

# Digital competences

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# Competences

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# Competences

Competences can be defined as a combination of

- KNOWLEDGE;
- SKILLS;
- ATTITUDES.

**Knowledge** concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.

**Skills** the ability to carry out processes and use the existing knowledge to achieve results.

**Attitudes** disposition and mindset to act or react to ideas, persons or situations



# Competences

- developed throughout life, learning (formal, non-formal and informal) in different environments, including family, school, workplace, neighbourhood and other communities.
- considered equally important and aspects essential to one domain will support competence development in another (example: critical thinking, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences).



# Digital Competences

- = confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.
- = include information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), **safety** (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.



# Digital Competences - Knowledge

- understanding how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks.
- understanding the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks.
- taking a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.



# Digital Competences - Skills

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.





# Digital Competences - Attitudes

Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.



# Digital tools

# Digital tools/services

## EUROPASS

Europass is a set of online tools to help with creating CVs, cover letters, testing digital skills and also help users to find jobs and courses in the EU. It offers information and tools needed to manage career throughout the life.

<https://europa.eu/europass/en>



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# Digital tools/services

Test your digital skills



<https://europa.eu/europass/digitalskills/screen/home>



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# Digital tools/services



## EURES - The European Job Mobility Portal

European cooperation network of employment services, designed to facilitate the free movement of workers within the EU countries and Switzerland, Iceland, Liechtenstein and Norway.

EURES help jobseekers to find a jobs and emploers to recruit from all over the Europe.



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# Digital tools/services



EURES services to jobseekers and employers include:

- Matching of job vacancies and CVs on the EURES portal
- Information and guidance and other support services for workers and employers
- Access to information on living and working conditions in the EU member states, such as taxation, pensions, health insurance and social security
- Specific support services for frontier workers and employers in cross-border regions



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# Digital tools/services



EURES services to jobseekers and employers include:

- Support to specific groups in the context of the EURES Targeted Mobility Schemes
- Support to dynamic recruitment events through the European (Online) Job Days platform
- Information on and access to post-recruitment assistance, such as language training and support with integration in the destination country

<https://ec.europa.eu/eures/public/en/homepage>



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# Digital tools/services



## European Job Days

dynamic recruitment events that bring jobseekers and employers together. Jobseekers can find not only recruitment opportunities but also practical information and advice from EURES Advisers and other employment professionals. Employers will enjoy free and direct access to a huge pool of European jobseekers interested in working in different places.

<https://www.europeanjobdays.eu/>



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# Digital tools/services CZ

## List of additional tools/services/platforms (examples)

- <https://www.jobs.cz/>
- <https://www.grafton.cz/en>
- <https://profesiadays.cz/>
- <https://www.cocuma.cz/>
- <https://www.atmoskop.cz/>
  
- Many others (private or public career consulting centres, private recruitment platform/firms, EU projects)

+ much more... <https://eurodesk.eu/> <https://iaeste.org/>  
<https://aiesec.org/> <https://eusolidaritycorps.eupa.org.mt/>



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video recording

# Video recording

Creating story and recording video step-by-step

The fundamentals of filmmaking can be split into three distinctive stages:

1. pre-production
2. production
3. post-production



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# Pre-Production

The pre-production stage is the most important one

- you develop the idea of your story
- start to bring it to life.

Think deeply about or brainstorm ideas for your stories. If possible, discuss or consult different thoughts with your friends, family, teachers.

Filmmaking is about storytelling - pre-production stage = when story is developed.



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# Pre-Production - script

Remember any video/film should have a script.

- the cast must know what they are saying in each scene
- all lines should be decided on before filming starts.

A script is more than just lines

- > emotions
- > directions for certain actions

PRACTISE: sample script, tool to write a script



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# Pre-Production - storyboard

Visual elements of the video

Before you start recording, you need to know:

- how you want each scene to look,
- who and what should be in the shot,
- which angle you will be shooting from.

**RESOURCES:** [Storyboard That, Angles - video, Angles - text, Storyboard Template](#)



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# Pre-Production - location

Before shooting a video it is important to decide on location/s.

- be sure about various locations you want to use
- some scenes may require a different location
- video/film looks better when more than one location involved

**PRACTISE:** Take approximately 10 minutes walk and explore the locations you want to use for your video.



# Production

Most exciting stage of video/film production.

## Détour film

- How do you think the film was shot?
- How many cameras were used and what type?

PRACTISE: within 20min. try and film different scenes using your phone, use different angles and subjects.

RESOURCES: [Mobile Filmmaking Process - introductory video](#)



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# Post-Production

Editing the video/film - put the film together, cut, past and finalise.

RESOURCES: Free Editing Software

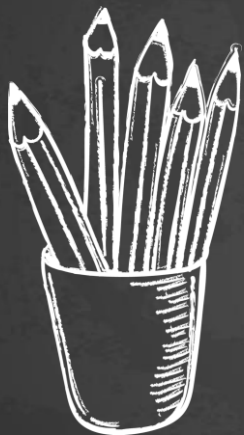
## Music

- key element key element of the post-production stage.
- powerful tool.

To explore the power of music, watch [this video](#).



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# Discussion Questions

# Thank you for attention!

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