

ACTIVITY GUIDE A.2.2. IDENTIFY/RESEARCH FRAMEWORKS RELATED TO THE ELEMENTS OF ATTITUDES (4. DigKeyAttitudes)

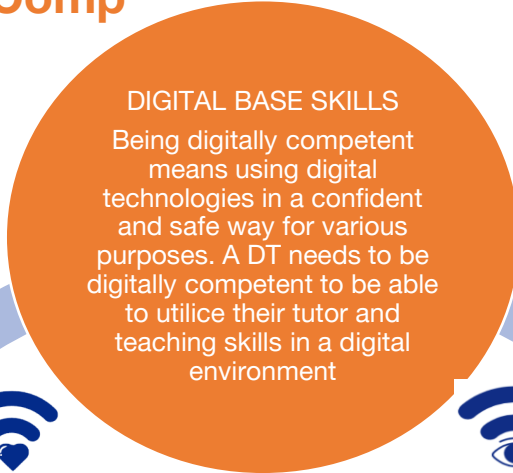
1. ACTIVITY CONTEXT

- 1.1. THE DT COMPETENCES MAP
- 1.2. MAP DEPLOYMENT
- 1.3. PROPOSAL DEVELOPMENT POINTS

2. IDENTIFY/RESEARCH FRAMEWORKS RELATED TO THE ELEMENTS OF ATTITUDES (BLOCK 4. DIGKEYATTITUDES)

- 2.1. DIGKEYATTITUDES (DT COMPETENCES MAP)
- 2.2. DIGKEYATTITUDES STRUCTURE TEMPLATE: EXAMPLE
OF EMPATHY

1.DigComp



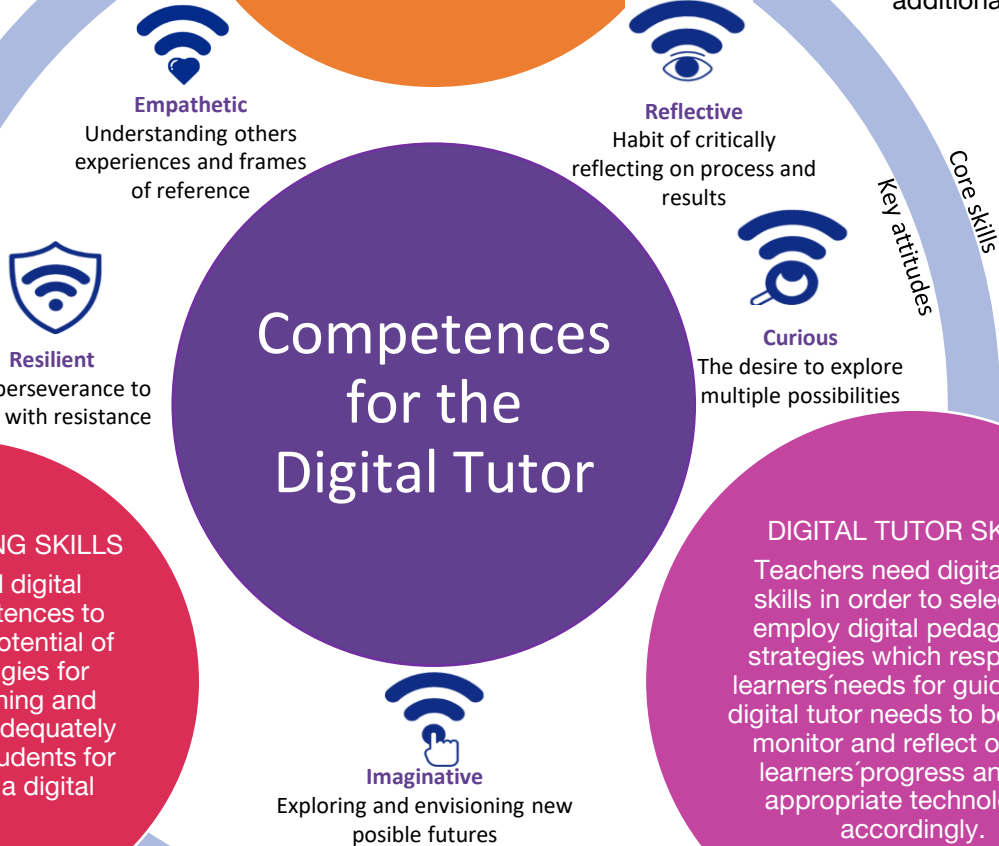
A Digital Tutor is a teacher who is able to assume tutoring functions in an online environment through the use of information and communication technologies with the goal to enable students to develop and learn online in an effective, engaging and inclusive way. The Digital Tutor has all the competences that a 'live' tutor has, plus the additional competences required to tutor digitally.



