DigiComArm: Armenian Digital Competence Framework for Educators in Higher Education

(1st Draft)

Competence Area 1 – Professional Engagement and Development

Key Competence 1.1 – Communication and Collaboration

(Uses digital technologies for communication and collaboration, exchange of knowledge & experiences, as well as pedagogical practice & innovation)

Foundational (Beginner)
Competence Descriptor:
Can use widely available, basic digital tools to start and maintain communication with colleagues and students, share essential resources, and take part in simple collaborative activities within the Armenian academic environment.

Achievement Indicators:

1. Sends and replies to professional messages using clear subject lines and respectful tone (Gmail, Outlook, Telegram, or Viber).

2. Participates in faculty or department online discussion boards or messaging groups to share teaching materials or short updates (Telegram, Viber, Moodle forum and other).

3. Shares lecture notes, links to open educational videos, or reading materials via familiar platforms or email attachments (Google Drive, OneDrive).

Intermediate (Practitioner)
Competence Descriptor:
Can integrate several digital tools to collaborate with peers on teaching projects, co-develop resources, and participate actively in knowledge exchange in Armenian higher education settings, applying inclusive and ethical practices.

Achievement Indicators:

1. Creates and edits shared documents (Google Docs, Microsoft OneDrive, Moodle) with colleagues to develop course materials.

2. Organises or moderates online meetings (Zoom, Google Meet, Microsoft TeamsWe can add using AI tools for taking notes of the meetings) for sharing examples of innovative teaching or discussing course improvements.

3. Posts practical teaching tips, examples, or case studies to faculty online communities or departmental groups (Google Classroom, Moodle, Telegram).

Advanced (Expert)
Competence Descriptor:
Can design and lead digital communication systems for sustained professional collaboration, facilitate cross-university or international knowledge exchange, and evaluate their effectiveness, ensuring inclusivity and accessibility.

Achievement Indicators:

1. Sets up and manages dedicated online collaboration platforms (Here I would suggest to add Linkedin, as it's one of the best platforms of professional engagementMicrosoft Teams, Moodle forums, Google Workspace shared drives) for long-term exchange of teaching practices.

2. Leads collaborative teaching or research projects across Armenian universities or with international partners, producing shared resources for open access.

3. Evaluates the effectiveness of communication tools through participant feedback and engagement data, adjusting for accessibility (Google Forms, Moodle reports, Microsoft Forms).

Key Competence 1.2 – Continuous Professional Digital Development

(Reflects on, develops and evolves digital pedagogical practices. Uses digital sources for ongoing professional growth)

Foundational (Beginner)
Competence Descriptor:
Can find I think we need to add LLMs such as ChatGpt, Grok, Gemini, Deepseek, etc and use basic online learning resources to develop personal teaching skills, reflect on classroom practices, and identify small areas for improvement, ensuring sources are credible.

Achievement Indicators:

1. Watches short tutorials or webinars (YouTube, Khan Academy, institutional webinar recordings) on digital teaching techniques and notes one takeaway for future use.

2. Subscribes to an educational newsletter or joins a faculty email list (Google Groups, institutional mailing list) to receive teaching updates.

3. Saves useful teaching links and resources in a simple note-taking app (Google Keep, Microsoft OneNote) with basic source details.

Intermediate (Practitioner)
Competence Descriptor:
Can engage regularly in structured professional learning using digital platforms, adapt new methods to local teaching contexts, and document growth through self-assessment and feedback from peers.

Achievement Indicators:

1. Completes at least one online training course per semester (Moodle-based, EdX, Coursera There are courses on YouTube as well) and applies the learned technique in class.

2. Participates in a professional online group for Armenian or regional educators (Telegram, Moodle forum) contributing to topic discussions.

3. Develops a personal teaching portfolio (Google Sites, WordPress.com, Google Drive folder) to document methods, reflections, and student feedback.

Advanced (Expert)
Competence Descriptor:
Can lead initiatives for professional digital growth at the institutional or network level, contribute expertise to public forums, and mentor colleagues on advanced strategies for improving digital pedagogy.

