

## MICHAL ČERNÝ

## Finding gaps in digital competencies

As we accept the concept of the necessity of continuous learning, other important questions will arise – what should one learn? When? How? Or perhaps in the context of our reflections more generally – does the digital environment change the educational process? These are just some of the questions we will try to answer in this last chapter, although Digcomp itself may narrow it to finding and closing gaps in education, we believe that a broader perspective is key for us.

Finally with regard to the Czech educational reality, which still strongly emphasizes the educational content in the form of topics and learning outcomes, not the systematic development of competencies – whether for problem solving or learning.

The online environment has enabled the emergence of the phenomenon of [open educational resources](#) (OER), which represent one of the key premises in thinking about education in cyberspace. Available courses, textbooks, texts or even social groups or scientific communities

## COURSE DESCRIPTION:

- The course is based on DigComp 2.1: 21 digital competencies divided into 5 domains (there is a task from each domain)

- **Contains more than 400 links to other resources**
- **The course uses a Facebook group to communicate with students**

- They will complete 5 continuous practical tasks and short essays

- **As part of the peer assessment, he will give 10 feedbacks on the tasks**
- **As part of the peer assessment, he receives 10 feedback on tasks**
- **Write a final essay published in an online journal (via [medium.com/kisk-edTech](https://medium.com/kisk-edTech))**
- **Passes the knowledge test**
- **Reflects the course**
- **Receive expert feedback on assignments and essays**

TWO COURSE VARIANTS:

- **Open fully online optional course for the entire Masaryk University**
- **Open blended learning course mandatory for LIS students, but available to all interested parties.**

nomads in 2035?



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