

Overview of Digital Competencies

How does one acquire digital skills? And what does it mean to learn with digital media or to live in a digital world? Becoming a digital society requires media-literate individuals. In this chapter, we approach media literacy education.

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As a start, looking at the “European Competence Framework for Digital Competence (DigComp)” to know the requirements in a digital world is useful. The first version of DigComp 1.0 was created in 2013, followed by the second version, 2.1, in 2017. This competence framework must be constantly expanded and adapted, as the digital transformation is very dynamic. Therefore, DigComp 2.2 was published in 2022 (Nüßlein & Schmidt, 2020).

Digital competencies are necessary to work with digital platforms. And digital platforms also have publicly available learning resources for training digital competencies and other knowledge areas. Therefore, this chapter also presents different digital platforms that receive digital learning resources and learning media. Finally, different types of digital media developed based on user needs and learning requirements are presented. In this context, what constitutes a good digital medium is also described.

European Competence Framework for Digital Competence

The “**European Competence Framework for Digital Competence (DigComp)**” is good to know because it shows the requirements in a digital world. It is important that this competence framework is constantly expanded and adapted because digital transformation is very dynamic (European Commission, DigComp Framework, 2023).

The DigComp includes 21 competencies and has 5 competence areas. Furthermore, the DigComp shows eight competence levels, which are based on the

European Qualifications Framework (EQF), thus creating comparability of digital competencies. The figure below shows the current DigComp 2.2.

