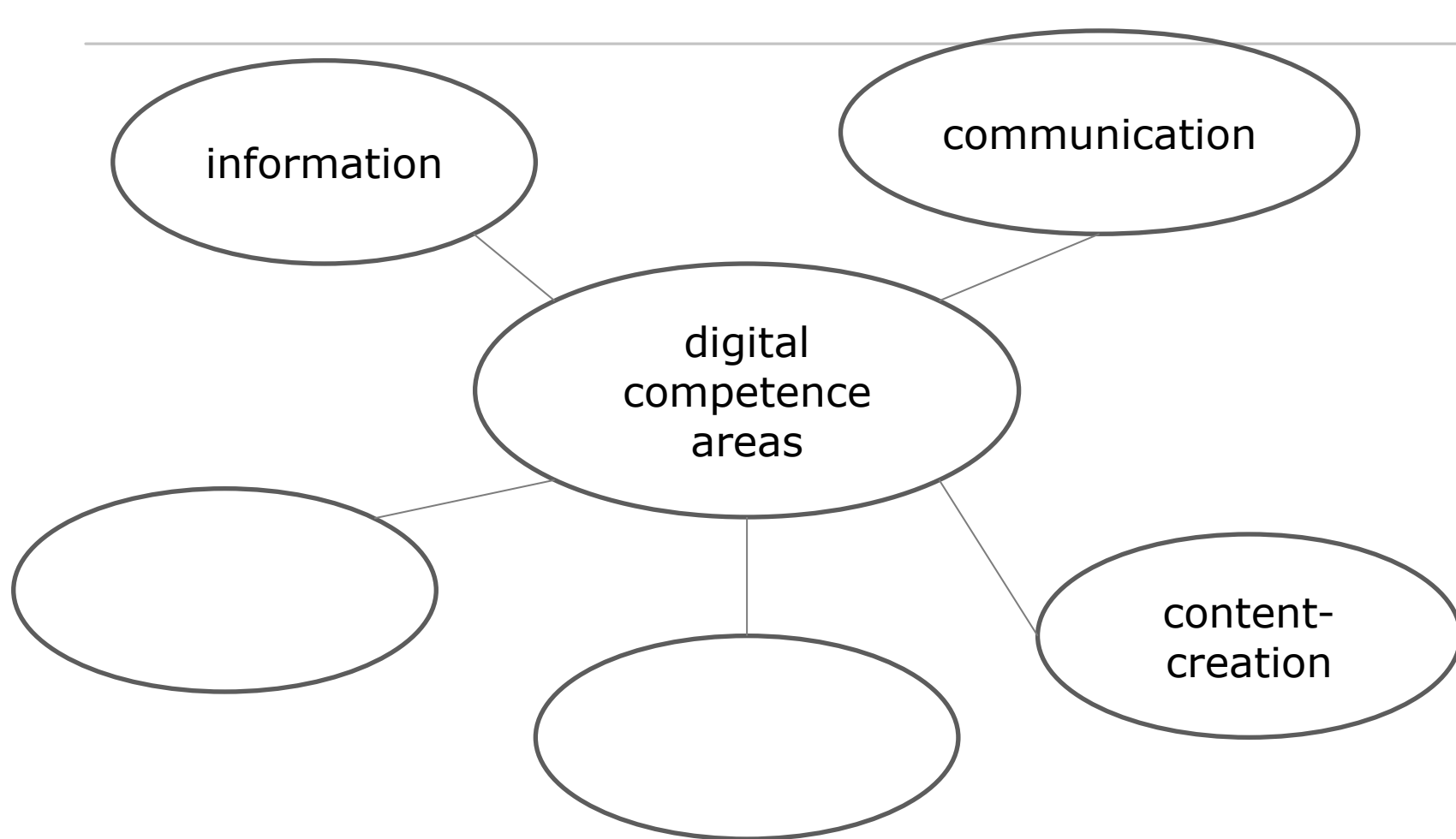information

digital competence areas

Digital competences

Communication: communicate in digital environments, share resources through online tools, link with others and collaborate through digital tools, interact with and participate in communities and networks, cross-cultural awareness.