2.DigCompEdu



4. DigKeyAttitudes



3.DigCompTutor (from DigCompEdu)

Monitor behaviour and results
Use digital technologies to remotely monitor student progress and intervene when needed, while allowing for self-regulation

Communication tools
Using digital communication tools to respond promptly to learners' questions and doubts.

Digital environment
Set up tutoring activities in digital environments, having foreseen learners' needs for guidance and catering for them.

Professional development
To experiment with and develop new forms and formats for offering guidance and support, using digital technologies.

Information and data literacy

Browsing, searching, filtering, evaluating and managing data, information and digital content.

Communication and collaboration

Interacting, sharing, collaborating and engaging in citizenship through digital technologies. Managing a digital identity.

Digital content creation

Developing and integrating digital content. Copyright and licences. Programming.

Safety

Protecting devices, personal data, privacy, health, well-being and the environment

Problem solving

Solving technical problems. Identifying needs and technological responses. Creatively using digital technologies. Identifying digital competence gaps.

Professional engagement

Using digital technologies for communication. Collaboration and professional development

Digital resources

Sourcing, creating and sharing digital resources

Teaching and learning

Managing and orchestrating the use of digital technologies in teaching and learning

Assessment

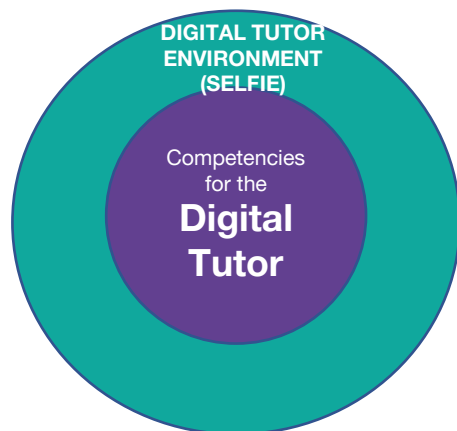
Using digital technologies and strategies to enhance assessment

Empowering learners

Using digital technologies to enhance inclusion, personalization and learners' active engagement

Facilitating learners' digital competence

Enabling learners to creatively and responsibly use digital technologies for information, communication, content creating, wellbeing and problem-solving



We can assess whether it is important to have indicators of the context/environment of the teacher to be evaluated and trained with our tools.

If so, the DIGCOPMORG framework may be of interest to us in order to design some related indicators

5. DigcompOrg/ SELFIE

The DigCompOrg framework has seven key elements and 15 sub-elements that are common to all education sectors. There is also scope for the addition of sector-specific elements and sub-elements.

For each of the elements and sub-elements of DigCompOrg, a number of descriptors were developed (74 in total). Diagrammatically, the elements, sub-elements and descriptors of DigCompOrg are presented as the segments of a circle, with an emphasis on their inter-relatedness and inter-dependence.