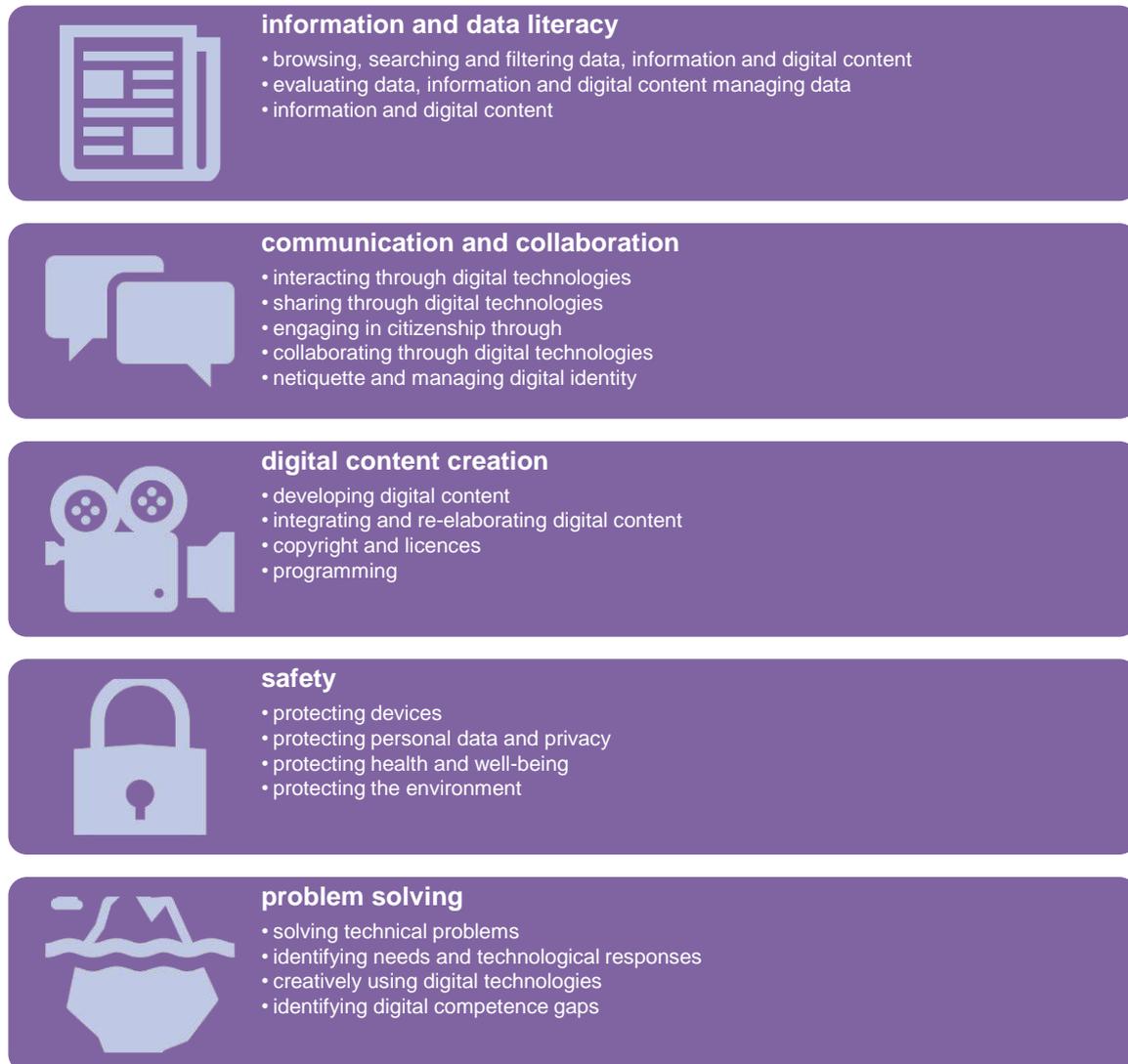


Figure: DigComp 2.2 (European Commission, 2022)

In summary, people in a digital society need skills and abilities to communicate and interact via digital technologies. In digital exchange, knowledge of netiquette on the internet is needed to do justice to the digital culture and to help shape it democratically. This also includes being able to create digital content oneself and make it available to others in a legally correct way. Digital competence, therefore, also has to do with problem-solving skills, creativity, and IT security.

Critical reflection on self-assessment tools in terms of informal learning

Here you find more information about the **DigComp**, including implementation resources, support and learning materials: https://joint-research-centre.ec.europa.eu/digcomp_en

Moreover, self-assessment tools for reflecting on and evaluating personal digital competencies are also useful in this context:

The "**Europass**" enables an assessment of the digital competence level based on the European reference framework DigComp: <https://europa.eu/europass/de/test-your-digital-skills>

The "**European Computer Driving Licence (ECDL)**" is a certification for using different computer programmes securely and efficiently: <https://www.ecdl.de/start.html>

Another tool is "**MyDigiSkills**", which helps to better understand the level of digital skills based on knowledge, skills, and attitude in each of the five areas of the DicComp. The test takes around 20 minutes and shows the levels of digital skills: <https://mydigiskills.eu/>

Of course, national assessment options can also be particularly advantageous for language skills and country-specific conditions. We were able to find the following national tools via the partner countries.

The "**Digital Licence**" is a German-language assessment of the use of digital applications and learning offer for the training of digital competencies: <https://xn--dif-joa.de/digitalfuehrerschein/>

The **DIGITAL COMPETENCE ENHANCEMENT** portal is intended to support the professional development of educators, teachers, and principals in the field of digital competence enhancement. See more <http://projekt-ddk.si/>

Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies (SELFIE) is a portal allowing for a self-evaluation of digital skills. It is a tool designed to help schools integrate digital technologies into teaching, learning, and testing students' knowledge. The tool can highlight in which areas the work is going well, where improvements are needed and what the priorities should be. The tool is currently available in 24 official languages of the European Union, with more to come. See more: <https://www.inovativna-sola.si/preverjanje-digitalnih-kompetenc/>

In 2012, the project Common Framework of Digital Competence for Teachers (INTEF, 2017) was launched by the National Institute of Educational Technologies and Teachers (INTEF), a body belonging to the Ministry of Education, Training, Culture, and Sport (MECD) of the Government of Spain, under the "Digital Culture at School" Plan.

This common framework is an adaptation of DigComp (European Framework of Digital Competence for Citizens v2.1) and DigCompEdu (European Framework of Digital Competence for Educators). The Common Framework of Digital Competence for Teachers (updated in January 2017) is a reference framework for diagnosing and improving teachers; digital competencies comprise 5 areas and 21 competencies structured in 6 competence levels. This Framework is the basis of the Portfolio of Digital Teaching Competence, a digital tool for the accreditation of this competence. The Digital Teaching Competence Portfolio aims to promote acquiring, developing, and improving teachers' Digital Competence. It has the following structure: Self-assessment of the level of Digital Teaching Competence in the 5 areas of the Common Framework, Porta-Evidencias, evidence- holder that allows organizing the illustrative pieces of evidence to endorse the Digital Teaching Competence, and finally the Passport that shows the level reached in the Digital Teaching Competence. It can be accessed through this link: <https://portfolio.intef.es/index.html>