information

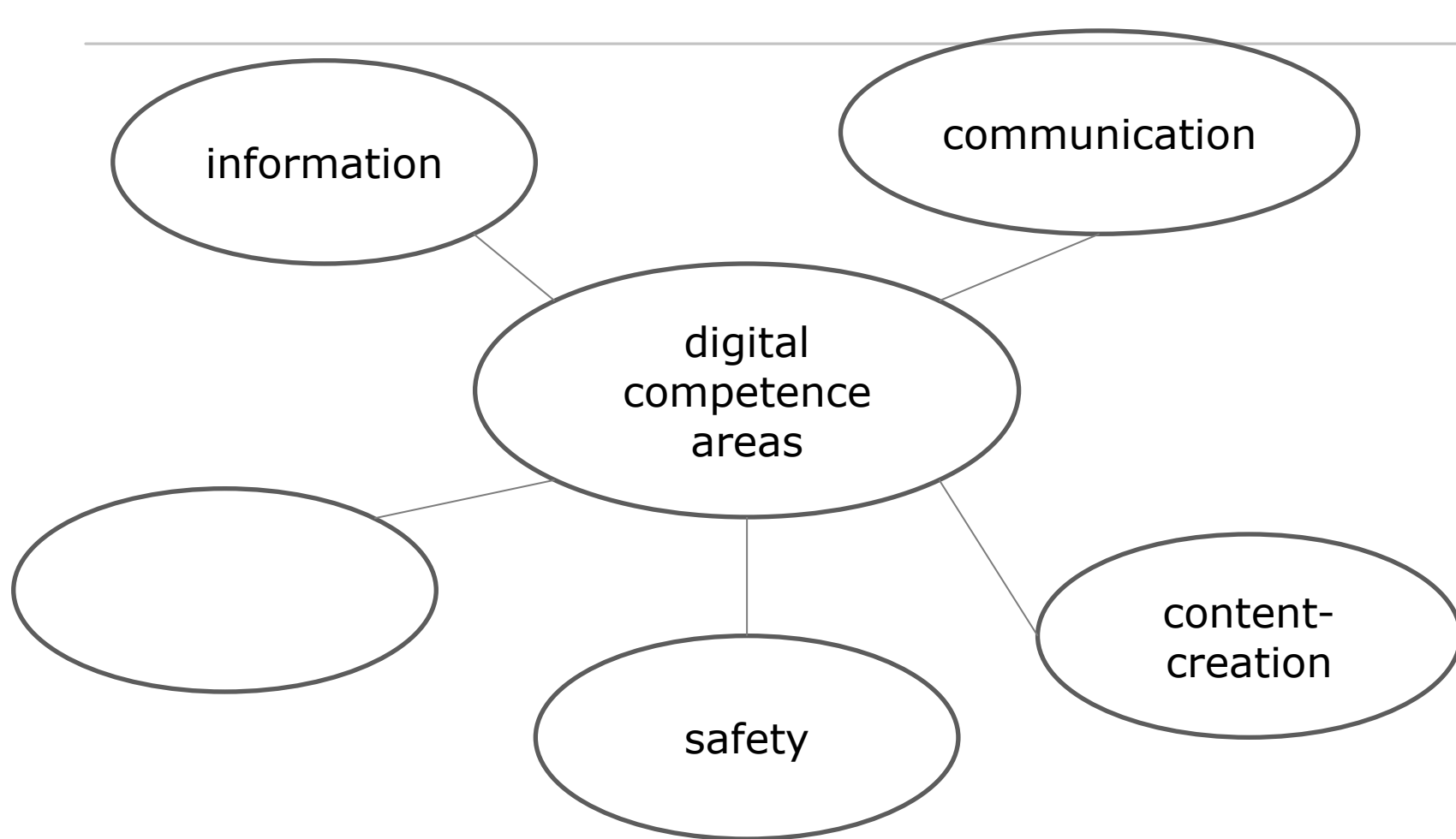communication

digital competence areas

Digital competences

Create and edit new content (from word processing to images and video); integrate and re-elaborate previous knowledge and content; produce creative expressions, media outputs and programming; deal with and apply intellectual property rights and licences.
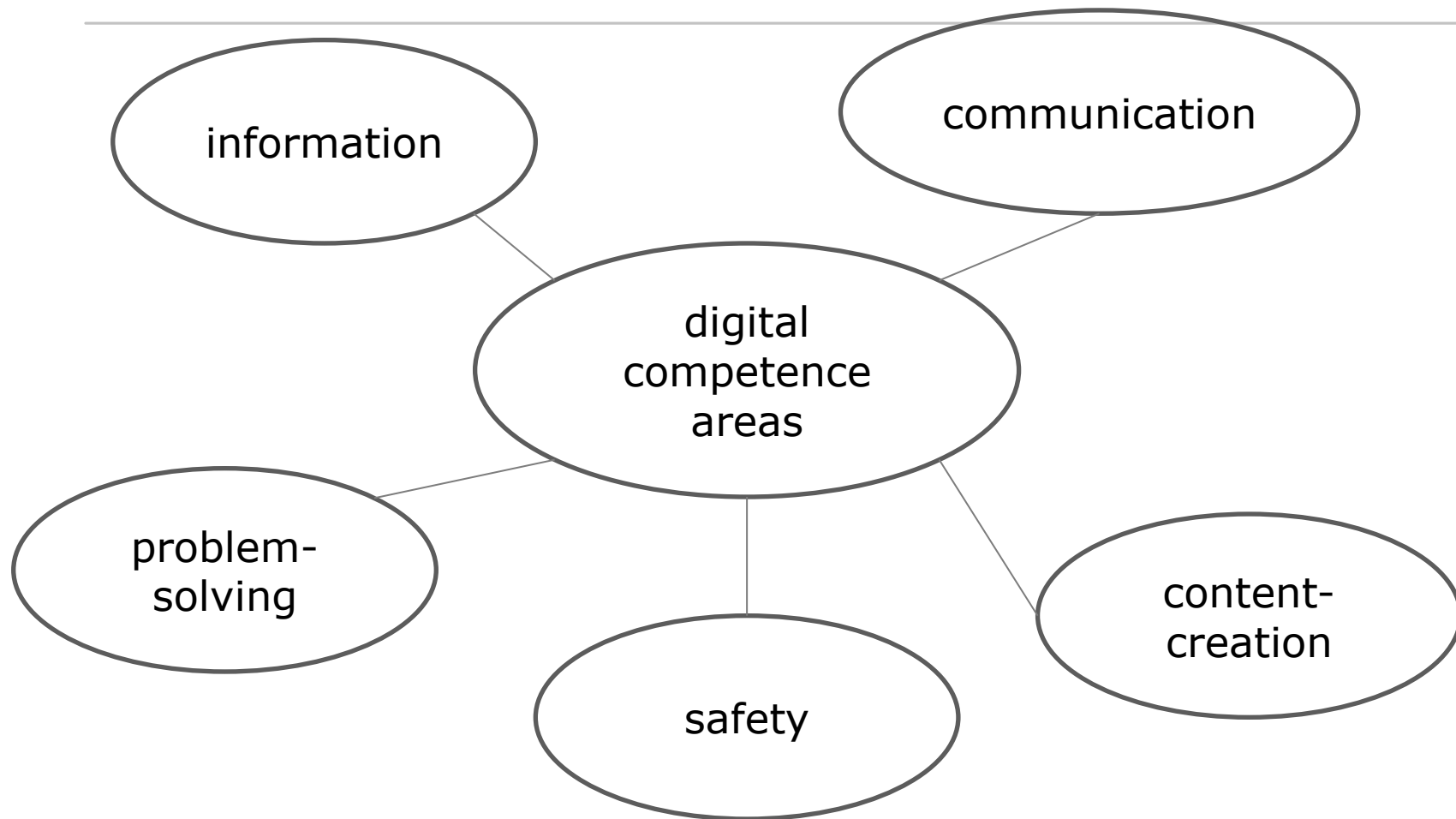
Digital competences

Safety: personal protection, data protection, digital identity protection, security measures, safe and sustainable use.

information

communication

digital competence areas

safety

content-creation

macmillan education

Digital competences

Problem-solving: identify digital needs and resources, make informed decisions on most appropriate digital tools according to the purpose or need, solve conceptual problems through digital means, creatively use technologies, solve technical problems, update own and other's competence.

communication

information

digital
competence
areas

problem-
solving

safety

content-
creation

Area 1: Information

General description:
Identify, locate, retrieve, store, organise and analyse digital information, judging its relevance and purpose.

Competences:
1.1 Browsing, searching and filtering information
1.2 Evaluating information
1.3 Storing and retrieving information

Area 1: Information

1.2 Evaluating information

Proficiency levels:

A – Foundation	B – Intermediate	C – Advanced
I know that not all online information is reliable.	I can compare different information sources.	I am critical about the information I find and I can cross-check and assess its validity and credibility.