Achievement Indicators:

1. Designs a yearly personal development plan using digital tools (Google Workspace, TrelloWe can add also Slack, Microsoft Forms) and tracks progress with analytics (Google Forms surveys, Moodle reports).

2. Publishes case studies, articles, or video tutorials on digital teaching practices in Armenian higher education (WordPress, Google Docs, institutional website we can add Linkedin).

3. Organises and delivers webinars or workshops for colleagues on effective use of accessible, context-appropriate teaching tools (Zoom, Google Meet, Moodle).

Competence Area 2 – Digital Resources and Content Creation

Key Competence 2.1 – Selecting Digital Resources

(Selects digital resources aligned with learning objectives, pedagogical strategies, and learner needs. Uses, creates and shares OER with awareness of licensing)

Foundational (Beginner)
Competence Descriptor:
Can search as now we have LLM's we should also add writing prompts, which is now more effective than searching. Now there is a new term prompt-based learning for and choose basic open and free digital resources that fit lesson goals and learner needs, demonstrating initial awareness of licensing requirements when sharing.

Achievement Indicators:

1. Uses Web platforms/services and LLMs(Google Search, YouTube, Khan Academy, TED-Ed) to find free, relevant learning materials for introductory topics.

2. Selects OER from Web platforms/services (Wikipedia, OER Commons, OpenStax, Khan Academy), checking for open access symbols or basic Creative Commons labels.

3. Shares links or files via online services (Gmail, Telegram, Viber, Outlook, or faculty Viber groups), mentioning simple licensing details where possible.

Intermediate (Practitioner)
Competence Descriptor:

Can evaluate and adapt digital resources to match specific learning goals and strategies, using and sharing OER with correct licensing in Armenian higher education contexts.

Achievement Indicators:

1. Selects materials from trusted repositories (Coursera free content, EdX audit mode, OpenStax, FutureLearn) and adapts them for local teaching settings.

2. Creates simple OER (Google Slides, Canva, Microsoft PowerPoint, LibreOffice Impress) and applies Creative Commons licenses before sharing.

3. Integrates selected resources into Learning Management Systems (LMS) or online learning platforms (edtech platforms like Moodle, Google Classroom, Edmodo, Microsoft Teams) for student access.

Advanced (Expert)
Competence Descriptor:
Can critically curate and lead the use of advanced digital resources aligned to complex pedagogical needs, creating high-quality OER with expert knowledge of licensing, and mentoring others in these practices.

Achievement Indicators:

1. Builds thematic collections of resources (Zotero, Notion, Google Drive, OneDrive) linking them to innovative teaching strategies.

2. Produces and publishes original OER (Google Docs, H5P, Canva, Prezi) to national or international repositories, selecting licenses that maximise accessibility.

3. Leads training on finding and licensing digital resources, writing prompts (Zoom, Google Meet, Microsoft Teams, Moodle) for academic staff.

Key Competence 2.2 – Creating and Modifying Digital Resources

(Modifies and creates new digital educational resources in multiple formats. Supports learners in developing their own digital content)

Foundational (Beginner)
Competence Descriptor:
Can make simple changes to existing educational resources and create basic new materials in common formats, providing step-by-step support for students to do the same.

Achievement Indicators:

1. Edits slides or documents (Google Slides, Microsoft PowerPoint, LibreOffice Impress, Canva,) by adding images, text, or diagrams to match lesson needs.

2. Creates simple handouts or worksheets (Google Docs, Microsoft Word, LibreOffice Writer, WPS Office) saving them as PDFs.

3. Shows students how to use basic creation tools (Paint, Google Drawings, Canva, Microsoft Whiteboard) for assignments.

Intermediate (Practitioner)
Competence Descriptor:
Can produce and adapt digital resources in different formats to engage learners, guiding them in developing and refining their own content with feedback.