Although this project allows the diagnosis of the level of competencies of teachers, it can also be used by citizens. Related to the latter, there is another project called “Digital Competency Wheel”, promoted by the Center for Digital Dannelsen, a centre in Denmark that, since 2009, has strongly committed to digitalisation and digital training, especially in the public sector. Based on the scores each user assigns in their respective 63 questions, this tool will show a result in a polar diagram that visually illustrates the strengths and weaknesses of 16 digital competencies within 4 main areas (information, communication, production, and security). The Digital Competence Wheel aims to support the development of digital competencies by helping to structure and provide an overview of the digital competencies available and those needing improvement. This diagnose tool can be accessed at <https://competencias-digitales.es/>

To assess the digital competencies of citizens in general, various autonomous communities, based on the European Framework for Digital Competences (DigComp), have developed different self-diagnostic tools. For example, the Regional Government of Andalusia has a platform that allows anyone to take an assessment test based on the 21 markers established at the European level. This online platform can be accessed via the following link: <https://evaluate.andaluciavuela.es/>

Basically, it should be pointed out that in the UnInLeCo project, such assessment tools do not necessarily have to be used. Learning should be fun and oriented towards the life worlds of vulnerable groups, often affected by mental barriers to learning (e.g. in the form of preconception anxiety at school or a registration barrier at the adult

education centre). The digital coaches and multipliers mustn't create a testing situation for the beneficiaries or establish an educational hierarchy. Instead, it is about developing low-threshold learning opportunities and teaching digital skills in dialogue regarding the client's digital lifeworld. The UnInLeCo project is not about acquiring a degree or a certificate but about powerful profiling in the relevant, digital areas of the beneficiary's life.

Why does it still need knowledge of the competency frameworks and assessment tools? For one thing, these sources of information provide guidance on which digital competencies are relevant in today's world. Also, some of the beneficiaries are still in active working life, which is why it can be advantageous to use such offers or to acquire a certificate, provided that initial digital barriers have been broken down (INTEF, Marco común de competencia digital docente – Septiembre 2017, 2017).

Technology, digital platforms, and types of digital media

Digital platforms are everywhere in our everyday lives and have already reached many parts of society. For example, digital platforms have changed our communication and are increasingly replacing previously used **telephone services**, such as telephony and video telephony, for example, Skype or Zoom, for video conferencing. And **Messenger services**, such as WhatsApp, push away the SMS. However, many people do not know these service providers are not yet subject to the same regulation as telecommunications providers. Therefore, the protection of users is not fully ensured (BMWK, Digitale Plattformen, 2023). Thus, digital platforms are changing our lives and require more responsibility and competence from everyone, especially in the competence area of "safety" of DigComp.

The competence area "safety" and the competence area "information and data competence" is becoming increasingly important when using the new communication media. Because messenger services are a dangerous breeding ground for cybercrime, we all deal with disinformation daily.

For a long time, messenger services were ignored regarding disinformation. One reason is that the communication cannot be seen from the outside and is less controllable and restricted by the platform operators. As a result, group dynamics are different from those in public spaces like the social network Facebook. Social networks must identify, flag, and restrict disinformation, propaganda and hate campaigns. In contrast, messenger services, such as Whatsapp, do not monitor and control the content of communications of their users. And so, Telegram became a space for right-

wingers and conspiracy ideologues in a very short time during the Covid-19 pandemic, especially because private and public contacts blur there (Süddeutsche Zeitung, 2020).

In addition to new communication services, **most people regularly use online shopping as a daily digital platform**. A prominent example is Amazon which started as a digital book marketplace and became a “monopolistic universe seller” (Stellmach, 2019).

Therefore, Amazon is also referred to as a digital ecosystem that goes beyond the classic platform. What is meant is that a unified and easy-to-use system offers added value through various services, products, and insights, causing them to grow exponentially and eventually achieve a monopoly position. For example, in addition to the retail service, Amazon nowadays also offers music (Amazon Music) and film streaming services (Amazon Prime), has services in the gaming sector (Twitch) and also offers server capacities to companies (Amazon Web Services) The problem with the monopoly position is that there is complete user transparency (Talin, 2023).