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Knowledge
Can analyse retrieved information
Evaluates media content
Judges the validity of content found on the internet or the media, evaluates and interprets information
Understands the reliability of different sources
Understands online and offline information sources
Understands that information sources need to be cross-checked
Can transform information into knowledge
Understands power forces in the online world

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Skills
Is able to deal with information pushed at the user
Assesses the usefulness, timeliness, accuracy and
integrity of the information
Can compare, contrast, and integrate information
from different sources
Distinguishes reliable information from unreliable
sources

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Attitudes
Recognises that not all information can be found on the Internet
Is critical about information found
Is aware that despite globalisation certain countries are more
represented on the Internet
Is aware that search engine mechanism and algorithms are not
necessarily neutral in displaying the information

Area 1: Information

1.2 Evaluating information

Application to purpose: Learning

A – Foundation	B – Intermediate	C – Advanced
I have found some information from different sources about society in the 1500s, but I'm not sure how to judge its value.	I have found a range of different sources about society in the 1500s, and I've looked for the origins of the material as a way to judge their value.	I have found a range of different sources about society in the 1500s, I've looked for the sources they originate from, I've removed some because the academic nature of the sources is not clear, and I've checked details across the sources to see how valid they may be.

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Area 1: Information

1.2 Evaluating information

Application to purpose: Employment

A – Foundation	B – Intermediate	C – Advanced
I have been asked to look at sales of certain products, but I'm not sure how reliable the figures that I've obtained are.	I have been asked to look at sales of certain products, and I've checked the sources of figures that I've obtained so I have an idea of how reliable they may be.	I have been asked to look at sales of certain products, I've checked the sources of figures that I've obtained so I have an idea of how reliable they may be. I've taken out those that appear to be unreliable, and I will check with colleagues or experts about the likely validity of those that appear to be more consistent.

How can we use the Digcomp framework?

- develop our understanding of our students' needs, particularly as they relate to their language learning

- develop our understanding of our own digital competence

- develop tasks and materials that work on areas of digital competence and develop relevant language skills

lifeSkills

UNDERSTANDING INTERNET SEARCH TERMS

- Determine what information you need to find.
- Choose effective search terms.
- Evaluate search results and refine your search if necessary.

A Read the essay topic. Make notes on what kind of information you will need to include in the essay.

> Choose two international fast-food chains that have branches in India. Describe how they have impacted the local economy and discuss whether these effects have been mainly positive or negative.

B Work with a partner. Discuss the internet search terms. How effective are they? What results do you think you would get?

← →	fast food	>

- top fast-food companies India
- non-Indian fast-food companies
- fast-food effects in India
- effects on Indian economy of fast-food chains

HOW TO SAY IT

The problem with this search term is that it's too specific / not specific enough / too general.

This search term would probably return results that …

C Many search engines allow you to refine your search in various ways. Work with a partner. Discuss what each of these five searches means.

- fast-food restaurants in India
- India AND food AND industry
- McDonalds OR KFC India
- India culture–celebrity
- India * industry

D Think of the last time you used a search engine. Did you find the information you wanted? Is there anything that you would do differently now? Share your ideas with a partner.

E A search engine can give a wide variety of results in response to a keyword search. With your partner, discuss which ones you think might be useful for the essay in Exercise A, and why.

← → india globalization   >

India globalization
Influence of globalization on developing countries
www.globalmonitor.com/globalization/developing-countries.html
India has benefited from globalization, but … There have been a number of negative effects on local culture …

American fast food—no thanks!
www.blogmasterglobal.com/vijay
It's time we got foreign influences out of India … We need to protect our culture. In my experience, we've been affected by foreign investment …

IBC NEWS Fire strikes fast-food outlet, Delhi, India
indiabc.com/headlines/delhi-fire.html
A fire broke out in a BestBurger restaurant in the early hours of yesterday morning … The police have described the damage as "devastating" …

India fast-food industry—statistics
www.india-food.in/statistics/
This page contains various statistics related to the fast-food industry in India … Local companies … International companies … Public opinion …

F Work in groups. Complete the Internet Research Plan for the task below.

