

Guidance on basic digital competence for teaching staff¹

At the University of Gothenburg, a well-designed infrastructure and learning environment – physical, social and digital – is a prerequisite for students' learning and knowledge development.² Digital tools are a key resource in the work towards accessible teaching. Teaching staff therefore need to be familiar with, and able to use, the University's digital tools and services at a level that supports their own work and all students' learning. This guide to digital competence has been developed and adapted based on the European DigCompEdu framework³.

The university's teaching staff play a central role in societal development through their work on the content and quality of its programmes. In this role, they also act as knowledge brokers when it comes to understanding digital transformation, its potential and its impact on society. Clarifying the University's expectations regarding teachers' digital competence aims to strengthen the teaching profession by creating the conditions for a discussion at various levels on how the University's teaching can be developed and what digitalisation entails within their own professional field. In line with this, this guidance also serves as a support for managers and operational leaders in their work on competence development initiatives.

Basic digital competence for teaching staff involves having knowledge of, and the ability to select, use and adapt digital tools in their teaching. Digital competence also encompasses an understanding of the opportunities and challenges of digitalisation, as well as the ability to make informed choices regarding digital solutions in relation to the aims and objectives of teaching. An ethical approach and a readiness to deal with constantly changing circumstances and situations where digital technology is used in teaching are an important part of this competence.

Within the context of teaching, digital competence enhances teachers' ability to plan for and use digital tools in an educational manner in collaboration with students. This is achieved, for example, by utilising digital tools for student-centred teaching, for assessment and examination, for supervision, for various types of collaboration, and to help students plan, visualise and reflect on their own learning.

Based on the above, teaching staff are expected to possess basic digital competence to manage the following digital resources relevant to teaching, assessment and study documentation:

- **Learning management platform:** Basic management of course pages, sharing of materials and communication with students. Planning and applying functionality based on teaching needs (e.g. Canvas).

¹ The guidelines have been produced by [the Advisory Body for Digitalisation in Education \(BODU\)](#) on behalf of the Education Committee at the University of Gothenburg.

² Pedagogical Ideas Programme at the University of Gothenburg Ref. no.: V2015/353 (rev. 2018), [Pedagogical Ideas Programme](#)

³ [DigCompEdu – The Joint Research Centre: EU Science Hub](#)

- **AV technology:** Management of projectors, microphones and other technology in teaching rooms.
- **Presentation tools:** Clarity and structure in the presentation of materials (e.g. Keynote/PowerPoint).
- **AI-based tools:** Understanding of what AI and generative AI are, as well as their possibilities and limitations in relation to higher education (e.g. ChatGPTedu).
- **Video tools:** For digital lectures, seminars and meetings, online group rooms, and the recording and publishing of video (e.g. Zoom/Teams/GU Play).
- **Examination tools:** Functionality for digital examination formats (e.g. DISA, Canvas).
- **Student administration system support:** Grade reporting, credit transfer, certification and other student administration (e.g. Ladok).

And for other administrative tasks:

- **Document management:** Basic skills in creating, organising and sharing documents in a structured manner (e.g. SharePoint/OneDrive).
- **Email:** Communication with colleagues and students (e.g. Outlook).
- **Digital calendar:** Managing a digital calendar to organise and plan daily work, share information and invite people to meetings (e.g. Outlook).

In addition to these tools, the university provides further resources with varying degrees of specialised functionality. It is essential that teaching staff are given the opportunity to test and evaluate alternative solutions, including open-source software and services, in order to explore new areas.

Resources for support and professional development aimed at teachers can be accessed via <https://pil.gu.se/en> (or via the Staff Portal/Medarbetarportalen)