Nowadays, it is natural for product sellers to also offer their goods online via marketplaces. Even micro-enterprises have built up expertise in **e-commerce** during the Covid-19 pandemic to maintain their business and sell their goods nationwide.

The nature of marketing has also changed. In addition to **online marketing** measures, e.g., email marketing, online advertising, content marketing via social networks and websites or search engine optimization, it is now also widespread to use influencer marketing to reach your target groups via articles and product tests (Nirschl & Steinberg, 2018).

Here it can be seen that digital platforms have *commercial purposes*. Thus, in virtually all industries, the previous analogue business model is being replaced and is fundamentally changing due to the new online possibilities. And users are not only customers but also become commodities in digital platforms (BMWK, Digitale Transformation: Industrie 4.0, Arbeit 4.0, Konsum 4.0, 2023).

This is because digital platforms only work in a triad. First, the platform operator provides the technology and builds a platform ecosystem. This ecosystem comprises platform partners who make their products and services available. The third party are platform users who use the platform and from whom data is collected by using certain services. This data is then made available to the platform partners for a fee, and

personalised advertisements can be placed through precise data analysis, increasing the sales rate of the individual users.

An essential element of a digital platform is, therefore, the mobilising mediation, such as the mutual finding of consumers and providers, including their offers, the individualisation of the platform through the selection and presentation of precisely fitting offers as well as the extended conversation, which can be digitalised or automated through particularly intensively used services, e.g. through the integration of payment services (Pütter, 2020).

The added value of a **digital marketplace**, which probably best captures the essence of digital platforms, is that scaling occurs through the **network effect**. This means that the more visitors a platform has, the more interesting it is for providers who use it as an intermediary in return for remuneration, which enables further investment in the platform and thus drives its expansion (Heinemann, Kannen, & Bleil, 2020).

Using **social networks** as an example where this phenomenon is familiar to most. For example, Facebook caught on quickly because "all my friends are on Facebook". In the case of Facebook, the size of the social network influences the existing willingness of new users to join the network. The more friends belong in the network, the more willing I will be to join. The direct network effect then impacts the commercial purposes of the digital platform. This is because the network size of one user group strongly influences the behaviour of another user group. The network size of Facebook, for example, has a positive influence on the willingness of advertisers to pay and thus causes an indirect network effect because the number of advertisers attracts more users (Hoffmann, 2020).

In this context, user data creates **economies of scale**. In other words, decreasing unit costs due to increased platform users. This is because data collection and analysis is an essential part of the value chain of platforms. The more information derived from data analysis, the more precisely target groups can be addressed. This is also referred to as **audience targeting** because this has a great influence on the value creation potential for operators. Thus, the added value of paid services, such as Facebook Ads, increases with the accuracy with which the corresponding target group can be addressed.

Both the network effect and the scale effect reinforce the **lock-in effect** of a digital platform. Thus, a high effort must be made when switching platforms and numerous obstacles are perceived, partly also in the hardware components (e.g. different

charging cables from Apple and Samsung), which is why switching seems unattractive. Also, creating and maintaining multiple user accounts leads to an administrative burden that negatively works against switching.

In general, **social software and entertainment** can be categorized into **Knowledge Communities** (e.g. wikis, forums, social bookmarking, microblogs, weblogs), **Consumer Communities** (e.g. review, rating, social shopping and commerce, social marketplace, sharing economy), **Content Sharing** (e.g. video sharing, live streaming, photo sharing, podcasts, music, social gaming, social news, location-based services) and “typical” **Social Networks** which are global (e.g. LinkedIn, Facebook) or regional (e.g. neighbourhood groups, Xing, Lokalisten), some of them focus on communication (e.g. Twitter, WhatsApp, Skype), have a special interest (e.g. Reddit, Dating like Tinder) (Faber, 2015).

However, there are also many downsides to the social internet. In addition to disinformation, the risk of digital violence prevails in social media, which has various manifestations and can strengthen digital barriers. For example, hurtful comments and vulgar statements (cyber harassment), discrimination against people (hate speech), spreading rumours on the internet (fake profiling), or even sending sexual content (revenge porn) and sexual harassment (cyber-grooming) (klicksafe, 2023).

A lot is also changing in our entertainment industry. In addition to **eSports**, i.e. professional competition in computer and video games and virtual reality, gambling is also an emerging market on the Internet (Game, 2023).

