

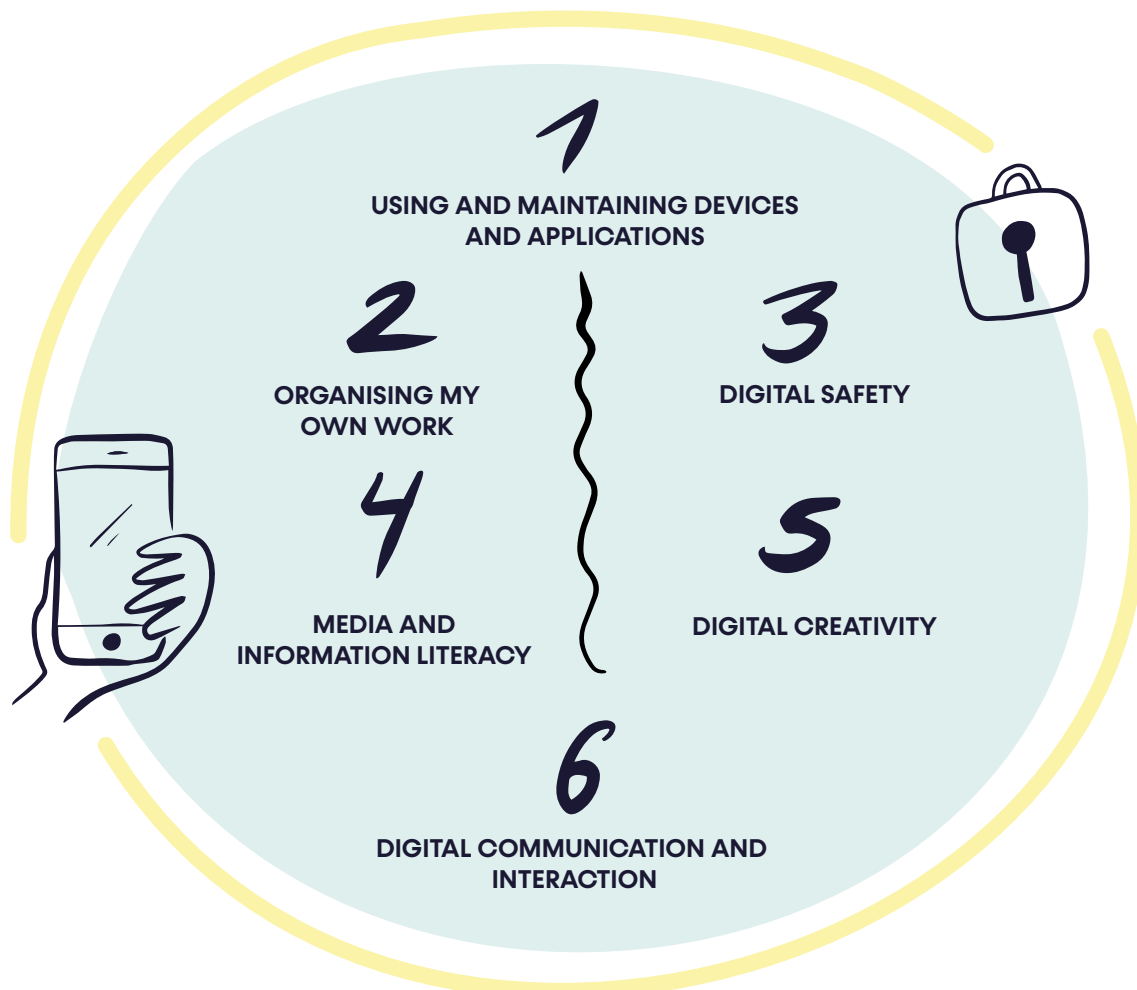
Self-assessment of professional digital competence in youth work

This self-assessment can be used to assess your own digital competence and development needs. The self-assessment also highlights the different areas that make up professional digital competence in youth work. The tool is intended for everyone involved in youth work.

The self-assessment is based on the criteria for professional digital competence in youth work prepared by the Centre of Expertise for Digital Youth Work, which is coordinated by Verke. The self-assessment is not intended to test your actual digital competence, but rather to offer a tool for structuring your digital competence. You can test your actual professional digital competence in youth work using a test tool produced by Verke available at www.digitalcompetence.verke.org. On the same page you can also find the criteria for professional digital competence in youth work and an online version of the self-assessment.

The self-assessment is divided into six competence areas, in which you will be asked to assess your own digital competence from the perspectives of both general competence required in work and competence in youth work practice. In each competence area, you are presented with statements that you need to answer with either no, partly or yes. Depending on your answer, you will be awarded 0–2 points for each statement. The self-assessment has a maximum score of 98.

PROFESSIONAL DIGITAL COMPETENCE IN YOUTH WORK



1. Using and maintaining devices and applications	no (0p)	partly (1p)	yes (2p)
I know how to install the programs and applications required by my work if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to justify the need for the devices and applications required by my work to my employer if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use the software and digital services required by my employer and know where to get additional support in their use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set the basic settings of the mobile devices provided by my employer, such as sharing location data and managing network connections and applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to guide young people in the use of the equipment provided by youth work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use the devices and applications provided by my employer in reaching and engaging with young people and implementing youth work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points:		/ 12	

2. Organising my own work	no (0p)	partly (1p)	yes (2p)
I understand what digital youth work means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to utilise digital solutions in planning my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to utilise digital solutions in mapping out the wishes and needs of young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to utilise digital solutions in organising and assessing services as well as gathering feedback from young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to make time for youth work carried out in digital environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to carry out digital youth work in accordance with my organisation's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set objectives for the use of digital media and technology in my own youth work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to promote youth participation and equality (e.g. taking minorities into consideration) with the help of digital media and technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to guide young people to the digital services of reliable actors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points:		/ 18	

3. Digital safety

no
(0p)

partly
(1p)

yes
(2p)

I understand what is meant by online identifiers (e.g. IP address, cookie) and what they are used for.