Achievement Indicators:

1. Modifies interactive content (Canva, Genially, H5P, Google Slides) to include quizzes or videos for active learning.

2. Creates multimedia presentations (Prezi, Microsoft Sway, Canva, Powtoon) tailored to diverse learner needs.

3. Teaches students to use beginner-friendly tools for videos, infographics, or presentations (Biteable, Canva, Animoto, Piktochart).

Advanced (Expert)
Competence Descriptor:
Can design innovative, high-quality digital resources in advanced formats, empower students to independently produce complex digital content, and facilitate contribution to shared repositories.

Achievement Indicators:

1. Develops interactive learning modules (H5P, Articulate Rise, Adobe Captivate, Genially).

2. Guides students in collaborative content creation using professional-grade tools (Figma, Google Docs, Canva, GitHub).

3. Curates student-created resources into shared faculty repositories (Google Drive, OneDrive, Moodle, Notion) for reuse.

Key Competence 2.3 – Managing Digital Resources

(Organises and curates digital materials, makes them available to learners, ensuring copyright compliance and privacy)

Foundational (Beginner)
Competence Descriptor:
Can organise lesson materials into simple digital folders, share them with learners, and show basic understanding of copyright and privacy.

Achievement Indicators:

1. Saves files in cloud folders (Google Drive, OneDrive, Dropbox, Yandex Disk) organised by course or topic.

2. Shares learning materials via email or Telegram (Gmail, Outlook, Telegram, Viber, WeTransfer) using basic access settings.

3. Chooses resources marked for public use or Open licensing framework (Creative Commons Search, Wikimedia Commons, Pixabay, Unsplash) where possible.

Intermediate (Practitioner)
Competence Descriptor:
Can curate and manage resource collections in shared spaces, ensuring correct licensing and applying privacy settings suited to different groups.

Achievement Indicators:

1. Maintains shared folders (Google Drive, OneDrive, Dropbox, Moodle) with tagged resources for student access.

2. Uses citation and source-checking tools (Google Scholar, Citation Machine, Zotero, Mendeley) to ensure copyright compliance.

3. Uploads resources to learning platforms (Moodle, Google Classroom, Edmodo, Microsoft Teams) with appropriate access rights.

Advanced (Expert)
Competence Descriptor:
Can lead the development of well-organized, secure, and accessible institutional resource libraries, embedding best practices for copyright and privacy.

Achievement Indicators:

1. Builds and manages large-scale repositories (Notion, Omeka, Google Drive shared libraries, Microsoft SharePoint) with search and tagging features.

2. Designs institutional guidelines for copyright compliance and data protection (Google Docs, Microsoft Word, Canva templates, Moodle pages).

3. Integrates analytics tools to track resource use (Google Analytics, Moodle analytics, Microsoft Power BI, Google Data Studio) and improve access.

Key Competence 2.4 – Responsible Use of Digital Resources

(Promotes learners' awareness of digital rights and source referencing. Guides learners in ethical, safe and well-being-oriented use of digital resources & technologies)

Foundational (Beginner)
Competence Descriptor:
Can introduce students to basic referencing methods, safe browsing, and the concept of ethical use of digital content.

Achievement Indicators:

1. Demonstrates how to cite online sources (Google Scholar, Citation Machine, EasyBib, BibGuru).

2. Explains basic safe internet use (avoiding suspicious links, checking site credibility via Google Safe Browsing, VirusTotal, or WHOIS lookup).

3. Introduces Creative Commons symbols and their meaning (Creative Commons Search, Wikimedia Commons, Flickr CC).

Intermediate (Practitioner)
Competence Descriptor:
Can actively guide learners in applying proper referencing, understanding digital rights, and maintaining digital well-being using relevant tools and classroom practices.

Achievement Indicators:

1. Runs short workshops on referencing (Zotero, Mendeley, EndNote Basic, CiteThisForMe).

2. Teaches students to check source credibility (Google Fact Check Tools, Snopes, FactCheck.org, PolitiFact).

3. Integrates short discussions about intellectual property in assignments (Google Docs, Moodle forums, Padlet, For discussions I would recommend also using Tricider Microsoft Teams discussion boards).