It becomes clear that it is not just about buying analogue products over the Internet. Meanwhile, we are moving our world into virtual reality and are willing to buy **digital products**. This is particularly evident in on-demand services and **streaming services**. Spotify is best known in the music sector, and Netflix in the video sector alongside Amazon Prime. There are many reasons why many people are using these new digital platforms. For example, the elimination of advertising blocks and waiting times, personalized suggestions and the large selection of series and films, etc. Experts praise both digital platforms for their *user interface*, characterized by clarity and simplicity, leading the user to the right places and supporting him in matching series rewarded (Russ, 2022).

The Covid 19 pandemic has also boosted the hardware sector. **Wearables**, for example, are now widespread in our everyday lives, even though they are still a recent phenomenon. The small, smart companions come in various forms, e.g. smart

hearables, i.e. earbuds for wireless music listening and telephoning, and smartwatches as chic accessories with fitness trackers and minicomputers. Fitness wristbands for measuring calorie consumption and pulse rate are also heavily used today. Other trends include smart patches, i.e. intelligent plasters as a medical product. They serve medical technology in diagnosis and therapy for long-term monitoring and medication. Research is also being conducted into smart implantables. The development of smart clothing is also picking up speed. They can record biometric data, such as heart rate and body temperature (Bocas, 2022).

The possibilities of home automation are also increasing. **Smart home** technologies take over certain jobs in the household (e.g. heating, room climate and lighting), or they support certain jobs (e.g. energy management, door communication, burglary protection). In addition, more and more intelligent devices take over household tasks (e.g. robotic vacuum cleaners, cooking appliances). "Ambient Assisted Living", i.e. technological possibilities for strengthening an environment-supporting life, are also increasing. This is especially gratifying for the elderly or those with impairments and disabilities (Grün, 2022).

Digitality is not only affecting the technology sectors, but other sectors are also increasingly seeing themselves as a tech industry. For example, some finance and insurance companies now see themselves more as tech companies, i.e., developing and identifying more with a digital business model (Schnell, 2022). This is also necessary because the "young wild ones", the InsurTechs and FinTechs, are radically changing the industry and causing the established companies to rethink (Kümpel, 2017). These industry upheavals are not uncommon but can also be observed in other industries.

Traditionally analogue companies, such as gastronomy or the hotel industry, are also experiencing pressure to change due to digital change, and the pressure has even increased due to the Covid-19 pandemic. We order online (e.g. Lieferando) or book a table online for dinner and then give a digital rating (e.g. TripAdvisor). For this purpose, the restaurant must be found online (e.g. GoogleMyBusiness, Google Maps) and also be courted in social media (e.g. Instagram) (WiWi-TReFF, 2023).

In our bourgeois world, too, things are going digital. Cities are now developing into "smart cities" and are increasingly using e-government processes such as digital change of residence or virtual postal voting. Public transport services are also being digitized. We buy our bus tickets online, receive an online ticket and can view the timetable information virtually. With a view to the healthcare system, to which many

vulnerable groups are related, several things are changing due to the digital transformation. In addition to online doctor appointment booking, e-prescription, and an electronic patient file, you can also use wearables to track your health. And with these technological developments, we are only at the beginning of the digital transformation.

Of course, our learning worlds are also changing. We read eBooks and watch tutorials and how-to videos on YouTube. Educational institutions are also undergoing digital change, making learning platforms or video conferencing systems available and using serious games to develop skills. With the help of digitization, learning content can be used in various forms, including text (e.g. e-books, online tests), images (e.g. QR codes, comics, infographics) or moving images (e.g. GIF), sound (e.g. podcasts) and videos (e.g. screencasts, how-to videos, talking heads).

The following graphic, “*Digital platforms and digital media*”, summarises the explained content and shows how digitisation changes our living environments. It can be assumed that not all technological changes are represented in this version and that there are intercultural differences. It is also important to know that digital transformation in our daily life is progressing rapidly, and this diagram will have changed significantly in a year.