1. LEADERSHIP & GOVERNANCE PRACTICES	2. TEACHING & LEARNING PRACTICES	3. PROFESSIONAL DEVELOPMENT	4. ASSESSMENT PRACTICES	5. CONTENT & CURRICULA	6. COLLABORATION & NETWORKING	7. INFRASTRUCTURE
1.1 PART OF THE MISSION VISION AND STRATEGY	2.1. DIGITAL COMPETENCE OF STAFF AND STUDENTS		4.1 ENGAGING ASSESMENT FORMATS	5.1 DIGITAL COTENT \$ OER ARE PROMOTED	6.1 NETWORKING & SHARING IS PROMOTED	7.1 PHYSICAL \$ VIRTUAL LEARNING SPACES
1.2 SUPPORTED BY AN IMPLEMENTATION PLAN	2.2. RETHINKING ROLES & PEDAGOGICAL APPROACHES		4.2 RECOGNITION OF INFORMAL & NON-FORMAL LEARNING	5.2 CURRICULA ARE REDESIGNED) RE-INTERPRETED	6.2 STRATEGIC APPROACH TO COMMUNICATION	7.2 DIGITAL INFRASTRUCTURE
1.3 MANAGEMENT AND GOBERNAZE MODEL			4.3 LEARNING DESIGN INFORMED BY ANALYTICS		6.3 PARTNERSHIPS ARE DEVELOPED	



1.2. PROPOSAL DEVELOPMENT POINTS



		1. Number of áreas	2. Number of competences/elements	3. Indicators and evaluation system	4. Existence of an evaluation tool	5. Significant for the project
4. DigKey Attitudes						
2	IDENTIFY/ RESEARCH FRAMEWORKS RELATED TO THE ELEMENTS OF ATTITUDES IDENTIFIED IN DIGITAL ENVIRONMENTS	5	0 *undeveloped descriptors	0	0	↑
3. DigComp Tutor						
1	COMPARATIVE ANALYSIS OF FRAMEWORKS TO AVOID DUPLICATION TO ADAPT/COMPLEMENT THE EVALUATION SYSTEM	4	0* Needs a comparative analysis with DigCompEdu *Undeveloped descriptors	0	0	↑
2. DigCompEdu						
		6	22  *	1  *	1  *	↑
1. DigComp 2.1						
		6	21  *	1  *	1  *	↓ * IS BELOW THE MINIMUM LEVEL OF COMPETENCES DETERMINED FOR TEACHERS PARTICIPATING IN THE TRAINING (MINIMUM B1 IN DIGCOMPEDU).
DigCompOrg/SELFIE						
3	SIMPLIFICATION OF THE SELFIE INDICATORS IN ORDER TO INTEGRATE THEM INTO OUR EVALUATION SYSTEM AND TO HAVE GENERAL INDICATORS OF THE CONTEXT OF TEACHERS PARTICIPATING IN DT	7	15  *	1  *	1  *	↔ * IT CAN BE USEFUL TO HAVE GENERAL INDICATORS OF TEACHER CONTEXT IN OUR EVALUATION MODEL TO GUIDE TRAINING.

2.1. DIGKEYATTITUDES (DT COMPETENCES MAP)






A Digital Tutor is a teacher who is **able to assume tutoring functions in an online environment through the use of information and communication technologies with the goal to enable students to develop and learn online in an effective, engaging and inclusive way.** The Digital Tutor has all the competences that a 'live' tutor has, plus the additional competences required to tutor digitally.

DigKeyAttitudes (DT Competences map)

Soft skills which enable digital tutors to navigate their environment, work well with others, perform well and, complemented by hard skills, achieve their goals. Facilitating digital transformation and social learning

General Skill

General behaviour expected in the Digital Tutor

1. EMPATHETIC	2. REFLECTIVE	3. CURIOUS	4. IMAGINATIVE	5. RESILIENT
Understanding others' experiences and frames of reference	Habit of critically reflecting on process and results	The desire to explore multiple possibilities	Exploring and envisioning new possible futures	The perseverance to deal with resistance and flexibility
				
1. EMPATHY	2. REFLECTION	3. CURIOSITY	4. IMAGINATION	5. RESILIENCE
Being able to understand the experiences and frames of reference of others	Being able to critically reflect on the process and outcomes	Being able to want to explore multiple possibilities	Being able to explore and envisage new possible futures	Being able to persevere in the face of change with resilience and flexibility



DigKey Attitudes Structure Template

General Skill



1 PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS

2 KEY GENERAL COMPONENTS: KNOWLEDGE, ATTITUDES, SKILLS, VALUES ETC.

3 POSSIBLE KEY FACTORS/VARIABLES IN ONLINE TUTORING ENVIRONMENTS RELATED TO THE SKILL OF THE DIGITAL TUTOR IN VOCATIONAL TRAINING

It will help us to identify the final elements to be evaluated written as behaviours of the Digital Tutor role

Being able to understand the experiences and frames of reference of others

Empathy is an **element of Emotional Intelligence** which is a compendium of stable personality traits, social-emotional competencies, motivational aspects and various cognitive skills (BARON, 2000; BOYATZIS, GOLEMAN & RHEE, 2000; GOLEMAN, 1995).