Advanced (Expert)
Competence Descriptor:
Can lead initiatives that promote institutional awareness of ethical digital practices, advanced referencing, and digital well-being, influencing policy and curriculum.

Achievement Indicators:

1. Designs courses or modules on digital and AI ethics and advanced referencing techniques (Moodle, Google Classroom, Canvas, EdX).

2. Implements digital well-being programmes integrated into LMS platforms (Moodle, Google Classroom, Microsoft Teams, Schoology).

3. Leads campaigns on academic integrity within the university (Zoom, Canva, institutional website, social media platforms).

Competence Area 3 – Teaching and Learning

Key Competence 3.1 – Instructional Design and Teaching I think in this part one important thing is missing, which is making, editing video lectures.

(Uses digital technologies to promote inclusive and engaging learning experiences. Integrates generative AI tools to personalise teaching approaches)

Foundational (Beginner)

Competence Descriptor:
Can design simple, inclusive lesson activities using basic digital tools and introduce generative AI to create small, personalised elements in teaching.

Achievement Indicators:

1. Creates presentations with inclusive features such as subtitles or larger fonts *(Google Slides, Microsoft PowerPoint, Canva, LibreOffice Impress)*.

2. Uses entry-level AI tools to generate short examples or quiz questions *(ChatGPT free, Google Gemini, Poe, You.com we can add Quizizz for quiz questions)* tailored to the topic.

3. Incorporates simple interactive activities to encourage participation *(Kahoot, Quizlet, Mentimeter, Wordwall)*.

Intermediate (Practitioner)

Competence Descriptor:
Can integrate digital technologies and generative AI to design engaging, adaptive lessons that respond to learner needs and support hybrid or blended delivery.

Achievement Indicators:

1. Develops hybrid lesson plans including adaptive content for different learning paces *(Moodle, Google Classroom, Microsoft Teams, Edmodo)*.

2. Uses AI tools to adapt case studies or examples to different learner backgrounds *(ChatGPT, Jasper AI trial, Copy.ai, Google Gemini)*.

3. Hosts interactive classes using features (e.g., polls and breakout rooms) to support inclusivity *(Zoom, Microsoft Teams, Google Meet, BigBlueButton)*.

Advanced (Expert)

Competence Descriptor:
Can lead innovation in instructional design, using advanced digital tools and generative AI to create fully personalised, inclusive learning pathways and mentor peers in their adoption.

Achievement Indicators:

1. Creates adaptive curricula that adjust in real time to learner progress *(Century Tech trial, Squirrel AI trial, Moodle with AI plugins, Smart Sparrow)*.

2. Designs simulations or role-play scenarios with AI-generated content *(H5P, Twine, CoSpaces Edu free, ChatGPT)*.

3. Optimises virtual environments to improve accessibility and learner engagement *(Mozilla Hubs, Spatial free tier, FrameVR, Gather Town)*.

Key Competence 3.2 – Academic Guidance and Support

(Uses digital platforms to provide guidance & support to learners (individually and collectively). Enables learners to navigate and evaluate the credibility of information in digital environments)

Foundational (Beginner)

Competence Descriptor:
Can offer basic individual and group guidance using digital platforms and introduce students to simple ways of checking information credibility online.

Achievement Indicators:

1. Uses email or messaging apps for individual student support *(Gmail, Outlook, Telegram, Viber)*.

2. Hosts small group discussions to share learning resources *(Google Groups, Telegram channels, WhatsApp)*.

3. Teaches basic checks for credibility, such as examining the source and website domain *(direct browser checks, Google Search, Wikipedia references)*.

Intermediate (Practitioner)

Competence Descriptor:
Can use diverse digital platforms to provide structured guidance, tailoring advice to individual and group needs, while helping learners apply practical strategies for information evaluation.