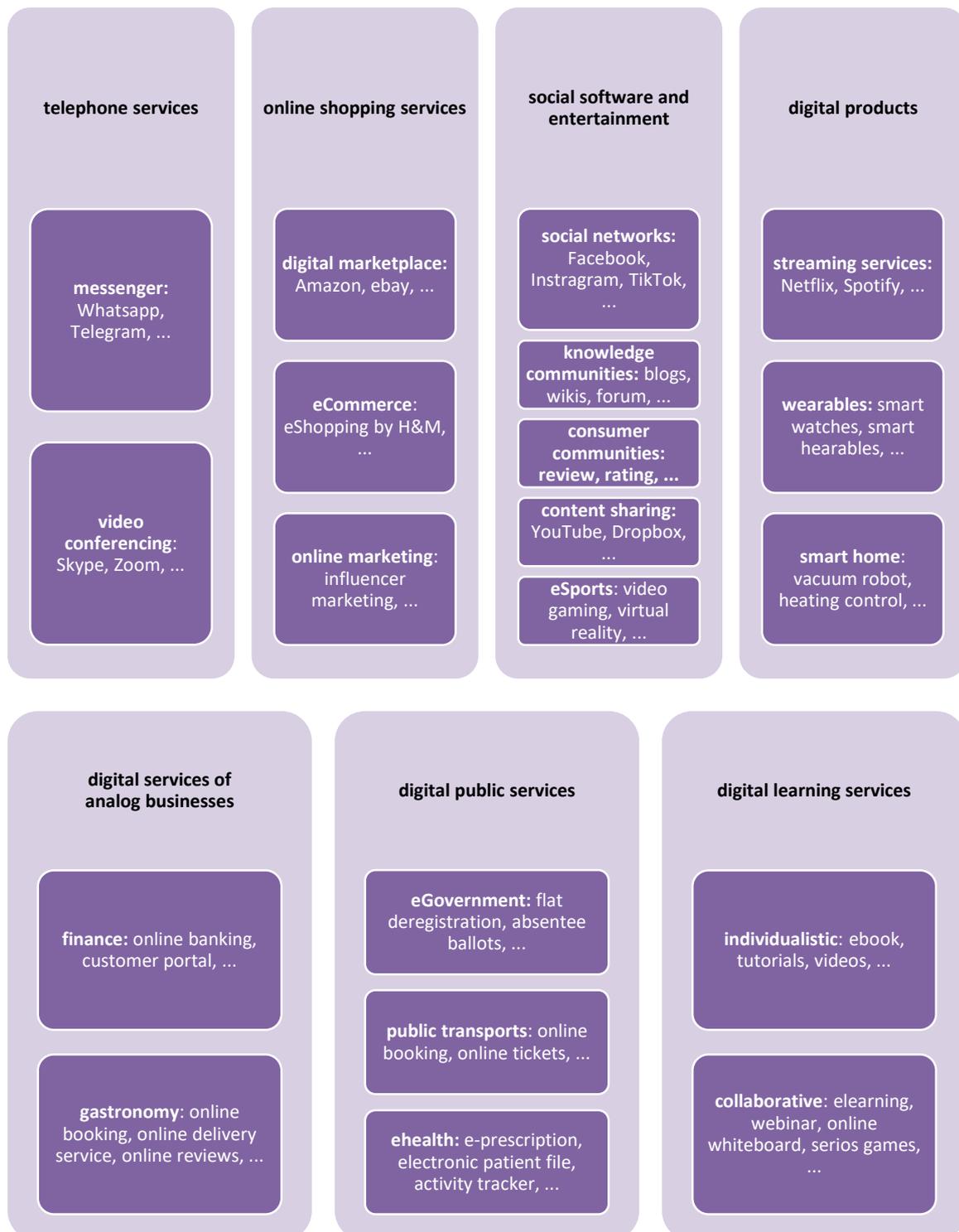


Figure: Technology, digital platforms, and digital media

Functions of ICT and Inclusiveness

In addition to discussing current digital platforms and how they change our living environments, it is also important to consider what digital technologies are used for. In other words, what is the **purpose and function** of the ICT applications? The following list shows different kinds of functions of ICT.



Figure: Functions of ICT (Digitaler Kompass, 2022; Kern, 2017)

In the business world, the "User Story" method is often used to explore and define the desired functionality of the ICT application. The customer tries to explain the ICT function in his everyday language and usually answers the following questions: Who is the user (role)? What does the user want to do specifically (functionality, goal, and desire)? Why does the user want to achieve this goal (benefit aspects)? What is required for this (acceptance criteria)? ([Cohn, 2010](#)). (Cohn, 2010).