EMPATHY: AWARENESS OF OTHER PEOPLE'S FEELINGS, NEEDS AND CONCERNS

1. UNDERSTANDING OTHERS: HAVING THE ABILITY TO UNDERSTAND OTHER PEOPLE'S FEELINGS AND POINTS OF VIEW AND TO TAKE AN INTEREST IN THEIR CONCERNS.

2. SERVICE ORIENTATION: ANTICIPATING, RECOGNISING AND MEETING THE NEEDS OF OTHERS (LEARNERS, CUSTOMERS, CO-WORKERS...).

3. EMBRACING DIVERSITY: TAKING ADVANTAGE OF THE OPPORTUNITIES OFFERED BY DIFFERENT TYPES OF PEOPLE.

4. POLITICAL (GROUP) AWARENESS: ABILITY TO BE AWARE OF THE EMOTIONAL CURRENTS AND UNDERLYING POWER RELATIONS IN A GROUP.

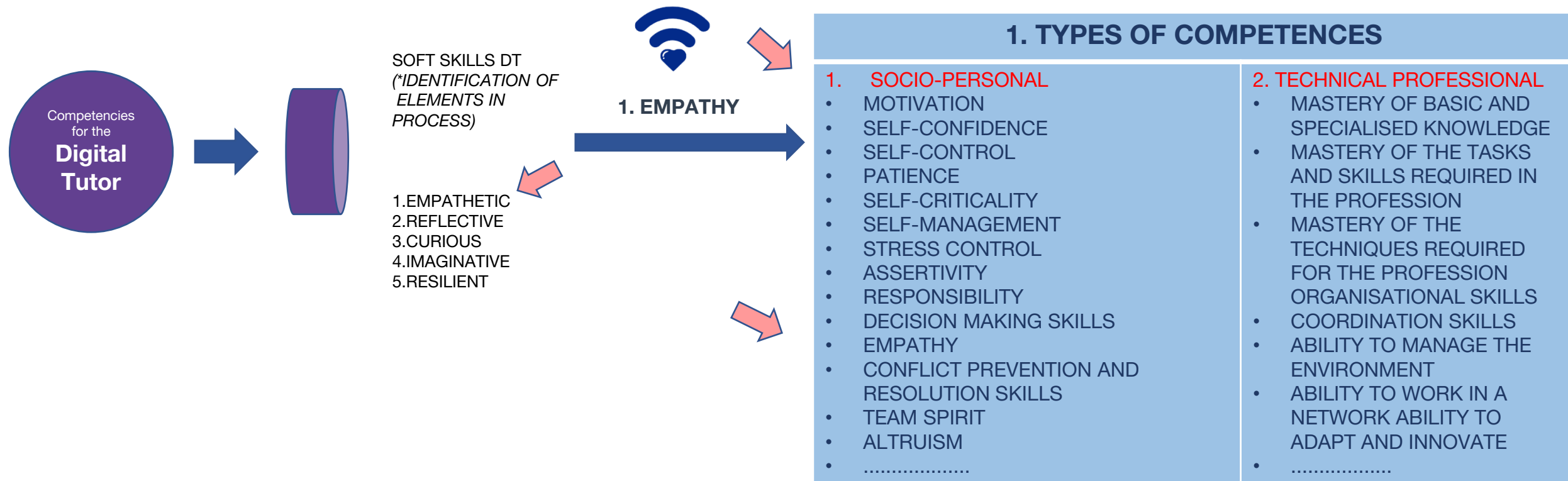
UNCHARACTERISTICS OF ELECTRONICALLY MEDIATED COMMUNICATION:

- FEWER VISUAL CUES (ESPECIALLY WRITTEN)
- PERCEPTION OF ANONYMITY
- PHYSICAL DISTANCE. INCREASED EXPERIENCE OF NEGATIVE EMOTIONS AND ALSO LESS AWARENESS OF THEIR EFFECTS.
- SYNCHRONOUS/ASYNCHRONOUS.
- TIME MANAGEMENT
- IMPERSONAL, UNINHIBITED, EVEN HOSTILE BEHAVIOUR.
- AFFECTS PERSONAL CONNECTION, MISUNDERSTANDINGS, MISTRUST.

SOCIAL CONSTRUCTIVISM PARADIGM (VYGOTSKY): LEARNING THROUGH SOCIAL AND NETWORKED INTERACTION.

MORE INFORMATION ON EACH SECTION IN THE FOLLOWING PAGES

1. PROPOSED TECHNICAL/THEORETICAL FRAMEWORKS



2.2. DIGKEYATTITUDES STRUCTURE TEMPLATE: EXAMPLE OF EMPATHY

Empathy is an **element of Emotional Intelligence** which is a compendium of stable personality traits, social-emotional competencies, motivational aspects and various cognitive skills (BA-RON, 2000; BOYATZIS, GOLEMAN & RHEE, 2000; GOLEMAN, 1995).


COMPETENCIES ASSOCIATED WITH GOLEMAN'S MODEL OF EMOTIONAL INTELLIGENCE

1. PERSONAL COMPETENCES: THESE COMPETENCES DETERMINE THE WAY WE INTERACT TO OURSELVES

1.1. SELF-AWARENESS - AWARENESS OF ONE'S OWN INNER STATES, RESOURCES AND INTUITIONS	1.2. SELF-REGULATION: CONTROL OF OUR INTERNAL STATES, IMPULSES AND RESOURCES	1.3. MOTIVATION: THE EMOTIONAL TENDENCIES THAT GUIDE THE ACHIEVEMENT OF OUR GOALS
1.1.1 SELF-AWARENESS - AWARENESS OF ONE'S OWN INNER STATES, RESOURCES AND INTUITIONS	1.2.1. SELF-CONTROL: ABILITY TO MANAGE EMOTIONS AND CONFLICTING IMPULSES APPROPRIATELY	1.3.1. ACHIEVEMENT MOTIVATION: STRIVING TO IMPROVE OR MEET A CERTAIN CRITERION OF EXCELLENCE.
1.1.2. EMOTIONAL SELF-AWARENESS - RECOGNISING ONE'S OWN EMOTIONS AND THEIR EFFECTS	1.2.3. TRUSTWORTHINESS: FIDELITY TO THE CRITERION OF SINCERITY AND INTEGRITY.	1.3.2. COMMITMENT: TO SUPPORT THE OBJECTIVES OF A GROUP
1.1.3. APPROPRIATE SELF-ASSESSMENT: KNOWING ONE'S STRENGTHS AND WEAKNESSES	1.2.4. INTEGRITY: TAKING RESPONSIBILITY FOR ONE'S OWN ACTIONS	1.3.3. INITIATIVE: PROMPTNESS TO ACT WHEN THE OPPORTUNITY ARISES
1.1.4. SELF-CONFIDENCE: SELF-ASSURANCE IN THE ASSESSMENT WE MAKE OF OURSELVES AND OUR CAPABILITIES	1.2.5. ADAPTABILITY: FLEXIBILITY IN DEALING WITH CHANGE	1.3.4. OPTIMISM: PERSISTENCE IN ACHIEVING ONE'S GOALS DESPITE OBSTACLES AND SETBACKS.
	1.2.6. INNOVATIVENESS: BEING COMFORTABLE AND OPEN TO NEW IDEAS, APPROACHES AND INFORMATION.	

2

KEY GENERAL COMPONENTS: KNOWLEDGE, ATTITUDES, SKILLS, VALUES ETC.

