

Discussion guide relating to the Guidance on Basic Digital Competence for Teaching Staff

This discussion guide has been produced to support collegial discussions regarding the guidelines for basic digital competence. The aim is to stimulate reflection, experience sharing, and concrete development. The material can be used during staff days, programme meetings or department-wide development initiatives.

Suggested structure (total 60–90 minutes)

1. Individual reflection (5–10 mins)

Read through the guidelines and consider:

- Something you already do in your teaching
- Something you would like to develop
- Something you feel unsure about

2. Small group discussion (40–60 mins)

Discuss within the group based on the reflection questions below (4–6 questions depending on time). First, select the questions that feel most relevant and start with those.

Appoint a discussion leader in each group

Take brief notes

Focus on learning, not tools

Encourage openness and different perspectives

Your own experience

- What works well in your own teaching?
- Is there anything in the guidance that challenges your thinking about digitalisation?

The student perspective

- How are students' learning and engagement affected by your digital choices?
- Which students benefit most from your teaching – and which are at risk of being left behind?
- How can digital tools help to cater for a diverse student group?

Pedagogical choices and technology

- What is the pedagogical purpose when you use different digital tools? Give examples.

- In which situations does technology take precedence over pedagogy?
 - In which situations does the use of digital tools make no sense?
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Interaction and presence

- How do you encourage interaction in your teaching?
 - How do you gauge students' understanding and learning process?
 - When does digitalisation risk creating a distance between you and your students?
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Assessment and examination

- How do you use digital tools for assessment? How do these choices affect your assessment of students' performance?
 - How have developments in generative AI affected the assessment of students' performance in your subject area?
 - Do you need to make any changes to your assessment methods?
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Peer learning and support

- How can you work to learn from one another within the group?
 - Are there any good examples that could be shared?
 - What support is needed for continued development? Peer support? Management support? Support from central functions in the form of training or sounding boards?
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Next steps

- What specifically do you want to develop in your teaching?
 - What is the first step you can take in the near future?
 - How can you follow up on this work together and evaluate how it affects teaching, student learning, and engagement?
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3. Joint conclusion (10–20 mins)

Gather the groups' reflections:

Key insights

Practical ideas to try out

Need for continued support

Agree on a new date to follow up on today's discussions!

More ideas:

Case discussion

Start the discussion by thinking about a specific teaching session:

- What worked well?
 - What could be improved?
 - How can guidance help?
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Positioning exercise

Take a stance on the following statements:

- Digital tools improve the quality of teaching
- AI is changing what we can assess
- Pedagogical clarity is more important than technical competence

Discuss why you have different opinions.

From idea to action

Each group should formulate:

- A specific change to test
- A need for support
- A question to take forward