The problem, however, is that the vulnerable groups in our society are often not seen as classic customers, and their needs and framework conditions often do not play a major role in industrial IT development. If multipliers and digital coaches deal with the functionality of an IT application from the beneficiaries, bridges can be built, and target group-oriented and barrier-free IT services and digital products can be created that exclude fewer people.

For better illustration, we give a few examples and good practices for some vulnerable groups with a focus on the function "exchange" below:

- **seniors:** With the help of messenger services, older people can also stay in touch with their families, friends, and acquaintances. A problem here is often the font size of the IT applications, as many older people have poor eyesight. Whatsapp tries to reduce accessibility by allowing users to adjust the font size of the IT applications (TechBuddy, 2020).
- **disabled people:** ICT enables people with disabilities to participate more in society and participate in cultural events, provided that digital barriers are observed and removed. For example, the accessibility of deaf people can be increased by using automatic subtitles in video conference systems or screen readers or magnifying glasses for adapting contrasting colours, like Google Meet. Another example is Zoom which offers the option of attaching several video screens so that sign language interpreters can be integrated and always kept in view (Gerardo, 2020; Google Support, 2023).
- **migrants:** However, people can also be excluded because they do not understand the language used. Not only a multilingual offer of the presented text content is helpful. In video conference systems, for example, Webex also offers automatic simultaneous translation, i.e. the spoken word is displayed as subtitles in real-time and can then be displayed in different languages (Hojas, 2004; Jaun & cwa, 2021).

However, it is not just about the technical and organizational and social barriers in a video conference. This starts with barrier-free registration, refers to the technical support during the event and includes the selected digital tools in a video conference.

For example, digital whiteboards are not considered accessible because they are complex applications (Kasten, 2021). For learning more about digital barriers, the report "State of Digital Accessibility" from 2021 is interesting.

Awareness of the multitude of digital barriers of vulnerable groups is therefore essential. Moreover, these examples make it clear that if you understand the living environment of vulnerable people and integrate them, our digital world will also look different and become more diverse. In the Erasmus+ project UnInLeCo, digital coaches can immerse themselves in these living environments and develop new IT services to make our digital world more barrier-free. In return, the multipliers get a deeper insight into the world of digital possibilities and get to know new IT tools and functions to support, strengthen and promote their clients in the digital world in a targeted manner.

In this context, the digital trend of "inclusivity" is also interesting. Inclusiveness aims to promote accessibility of web design and inclusive language to make the internet a place that is accessible to more people. And experts agree: This is not a short-term trend but a permanent development towards a universal awareness of the effects of language (Gattereder, 2023). Digital accessibility is a human right, especially when digitalization has a democratic claim (Digital Civil Society, 2023). The UN Convention on the Rights of Persons with Disabilities has included the term "universal design" to strengthen diversity in the digital space. People with disabilities or special needs are considered in "universal design" as part of society and not as a group that needs special solutions. Universal design is an integrative approach that considers the needs of as many people as possible instead of finding individual solutions that exclude people (Bäck, 2018). The Sustainable Development Goals (SDGs) also take a clear position here so that nobody is left behind (United Nations, 2023).

Society reflects that. For example, as part of the "Digital Day," over 70 per cent of Germans claim barrier-free web design, through simple operation and explanations in simple language (Bitkom, 2023).

Pérez-Alonso y Gadea-Peiró (2021) identify in the discourses and perceptions of the population participating in a qualitative study with a Spanish population between 18 and 45 years of age, the existence of digital gaps originated by different causes: age, material and economic resources, by knowledge and skills, by the level of studies and by geographical/territorial location, confirming the need to design and implement policies that guarantee the digital inclusion of all people. Hence, inclusiveness becomes more visible, for example, in the form of guidelines and methods, such as the

“Web Content Accessibility Guidelines” or the “POUR principle”. Also, various initiatives increase the awareness of inclusiveness, such as the project “Netz-Barrierfreiheit” or the association “Sozial Helden” with the projects “Accessibility Cloud” or “Wheelmap”;

In this line, the Chair of Generational Digital Gap of the University of Alicante in Spain has made the first compilation of activities carried out in the Valencian Community to advance digital inclusion, with special attention to the elderly (Papí-Gálvez et al., 2022), 37 entities have participated in the compilation, from public administrations to NGOs.