You are going to study the effect of globalization on your local economy. Your professor has asked your group to prepare a short presentation for the next class. You have been asked to include some specific statistics, as well as broad concepts.

Internet Research Plan
Topic to be researched: _____
Information we want to find: _____
Key phrases we might use in searches: _____
Search terms to try: _____   _____   _____

G Tell the class about your Internet Research Plan. Listen to the other plans and take notes about good ideas you would like to add to your plan.

REFLECT … How can the skill of understanding internet search terms be useful to you in **Work & Career** and **Self & Society**?

H Discuss the questions.

1 Do you feel you now have a better understanding of internet research terms? Give examples of things you have learned.
2 Will you apply what you have learned when you are using the internet for research? Why or why not?

RESEARCH …

Make notes for an internet research plan on the essay topic below.

What effect has globalization had on work and employment in your country? Give examples from two different industries and explain how jobs and working conditions have been affected.

LifeSkills

IDENTIFYING SOURCES OF INFORMATION

- Decide what information you need.
- Identify resources that can give you that information.
- Find useful information.

A Read the class assignment and tick what the students have to do.

☐ do research on a specific topic
☐ find out about all three topics
☐ write an essay
☐ prepare notes for an oral report

Class assignment
History and culture 203: The New Millennium

Form small groups. Choose one of the three topics below and find out as much as possible about it. Use the questions as a guide. Use a variety of information sources for your research. Prepare a short report to present to your group.

1 The first decade of the 21st century
What were some important local or world events during that decade?
What were people doing when they heard about each of these events?
How did they feel and what did they do when they heard the news?

2 Culture and entertainment
What were people doing for fun at the beginning of the decade? At the end?
What were the popular films, books, bands, etc of the decade?
What important events happened in the world of culture and entertainment during the decade?

3 Technology
How were people communicating at the beginning of the decade? At the end?
How did communications and social media influence important events?
What were some of the big technology successes and failures of the decade?

B Work in small groups. Look at the resources people can use to find out information. What are the advantages and disadvantages of each one?

Resources	Advantages	Disadvantages
books/newspapers/magazines		
official websites from organisations, governments, etc		
online encyclopaedias		
blogs and online chat rooms		
other people (teacher/parents, etc)		
other resources		

C With your group, choose a topic from Exercise A. Decide what information you need for your topic. Discuss which of the resources in Exercise B will be the best place to find information for your topic.

A: *There were a lot of magazine and newspaper articles about important events.*
B: *Yes, but looking for magazines and newspapers takes a lot of time.*
C: *We can also find lots of information about important events on the internet.*
B: *Yes, but on some websites the information isn't correct.*

D One of the resources you can use for your topic is your teacher and classmates. Find out as much information as you can from them and make notes.

A: *Do you remember any important events from 2000 to 2009?*
B: *Yes, I remember hurricane Katrina. My cousin and her family were living in New Orleans and we were really worried!*
A: *Oh, wow! What were they doing when the hurricane arrived?*
B: *They were driving. They were leaving the city.*

E Share the information you found out with your group.

HOW TO SAY IT

Talking about advantages and disadvantages of sources of infomation

(Newspapers) are …
    available all the time / difficult to get.
    expensive/free.
(Official websites) …
    give correct information / may give incorrect or false information.
Getting information from (books) …
    takes / doesn't take a lot of time.

REFLECT … How can the skill of identifying sources of information be useful to you in Work and Career and Self and Society?

LifeSkills

EVALUATING INTERNET SOURCE RELIABILITY

- Know what questions to ask in order to determine a website's reliability.
- Find the answers to the questions.
- Use the answers to determine whether the website is reliable.

A Tick the questions you usually ask when you do research online.

1. ☐ What type of website is it (e.g. academic, a personal blog, a political organisation)?
2. ☐ Who is the author of the specific information you want to use?
3. ☐ Is there a clear point of view or bias? If so, what is it?
4. ☐ If there is a claim, is there evidence to support it?
5. ☐ Are there references or links to other sources?
6. ☐ Can the information be verified? If so, how?
7. ☐ How current is the information?

B 🎧 Work in groups. Discuss why each of the questions in Exercise A is important.