2. SOCIAL SKILLS: THESE SKILLS DETERMINE HOW WE INTERACT WITH OTHERS.		
	1.4. EMPATHY: AWARENESS OF OTHER PEOPLE'S FEELINGS, NEEDS AND CONCERNS	1.5. SOCIAL SKILLS: THE ABILITY TO FACILITATE DESIRABLE RESPONSES IN OTHERS
1.4.1. UNDERSTANDING OTHERS: HAVING THE ABILITY TO UNDERSTAND OTHER PEOPLE'S FEELINGS AND POINTS OF VIEW AND TO TAKE AN INTEREST IN THEIR CONCERNS.	1.4.2. SERVICE ORIENTATION: ANTICIPATING, RECOGNISING AND MEETING THE NEEDS OF OTHERS (LEARNERS, CUSTOMERS, CO-WORKERS, ETC.).	1.4.3. EMBRACING DIVERSITY: TAKING ADVANTAGE OF THE OPPORTUNITIES OFFERED BY DIFFERENT TYPES OF PEOPLE.
1.4.4. POLITICAL (GROUP) AWARENESS: ABILITY TO BE AWARE OF THE EMOTIONAL CURRENTS AND UNDERLYING POWER RELATIONS IN A GROUP.		
		1.5.1. INFLUENCING: USING EFFECTIVE PERSUASION TACTICS
		1.5.2. COMMUNICATION: DELIVERING CLEAR AND CONVINCING MESSAGES
		1.5.3. LEADERSHIP: INSPIRING AND LEADING GROUPS AND PEOPLE
		1.5.4. CATALYSING CHANGE: INITIATING OR LEADING CHANGE
		1.5.5. CONFLICT RESOLUTION: THE ABILITY TO NEGOTIATE AND RESOLVE CONFLICTS
		1.5.6. COLLABORATION AND COOPERATION: BEING ABLE TO WORK WITH OTHERS IN PURSUIT OF A COMMON GOAL
		1.5.7. TEAM SKILLS: BEING ABLE TO CREATE GROUP SYNERGY IN ACHIEVING COLLECTIVE GOALS.

ANNEX I

1. WEB BIBLIOGRAPHY

WORKING WITH EMOTIONAL INTELLIGENCE 1998 by Daniel Goleman

Emotional Intelligence and emotional education from Mayer and Salovey's model. Pablo FERNÁNDEZ BERROCAL Natalio EXTREMERA PACHECO.2005

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Bisquerra Alzina, Rafael, Pérez Escoda, Núria Las competencias emocionales. Educación XX1 [en línea]. 2007, 10(), 61-82[fecha de Consulta 17 de Octubre de 2021]. ISSN: 1139-613X. Disponible en: <https://www.redalyc.org/articulo.oa?id=70601005>

VITEM PROJECT : The impact of subgroups and emotional competencies on the well-being and performance of virtual teams.<https://proyectovitem.es>

TY - JOUR AU - González-Anta, Baltasar AU - Orengo, Virginia AU - Abad, Ana AU - Gamero, Nuria AU - Peñarroja, Vicente PY - 2020/12/01 SP - 1237 T1 - Collaboration and Performance in Virtual Teams with Faultlines: An Emotional Management Intervention VL - 20 DO - 10.17652/rpot/2020.4.08 JO - Revista Psicologia Organizações e Trabalho ER-

https://www.researchgate.net/publication/350670750_Collaboration_and_Performance_in_Virtual_Teams_with_Faultlines_An_Emotional_Management_Intervention

2. OTHER RELATED RESOURCES

Elements of an Educational Experience

CoI Framework by Michael Hagen (as cited in Garrison, Cleveland-Innes, & Vaughan, 2000)

<https://canvas.unl.edu/courses/97691/pages/community-of-inquiry-coi-theory>

https://cde.athabascau.ca/coi_site/documents/Coding%20Template.pdf<https://www.thinglink.com/scene/361878080714702850?buttonSource=viewLimits>

Illinois Social Emotional Learning Standards

<http://www.ilclassroomsinaction.org/uploads/1/2/0/9/120982154/roe3-sel.pdf>