



Co-funded by the  
Erasmus+ Programme  
of the European Union

# COMPETENCE FRAMEWORK

**together** 



# Competence Framework

The aim of the framework is to lay down the set of knowledge, skills and competences necessary to design and implement a SL project related to the digitisation of cultural heritage.

A clear distinction will be made between hard and soft skills, condensed to develop units of learning outcomes.

**Hard skills** will include key knowledge in **Humanities** (ancient and modern languages, literature, philosophy, history, archaeology, anthropology, human geography, law, politics, religion and art...) enriched by **ICT and digital abilities** (Information and data literacy, Search and managing digital information, Communication and collaboration, Digital content creation, Digital problem solving, Safety)

**Soft skills** will include creativity, critical thinking, problem-solving, project management, proactivity, and the ability to engage students and stimulate their curiosity, etc.

**Entrepreneurial mindset** will be a transversal competence embracing the whole path providing the specific expertise.

# Hard skills

| Hard skills | Competence<br>(what knowledge, skills<br>or attitudes) | Learning outcome   |
|-------------|--|--|
| Humanities  | Critical thinking and analysis                         | <ul style="list-style-type: none"> <li>• To analyse facts and understand a problem or topic thoroughly.</li> <li>• To successfully plan a service learning project</li> <li>• Deal with complex problems</li> <li>• To identify and describe different kinds of cultural heritage</li> <li>• To understand threats to cultural heritage, sustainability and the potential of digitisation of cultural heritage</li> <li>• Understand and reflect on the community perspective</li> <li>• Understand Harvard Project Zero Making thinking visible in the classroom</li> </ul> |
| Humanities  | Use suitable methodologies                             | <ul style="list-style-type: none"> <li>• To understand the community context</li> <li>• Recognise possible approaches</li> <li>• Identify suitable methods</li> <li>• Implement methodology</li> <li>• Reflect on and evaluate outcomes</li> </ul>   |
| Humanities  | Demonstrate civic responsibility                       | <ul style="list-style-type: none"> <li>• Able to share and promote community needs</li> <li>• Able to establish engagement with organisations</li> <li>• Be able to link theory with practice for community needs</li> <li>• Teach students to recognize fake news</li> </ul>  |
| Humanities  | Languages  | <ul style="list-style-type: none"> <li>• Reflect on concept of Global Languages in a Globalized World</li> <li>• Understand Constructed Languages</li> <li>• Understand the concept of many Languages One World -- Foreign Language as a Global Competency</li> </ul>  |

|     |  |  |
|-----|--|--|
| ICT | <b>Information and data literacy</b>   | <ul style="list-style-type: none"> <li>• To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them.</li> <li>• To create and update personal search strategies.</li> </ul>   |
| ICT | <b>Browsing, searching and filtering data, information and digital content</b> | <ul style="list-style-type: none"> <li>• To articulate information needs , to search for data, information and content in digital environments, to access them and to navigate between them.</li> <li>• To create and update personal search strategies.</li> </ul>  |
| ICT | <b>Communication and collaboration</b>   | <ul style="list-style-type: none"> <li>• Use suitable ICT tools and resources to communicate with others</li> <li>• Use ICT to share, present and celebrate results and outcomes</li> <li>• Use iCT to responsibly interact with decision makers</li> </ul>  |
| ICT | <b>Pedagogical competencies</b>  | <ul style="list-style-type: none"> <li>• Understand the process of spreading awareness that seeks to connect individuals with the environment, using heritage as a resource for citizenship training and for identity building from both self and collective perspectives</li> <li>• Cultural Heritage education is a pedagogical process in which students are able to learn about cultural heritage resources, and it will be a significant part of the citizenship curriculum, bringing students to understand their own cultures from the past, and how the past heritage has developed and transformed alongside history, bringing the past to the present.</li> <li>• Binding, relational and experiential process that takes place between the cultural asset and the individual. The individual becomes the only player capable of assigning value to cultural properties so as to convert them into cultural heritage assets to take care of, enjoy and transmit.</li> <li>• Cultural heritage learning processes that aim to establish relationships with features belonging to the culture of a particular society, such as traditions, languages, objects, painting, or buildings, that were created in the past and still have importance for a society.</li> </ul> |

|            |                             |  |
|------------|-----------------------------|--|
| <b>ICT</b> | <b>Guidance competences</b> | <ul style="list-style-type: none"><li>• Inform every stage of the teaching and learning process</li><li>• Plan in response to student and learning facilitator (cultural heritage) inquiries</li><li>• Develop criteria for producing a quality product or performance</li><li>• Gather evidence from which sound conclusions can be drawn</li><li>• Provide evidence that can be effectively reported and understood by the whole places for (service) learning about cultural heritage community</li><li>• Collaboratively review and reflect on student performance and progress</li><li>• Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts</li><li>• Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).</li></ul> |
|------------|-----------------------------|--|