C Match the numbers of the questions from Exercise A to the ways to find the answers.

a) Look for emotionally charged language. Check if the website lists goals or a mission. ☐
b) Look for links (often underlined or in another colour) to other sites. Check for sections at the end of an article called References, Bibliography or For Further Reading. ☐
c) Check under the title of the article for a name. Does the name link to any further information about the author, or is there an author bio (biography) on the page? ☐
d) Check if enough specific information is given (e.g. places, names, dates) that you could put into a search engine to verify the information somewhere else. ☐
e) Look for a date at the top or bottom of the home page. Look for a date near the author's name or the title of an individual article. ☐
f) Look for the internet domain (.edu = an academic institution; .org = an organisation; .gov = an official government site). Read the Home or About Us page. ☐
g) Check if the main points are supported by statistics, quotes from experts, examples or logical reasoning. ☐

D 🎧 Work in pairs. Read the article on page 125 and answer the questions from Exercise A. If you can't answer a question, discuss how you could find the answer.

OBESITY PANACEA

| HOME | NEWS | LIFESTYLE & HEALTH | MESSAGE BOARD |

DO DIET SOFT DRINKS LEAD TO OBESITY?

Are diet soft drinks bad for you? I received this question from Perry Romanowski after it came up on his blog, and I thought it would make an excellent topic for today. More specifically, I would like to discuss the relationship between diet soft drinks and obesity.

At first, I did not expect there to be any relationship between diet soft drinks and obesity – if they contain no calories, they can't possibly contribute to a positive energy balance, right? Early studies of calorie-free sweeteners like aspartame seem to support that position. For example, a review article from 1991 suggests that 'aspartame-sweetened foods or drinks is [sic] associated with either no change or a reduction in food intake'. However, more recent studies suggest that the issue is not quite so simple.

An article published in 2008 by Sharon Fowler in the journal *Obesity* suggests that individuals who consume diet soft drinks are at dramatically increased risk of being overweight or obese compared to those who do not consume diet soft drinks. For example, over an eight-year period, individuals who consumed just three diet soft drinks a week were 40% more likely to be overweight

or obese than those who consumed none. The risk continued to increase dramatically with increased diet soft drink intake, and was independent of other factors like exercise, smoking and socioeconomic status.

The Fowler study doesn't prove that diet soft drinks cause obesity (people who drink more diet soft drinks may also have other behaviours that put them at increased risk for weight gain), but they are still pretty surprising. While diet soft drinks may themselves be free of calories, recent evidence suggests that they may increase calorie intake at future meals. For example, when rats are given access to unlimited amounts of food, those who are used to consuming calorie-free drinks eat dramatically more than those who are used to consuming drinks flavoured with sugar. It may be that calorie-free drinks impair the body's ability to anticipate the calorie content of a given meal, eventually resulting in increased calorie intake and weight gain. Others have suggested that calorie-free sweeteners like aspartame may also increase appetite at future meals.

So, while it is not yet completely clear if diet soft drinks *cause* obesity, there are some good reasons to limit their intake.

www.obesitypanacea.com

E 🎧 Work with another pair. Discuss how reliable you think the information in the article is. Explain why.

F 🎧 Discuss these questions.

1. What have you learnt about online sources and their reliability?
2. Do you think you will be able to judge online sources better in the future?

? REFLECT ... How can the skill of evaluating internet source reliability be useful to you in **Work and Career** and **Self and Society**?

HOW TO SAY IT

The main point made by the author is that ...
I think more evidence supporting the claim is needed and ...
I think this source should/shouldn't/can/can't be believed because ...
This article could/can't be considered very reliable/biased because ...

🔬 RESEARCH ...

Choose a subject that interests you. Find at least three different sources of information on the subject. Evaluate their reliability using the criteria in Exercise A, and decide which one you consider to be the most reliable source on that subject and which is the most unreliable. In your next lesson, explain to the class the reasons for your evaluation of them.

Area 1: Safety

General description:
personal protection, data protection, digital identity protection, security measures, safe and sustainable use

Competences:
4.1 Protecting devices
4.2 Protecting data and digital identity
4.3 Protecting health
4.4 Protecting the environment

Area 1: Information

1.2 Evaluating information

Proficiency levels:

A – Foundation	B – Intermediate	C – Advanced
I can use basic steps to protect my devices (for instance: using anti-viruses, passwords, etc.).	I know how to protect my digital devices, I update my security strategies.	I frequently update my security strategies. I can take action when the device is under threat.