Achievement Indicators:

1. Offers one-on-one mentoring sessions via video conferencing *(Zoom, Google Meet, Microsoft Teams)*. I think this is very simple skill and should go to the Beginners part. We can add here AI using skills

2. Facilitates group discussions on evaluating sources *(Moodle forums, Padlet, Google Classroom discussions)*.

3. Demonstrates the use of online fact-checking tools *(Google Fact Check Explorer, Snopes, FactCheck.org)*.

Advanced (Expert)

Competence Descriptor:
Can design and lead advanced digital support systems that empower learners to independently navigate, critically evaluate, and apply credible information across disciplines.

Achievement Indicators:

1. Builds institutional guidance frameworks using LMS analytics *(Moodle reports, Google Classroom analytics, Microsoft Teams Insights)* to identify students needing targeted support.

2. Creates peer-led networks for information literacy exchange *(LinkedIn Groups, ResearchGate, dedicated Moodle groups)*.

3. Integrates immersive environments for credibility assessment exercises *(Mozilla Hubs, Gather Town, Google Arts & Culture VR)*.

Key Competence 3.3 – Collaborative Learning

(Uses digital technologies to promote learners' collaboration and knowledge sharing both within and beyond the classroom)

Foundational (Beginner)

Competence Descriptor:
Can use basic digital tools to facilitate group work and simple knowledge sharing within the classroom and introduce opportunities for extending collaboration beyond it.

Achievement Indicators:

1. Organises shared document activities for small groups *(Google Docs, Microsoft Word Online, OnlyOffice)*.

2. Sets up class group chats for homework help and reminders *(Telegram, WhatsApp, Viber)*.

3. Uses simple visual collaboration tools for brainstorming *(Padlet, JamboardJamboard is out of use now. I would suggest Tricider, Lino)*.

Intermediate (Practitioner)

Competence Descriptor:
Can design structured collaborative learning experiences using digital tools, extending interaction beyond the classroom and adapting activities to diverse group dynamics.

Achievement Indicators:

1. Coordinates group projects using shared workspaces *(Microsoft Teams, Slack free plan, Trello)*.

2. Facilitates moderated knowledge exchange in an LMS *(Moodle forums, Google Classroom Q&A, Edmodo)*.

3. Uses visual project-design tools for collaborative tasks *(Figma free plan, Lucidchart, Canva)*.

Advanced (Expert)

Competence Descriptor:
Can lead and innovate in using digital technologies for large-scale, inclusive collaboration, building sustainable networks and evaluating their impact on learning.

Achievement Indicators:

1. Organises cross-institution or international collaborative projects *(Zoom, Google Meet, Microsoft Teams)*.

2. Creates ongoing online communities for learner collaboration *(LinkedIn Groups, Facebook Groups, dedicated Moodle spaces)*.

3. Uses data analytics from collaboration tools to improve inclusivity and participation *(Moodle activity reports, Teams Insights, Google Workspace activity logs)*.

Key Competence 3.4 – Supporting Autonomous Learning

(Fosters learners' metacognitive and self-regulated learning. Empowers learners to monitor their learning through digital self-assessment and reflection)

Foundational (Beginner)

Competence Descriptor:
Can introduce basic tools for goal setting, self-assessment, and simple reflection activities to help learners begin managing their own learning.

Achievement Indicators:

1. Guides learners to set short-term goals *(Google Keep, Microsoft To Do, Trello)*.

2. Creates self-check quizzes for learners to track progress *(Google Forms, Kahoot, Quizizz)*.

3. Encourages keeping a basic reflection journal *(Google Docs, Microsoft Word Online, Blogger)*.

Intermediate (Practitioner)

Competence Descriptor:
Can integrate digital tools to help learners actively plan, monitor, and reflect on their learning, adapting strategies to individual needs.

Achievement Indicators:

1. Supports learners in creating study plans *(Notion free plan, Trello, Microsoft Planner)*.
2. Introduces digital portfolios for tracking achievements *(Google Sites, Wix free plan, Seesaw)*.
3. Uses LMS analytics to guide learners in adjusting study strategies *(Moodle reports, Google Classroom analytics, Teams Insights)*.