# Soft skills

|                    | Competence<br>(what knowledge, skills<br>or attitudes) | Learning outcome   |
|--------------------|--|--|
| <b>Soft skills</b> | <b>Communication Skills</b>                            | <ul style="list-style-type: none"> <li>To express historical concepts in writing and speaking to discipline-specific and general audiences,</li> <li>Use and apply communication skills to address diverse audiences through multimedia presentations of research, written scientific reports; and educational demonstrations to lay audiences.</li> </ul> |
|                    | <b>Leadership skills</b>                               | <ul style="list-style-type: none"> <li>To be able to lead students /classroom/ teams.</li> <li>To make decisions quickly and in an effective way.</li> </ul>   |
|                    | <b>Planning and organisational skills</b>              | <ul style="list-style-type: none"> <li>To know exactly which all of their resources are so that they can provide them for students whenever the students need them.</li> </ul>   |
|                    | <b>Creativity</b>                                      | <ul style="list-style-type: none"> <li>To think, act and express in different ways depending on the situation. To drive innovation and collaboration on teams and to develop new solutions and approaches.</li> </ul>  |
|                    | <b>Coaching</b>  | <ul style="list-style-type: none"> <li>To be able to help blocked students.</li> <li>Use and apply personalised motivation to each student and create a climate of trust to work.</li> </ul>   |
|                    | <b>Networking</b>                                      | <ul style="list-style-type: none"> <li>To work with other teachers and develop partnerships in an efficient way.</li> </ul>  |
|                    | <b>Resilience</b>                                      | <ul style="list-style-type: none"> <li>To be able to withstand a shock in the process and learn from it.</li> <li>To be able to help students solve different problems and handle difficult situations.</li> </ul>   |

# Entrepreneurial skills

|                                   | Competence<br>(what knowledge, skills<br>or attitudes) | Learning outcome   |
|-----------------------------------|--|--|
| <b>Entrepreneurial<br/>skills</b> | <b>Spotting opportunities</b>                          | <ul style="list-style-type: none"> <li>• To identify and seize opportunities to create value by exploring the social, cultural and economic landscape.</li> <li>• To identify needs and challenges that need to be met regarding cultural heritage.</li> <li>• To establish new connections with the community and bring together scattered elements to create opportunities to create value.</li> </ul> |
|                                   | <b>Valuing ideas</b>                                   | <ul style="list-style-type: none"> <li>• Judge what value is in social, cultural and economic terms .</li> <li>• Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.</li> </ul>  |
|                                   | <b>Ethical and sustainable thinking</b>                | <ul style="list-style-type: none"> <li>• Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.</li> <li>• Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.</li> <li>• Act responsibly.</li> </ul>                                   |
|                                   | <b>Financial modeling skills</b>                       | <ul style="list-style-type: none"> <li>• To understand and pursue the company's strategic financial objectives</li> <li>• To identify and evaluate new investment opportunities.</li> <li>• To be able to assess the company's financial performance.</li> </ul>   |
|                                   | <b>Team building</b>                                   | <ul style="list-style-type: none"> <li>• Learning to work effectively in teams</li> <li>• To be able to manage and set team goals,</li> <li>• To be able to manage possible conflicts in the team</li> </ul>   |

| <b>Entrepreneurial skills</b> | <b>Competence<br/>(what knowledge, skills<br/>or attitudes)</b> | <b>Learning outcome</b>   |
|-------------------------------|---|---|
|                               | <b>Problem identification skills</b>                            | <ul style="list-style-type: none"> <li>• Being able to identify and deal with problems in a positive way.</li> <li>• Be able to use their thinking and creative abilities to find the best solutions to the problems they encounter.</li> </ul> |