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Knowledge
Knows that there are several risks associated with the use of technologies
Knows about current and up-to-date strategies to avoid risks
Understands the risks associated with online use

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Skills
Is able to install an anti-virus
is able to take steps to mitigate risk of fraud by
using a password
Is able to protect different devices from threats of
the digital world (malware, viruses etc.)

Area 1: Information

1.2 Evaluating information

Examples (knowledge, skills, attitudes):

Attitudes
Has a positive but realistic attitude towards the benefits and risks associated with online technologies

lifeSkills

PROTECTING DIGITAL PRIVACY

- Understand the potential threats to digital privacy.
- Think about practical steps to take to increase digital security.
- Institute digital security measures in your everyday online routines.

A Think about the online services and accounts you use (email, Twitter, Facebook, Amazon, etc.). Check which of the following pieces of information about you it might be possible to find online.

your full name ☐	your email address ☐	your birth date ☐
your ID number ☐	your address ☐	the place where you work/study ☐
your phone number ☐	your credit card number ☐	family member names ☐
bank account number ☐		

Protect Yourself Online

B Work in pairs. Look at your answers to Exercise A. Discuss the possible consequences of this online information getting into the wrong hands. Make a list.

People could send spam to my email address.

C Work in pairs. Read the article. Student A, explain in your own words what advice is given regarding software and browsers. Student B, explain in your own words what advice is given about email, secure payments, and privacy policies.

Your personal information is valuable—and you should make it a priority to protect your privacy. Here are some online safety tips to help you protect your personal information and secure your computer.

YOUR SOFTWARE Use anti-virus, anti-spyware, and firewall software—and make sure it's up-to-date. Anti-virus software protects your computer from viruses that can allow people to hack into your computer. Spyware is a software program installed on your computer without your consent to monitor your behavior online or record your keystrokes. Anti-spyware software can remove or disable spyware. Firewalls help keep hackers from getting access to your computer to send out your personal information without your permission.

YOUR BROWSER Configure your browser or operating system to manage pop-ups, cookies, or block specific websites.

YOUR EMAIL Use a separate email address for online transactions. Keep the inbox you use to communicate with friends and family free of spam by using a separate email address when you fill in forms as you shop or conduct other transactions online.

SECURE PAYMENTS When paying for anything online, make sure the transaction is secure. Look for the padlock symbol in the status bar at the bottom of your browser. This will keep criminals from getting hold of your card details and running up debts in your name.

PRIVACY POLICIES When visiting a website for the first time, always make sure the site has a posted privacy policy—and read it. It should explain how your personal data will be collected and used or shared with other parties. If a website doesn't have a privacy policy, consider doing business elsewhere.

competence area: safety

Self and Society
Work and Career
Study and Learning

D Work in groups. Read the question posted on an online forum. Discuss what advice you would give the writer and make a list of key points. Share your ideas with the whole class.

> **greenhorn92**
> registered: October 12
> posts: 51
>
> Hi, guys.
>
> I've been reading about protecting my privacy online, and I was hoping you could give me some ideas about how to increase my personal security. The thing I'm most interested in is passwords. Any tips out there on making up secure passwords and things like that? I don't want to end up having the problems some of my friends have had!
>
> Thanks!
>
> Monday, March 27 17:40

E Work in groups. Make a list of the top three pieces of advice you would give to someone concerned about online privacy. Then create a combined class list of advice.

F Discuss the questions.

1. What have you learned about protecting digital privacy?
2. Considering what you've discussed, are you planning to make any changes to your online habits? If so, what?

HOW TO SAY IT

To keep your password secure, you should ...
I don't think you need to ...
We consider a good password one that ...
You should make it a priority to ...
I've found it helpful to ...

competence area: communication

REFLECT ... How can knowing how to protect your digital privacy be useful to you in **Work & Career** and **Study & Learning**?

RESEARCH ... Find an example of an internet scam or another type of cybercrime and tell your class about it. You can find people's stories on the internet, or you may know someone personally who has been a victim of this type of crime.

lifeSkills

BUILDING COMMUNITIES

- Consider the type of community you wish to create.
- Decide on the community's goals and how they will be organized.
- Advertise your community so interested people can join.

A Work in pairs. Read the descriptions of four different types of communities. Then answer the questions.

community /kəˈmjunəti/ (*n.*)
the people who live in an area; a group of people in a larger society who are the same in some way

1 What specific examples of each type of community can you name?
2 Do you belong, or have you ever belonged, to any similar communities? Which ones?