I understand what is meant by the EU's General Data Protection Regulation (GDPR) and the Data Protection Act.

I know how to create a secure password as well as use and manage passwords in services that I use as an employee.

I know how to comply with the data security guidelines of my organisation in my work.

I know how to securely share access rights to shared accounts in services used for work.

I know how to look up the terms of use for the services I use as well as assess the ethical and legal issues related to the use of the services (e.g. the age limit for the service, who owns the service, which country's legislation the service administrator complies with).

I understand what is meant by digital rights and know how to address the theme with young people.

I know how to talk with young people about issues related to their personal data, terms of services and privacy management.

I know how to comply with the data protection principles when communicating with young people and when processing their personal data.

Points:

/ 18

4. Media and information literacy

no
(0p)

partly
(1p)

yes
(2p)

I recognise current phenomena related to digitalisation and the effects of digitalisation on society and young people.

I recognise media cultures and media usage habits of young people as well as current youth culture phenomena related to them.

I understand how large an impact digital technology and media have on the lives of young people.

I know how to look for and critically assess various forms of media content and digital technologies.

I understand what is meant by the terms 'media education' (incl. game education) and 'technology education'.

I know how to strengthen young people's information seeking skills and critical thinking with regard to digital content and services.

4. Media and information literacy

no
(0p)

partly
(1p)

yes
(2p)

I know how to address the risks related to the use of digital media and technology (e.g. disinformation, adverse effects of gaming, on-line harassment, grooming, hate speech) with young people.

I know how to address the positive and negative effects of digital technology on well-being with young people.

I know how to discuss the environmental impacts of the use of digital technology with young people.

Points: / 18

5. Digital creativity

no
(0p)

partly
(1p)

yes
(2p)

I know how to produce text, images, audio and video with the equipment, programs and applications I use at work and publish them in digital environments (e.g. social media), taking accessibility into account.

I understand what copyright means and how it must be taken into account in the consuming, producing and sharing of digital content.

I know how to look for and use content available under a free licence (e.g. Creative Commons).

I understand the possibilities offered by practical technology education (e.g. programming, maker culture, robotics) in supporting the self-expression and creativity of young people.

I know how to support young people in their self-expression and creativity by utilising digital technology.

I know how to offer young people tools for producing digital content.

Points: / 12

6. Digital communication and interaction

no
(0p)

partly
(1p)

yes
(2p)

I recognise young people's digital communication habits and cultures (e.g. emojis, memes, abbreviations).

I know how to act in accordance with my employer's guidelines and good practice in digital environments.

I know how to manage my professional online identity and maintain a professional relationship and boundaries with young people in digital environments.

I know how to interact with young people in digital environments in accordance with the principles of professional ethics for youth work (e.g. ethical guidelines for online youth work, professional ethical guidelines for youth work).

I know how to utilise digital tools in professional interaction and work in digital environments in various cooperation networks.

I know how to utilise the opportunities for professional development offered by digitalisation (e.g. online courses, lectures and materials, peer support).

I know how to support young people in building their digital identity.

I know how to support young people in finding digital methods of strengthening their social relationships, engaging in cooperation, promoting digital competence and participating in activities that interest them.

I know how to provide young people with ways to influence society by utilising digital technology.

I know how to recognise and support young people's own ways of influencing and participating in society.

Points:

/ 20

TALLY YOUR POINTS AND SEE WHERE YOU STAND BASED ON YOUR TOTAL SCORE:

83-98 points:

This result indicates that you assess yourself as meeting the criteria for professional digital competence in youth work to an excellent degree. You seem to possess a thorough understanding of digitalisation and a strong professional awareness of the possibilities of new technologies in youth work. You should not hesitate to share your extensive digital competence with the other people in your work community. By completing the self-assessment, you have identified not only your strengths, but also areas where you could further develop your competence. When planning your own competence development, focus especially on the themes where you scored 0–1 points.

66-82 points:

This result indicates that you assess yourself as meeting the criteria for professional digital competence in youth work to a high degree. Your digital competence is most likely already very good in several areas, but there are still some themes in relation to which you have room for development. Try adopting a critical, yet constructive, approach towards your own professional competence to support your development. When planning your own competence development, focus especially on the themes where you scored 0–1 points. While doing so, try to determine whether you should focus more on developing digital competence required in work or digital competence in youth work practice.

40-65 points:

This result indicates that you assess yourself as meeting the criteria for professional digital competence in youth work to a satisfactory degree. Your digital competence is already high in some areas, but your assessment indicates that you need to update and diversify it. It is important to keep in mind that digital competence is not just about knowing your way around computers and other devices, but also awareness of the impacts of digitalisation on young people and youth work. When planning your own competence development, focus especially on the themes where you scored 0 points. Explore the areas that you consider most meaningful in regard to your own everyday work. While doing so, try to also challenge yourself to strengthen your competence regarding themes that you do not consider particularly interesting.

0-39 points:

This result indicates that you assess yourself as meeting the criteria for professional digital competence in youth work to a low degree. Before taking a closer look at your results, think about whether your low digital competence is primarily the result of a lack of interest or a lack of training. While you do not need to know everything or be particularly interested in everything, high-quality youth work does have some minimum requirements in terms of digital competence. When planning your own competence development, focus especially on the themes where you scored 0 points. Start by focusing on the themes that you consider most meaningful in regard to your own everyday work.

You can find a wide variety of support material for testing and developing your own digital competence on Verke's website at www.verke.org