Advanced (Expert)

Competence Descriptor:
Can lead innovative approaches to autonomous learning, designing adaptive systems and mentoring educators in fostering metacognitive skills in diverse learners.

Achievement Indicators:

1. Implements adaptive learning platforms for personalised self-regulation *(Moodle with plugins, Khan Academy, Coursera for Campus free trial)*.
2. Creates advanced ePortfolio systems *(Mahara, Google Sites, WordPress)*.
3. Uses learning analytics tools to improve self-assessment processes *(Moodle analytics, Power BI free, Google Data Studio)*.

Competence Area 4 – Assessment and Feedback

Key Competence 4.1 – Assessment

(Uses digital technologies for formative and summative assessments. Enhances diversity and adequacy of assessment formats & methods)

Foundational (Beginner)

Competence Descriptor:
Can use basic digital tools to create simple formative and summative assessments and experiment with different formats to address basic learner needs.

Achievement Indicators:

1. Creates short quizzes to check understanding *(Google Forms, Kahoot, Quizizz, Microsoft Forms)*.
2. Conducts summative tests using basic LMS quiz functions *(Moodle, Google Classroom, Microsoft Forms, Edmodo)*.

3. Uses polls for quick feedback during lessons *(Zoom polls, Mentimeter, Google Classroom questions)*.

Intermediate (Practitioner)

Competence Descriptor:
Can design varied and inclusive assessments, integrating interactive formats and adapting methods based on learner performance and feedback.

Achievement Indicators:

1. Builds interactive quizzes with embedded media *(Edpuzzle, Nearpod, H5P, Quizizz)*.
2. Creates mixed-format assessments combining different approaches, like essays, projects, simulations *(Moodle, Google Classroom, Microsoft Teams assignments)*.
3. Uses project-based tools for creative assessment tasks *(Padlet, Canva, Genially)*.

Advanced (Expert)

Competence Descriptor:
Can lead the development of innovative, adaptive assessment strategies using advanced digital tools to maximise adequacy, inclusivity, and engagement.

Achievement Indicators:

1. Designs adaptive assessments in AI-supported platforms *(Moodle with AI plugins, Century Tech trial, Smart Sparrow)*.
2. Creates simulation-based or immersive assessments *(H5P, CoSpaces Edu free, Mozilla Hubs)*.
3. Uses performance dashboards to track performance trends and adjust assessment strategies *(Google Looker Studio, Power BI free, Microsoft Excel)*.

Key Competence 4.2 – Feedback and Improvement

(Interprets digital data on learner performance to inform assessments and adapt teaching strategies. Promotes learner engagement through targeted feedback)

Foundational (Beginner)

Competence Descriptor:
Can interpret simple performance data from digital tools to make basic teaching adjustments and provide short, targeted feedback to learners.

Achievement Indicators:

1. Reviews quiz results to identify common errors *(Google Forms, Kahoot, Microsoft Forms)*.
2. Sends brief feedback via comments or messaging *(Google Docs comments, Gmail, Telegram)*.
3. Shares simple visual summaries to explain results to students *(Google Sheets charts, Microsoft Excel, Canva infographics)*.

Intermediate (Practitioner)

Competence Descriptor:
Can analyse and interpret digital performance data to adjust assessment formats and teaching strategies, and deliver detailed, constructive feedback that promotes learner engagement.

Achievement Indicators:

1. Reviews analytics from LMS tools to identify learning gaps *(Moodle reports, Google Classroom analytics, Canvas, Microsoft Teams Insights)*.
2. Records personalised video or audio feedback *(Loom, Flipgrid, Vocaroo)*.
3. Facilitates interactive feedback activities or sessions *(Padlet, Mentimeter, Jamboard)*.

Advanced (Expert)

Competence Descriptor:
Can lead evidence-based teaching innovation using complex data analysis, designing feedback systems that promote deep learning and continuous improvement.