A Hobby clubs / School clubs
People with a shared interest in a wide variety of sports and other activities, from singing to science to volunteer work, meet to practice or share ideas.

B Social, political, or religious groups
People in a larger community such as a city or town who have similar beliefs and values hold meetings to discuss experiences, make plans, give and receive information, or take actions.
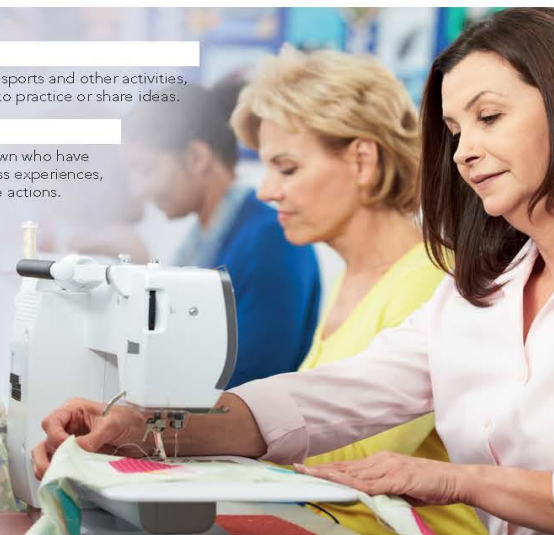
C Online social networking sites
Sites such as Facebook and LinkedIn encourage friends and family members to share news, thoughts, pictures, videos, and web links with each other. People sometimes connect with new acquaintances by adding the friends of their friends to their networks.

D Online forums
People come together online to discuss something they are interested in, to swap questions and answers on their area of interest, and to chat socially with fellow enthusiasts.

B Work in pairs. Match the statements to the descriptions in Exercise A. Each statement may apply to more than one description.

1 Members see each other in person regularly.
2 Communication is probably daily or several times a week.
3 Members have a specific goal.
4 Members could become close friends.
5 It's possible that members would never see each
6 Members often belong to the same family.
7 Members help each other with problems and diff
8 There is often a fee for joining the group.

competence area: communication

Self and Society
Work and Career
Study and Learning

C Look at the webpage and say what kind of community the organizers of Service Swap are trying to build. Then complete the webpage with the words and phrases from the blue box.

Community statement   Expenses and fundraising   How it works   Name of community   Potential members

LIFTOFF: the crowdfunding website

LIFTOFF *is a website that is designed to help you get your project off the ground, whether it's an online social network for your neighborhood, a club of people with a common interest, or a product you want to bring to market! Tell us about your project and start attracting today!*

(1) _____: Service Swap

(2) _____: Service Swap is a community of like-minded people who wish to use their skills and knowledge to escape the unnecessary pressure that money puts on all of us. We believe that we all have something to trade, from washing cars and mowing lawns to teaching piano and styling hair. By exchanging our services in a fair way, we believe that we can come together as a community, while also saving money in the process!

(3) _____: Due to the nature of swapping services, members must live within 30 miles of meet up in order to pro members who wish to

competence area: problem solving

(4) _____ community webpage. M of their service to help non-monetary! Membership in the group is also free of charge. Each member must offer at least one service in order to be eligible to trade for other services. Members may offer as many services as they like.

(5) _____: Membership is totally free and always will be. We are looking for funding to help us set the project up and to cover incidental expenses, such as webhosting. We are planning to host occasional fundraising events in our local area, which will fund the project once initial funding runs out, and will also provide excellent opportunities for members to get to know each other. These events could include yard sales and coffee mornings.

D Work in small groups. Decide on a type of community to create. Then design _____ FF.
Use the exam _____ mmunity sound as attr _____ as possible.

competence area: content creation

E Presen _____ Try to interest your classmates in joining your community.

... How can the skill of building _____ be useful to you in **Work & Career** and **Study & Learning**?

F Discuss the questions.

1 What have you learned about building communities?
2 What kinds of community would you like to be involved in building in the future?

RESEARCH ...
Go online and find out about an unusual community (a community of artists, an unusual club, etc). Find out how it was created and how it developed. Make brief notes, and the next time you meet, report back on what you have found.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

— Alvin Toffler —

AZ QUOTES

A framework for the development of digital competence in ELT

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