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Glossary about ICT essentials

One problem in the digital world is the technical language. Many English terms usually require explanation. Important terms from the digital world are explained in the simple language below.

- **Hardware** is the technical components of an electronic device that you can touch, such as computers, laptops, smartphones, printers, USB sticks and keyboards.
- **Software** is also called a program. You cannot touch them; you can only see them on the screen (user interface). Software is required for the hardware. The software contains rules and commands, so the computer knows what to do.
- **Operating systems** make the hardware run without being seen. Operating systems are a bundle of software programs necessary for a computer or smartphone to be switched on and used. For example, when listening to music on the Internet, the operating system activates the network adapter and speakers and saves their search queries.
- **App** is short for Application. It is a small software program that mainly runs on smartphones and tablets. Apps usually have a specific task, such as a weather forecast or a calculator.
- **Account** is personal access to a software program. Access authorization to an account is usually obtained with a username, an email address, and a password. Not all accounts are free, so you must read the terms and conditions (GTC) carefully before leaving your data in the IT application.

- ... inspired by Klexikon and Internet-ABC

Several glossaries on ICT topics are available in downloadable pdf format online. The first is a basic English-Spanish glossary for Internet users, written in 2001 by Rafael Fernández Calvo. It is a 68-page dictionary of computer terms or terms related to new technologies. It is available in pdf and html format at the following links:

<http://www2.ati.es/novatica/glosario/glointv4.pdf>

http://www2.ati.es/novatica/glosario/glosario_internet.html

In 2014 Alfafar Town Council (Valencia) published this glossary intending to break down communication barriers so that we can all understand each other. It is a small action that aims to bring us closer together and ensure that some of these terms become part of our vocabulary to a greater or lesser extent. The terms listed in the glossary are written and defined simply in Spanish. It is available here:

[http://alfafar.es/wp-content/uploads/2014/11/Glosario TIC Alfafar.pdf](http://alfafar.es/wp-content/uploads/2014/11/Glosario_TIC_Alafar.pdf)

The General Council of Spanish Lawyers has prepared a glossary of ICT Terminology with the definitions provided by Susana González Ruisánchez, available at the following link: <https://www.abogacia.es/wp-content/uploads/2018/06/GLOSARIO-DE-TERMINOLOGIA-TIC.pdf>

PLENA INCLUSIÓN La Rioja (Federation of Organisations in Favour of People with intellectual disabilities) was constituted in 1993 as a Non-Governmental Non-Profit Organisation (NGO) and is part of a national Confederation called Plena inclusión España, which in turn is made up of 17 regional federations. Within this initiative, we find the Dictionary Guide of Technology in Easy Reading to enable people with comprehension difficulties to know the meaning of some words and to use technologies. For example, using programmes such as Zoom, e-mail, the internet, etc. Some words in this dictionary guide have links to web pages, which give more information on that topic. To access the document, follow this link:

<https://www.plenainclusion.org/publicaciones/buscador/diccionario-guia-de-tecnologia-en-lectura-facil/>

In Spain, we can find Vikidia, which works similarly to Klexikon. Vikidia is a free encyclopaedia for children and young people between 8 and 13 years old, those who want an encyclopaedia with a simple topic presentation, and those who are learning Spanish. The Spanish version started on 10 May 2008, and every one can edit it, regardless of age. This free encyclopaedia is also available in other languages.

<https://es.wikidia.org/wiki/Vikidia:Portada>

Conclusions of digital learning platforms: Link to everyday digital life world

In summary, digital learning platforms require digital skills (DigComp 2.2 is a suitable guide). The training of these digital skills is ideally based on the **digital life world of the individual**. The reference to the everyday digital world not only refers to the learning content or learning needs but also to using a language that the person can understand (simple language or translations). This is the only way to build bridges, and it primarily relates to the learning needs of digital coaches, who, as IT experts, tend to use technical and professional language.

For the multipliers, this requires an examination of technologies, digital platforms, types of digital media and ICT functions. Then, in an exchange with the digital coach, they get an overview of the possibilities the digital world offers today and learn how to deal with them appropriately. In the dialogue, however, not only should the possibilities be considered, but above all, the digital barriers should be identified that prevent vulnerable groups from using or impairing the digital possibilities or using them according to their functionality.