Achievement Indicators:

1. Uses predictive analytics tools to identify at-risk students *(Power BI free, Google Looker Studio, Moodle analytics, Blackboard Predict)*.
2. Develops interactive feedback systems with multimedia elements *(H5P, Genially, Google Sites)*.
3. Designs institution-wide feedback and improvement strategies based on aggregated data *(shared LMS templates, Google Workspace collaboration, Microsoft Teams channels)*.

Competence Area 5 – Empowering and Engaging Learners

Key Competence 5.1 – Accessibility and Inclusion

(Ensures digital learning opportunities are accessible and inclusive for all learners, including those with special needs. Adapts digital technologies to accommodate diverse learning needs, allowing learners to follow individual learning paths and learn at their own pace)

Foundational (Beginner) m

Competence Descriptor:
Can add basic accessibility features to digital learning materials and adapt resources to suit different learning paces.

Achievement Indicators:

1. Adds captions or subtitles to videos *(YouTube, Microsoft PowerPoint, Zoom live captions)*.
2. Uses basic accessibility features for learners with visual needs *(Zoom text enlargement, Microsoft Word accessibility checker, Google Docs voice typing)*.
3. Shares materials in multiple formats *(PDF, MP3 audio, MP4 video via Google Drive)*.

Intermediate (Practitioner)

Competence Descriptor:
Can integrate digital accessibility tools and inclusive design standards to create adaptable learning environments and personalised learning paths.

Achievement Indicators:

1. Uses accessibility features in learning platforms *(Microsoft Immersive Reader, Moodle accessibility block, Google Classroom accessibility settings*) in course design and delivery.
2. Designs differentiated activities with branching options *(H5P branching scenarios, Google Forms sections, Nearpod interactive lessons)* for different learner needs.
3. Offers multilingual and adaptive resources *(Google Translate integration, Read&Write extension, Quizizz language options)*.

Advanced (Expert)

Competence Descriptor:
Can lead institution-wide initiatives to create inclusive learning frameworks, using advanced technologies to address complex accessibility needs.

Achievement Indicators:

1. Integrates AI-powered accessibility tools *(Otter.ai, Seeing AI, Microsoft Accessibility Insights)* into teaching and learning.
2. Designs adaptive learning systems for highly personalised paths/progress *(Moodle with AI plugins, Khan Academy custom paths, Smart Sparrow)*.

3. Evaluates and implements immersive learning solutions *(Mozilla Hubs, Spatial free tier, CoSpaces Edu)*.

Key Competence 5.2 – Engaging Learners

(Uses digital technologies to engage learners through creativity and real-world problem-solving)

Foundational (Beginner)

Competence Descriptor:
Can use basic digital tools to create simple creative tasks and introduce learners to real-world problem-solving.

Achievement Indicators:

1. Creates simple visual outputs on real-world topics *(Canva free, Google Drawings, Microsoft Paint 3D)*.

2. Uses interactive quizzes to present practical problem scenarios *(Kahoot, Quizlet, Wordwall)*.

3. Shows short educational videos to spark discussion *(TED-Ed, YouTube, National Geographic Education)*.

Intermediate (Practitioner)

Competence Descriptor:
Can design collaborative, creative projects and interactive problem-solving activities using diverse digital tools.

Achievement Indicators:

1. Runs group video or multimedia projects addressing real-world issues *(Flipgrid, Genially, Canva video)*.

2. Uses interactive simulations for applied learning *(Nearpod, Minecraft Education, PhET Simulations)*.

3. Organises collaborative solutions to local problems *(Miro, Trello, Google)*.

Advanced (Expert)

Competence Descriptor:
Can lead large-scale creative learning initiatives that connect learners to complex real-world challenges, fostering innovation and critical thinking.

Achievement Indicators:

1. Designs immersive learning simulations for problem-solving *(CoSpaces Edu, Spatial, Mozilla Hubs)*.

2. Leads interdisciplinary innovation projects *(Figma free, Miro, Google Workspace collaborative docs)*.

3. Integrates AI-generated scenarios for complex/advanced case studies *(ChatGPT, Google Gemini, Canva Magic Write)*.