Adequate digital competence: Exploring revisions in the Swedish national curriculum

# Details

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## Authors

Godhe A.-L.;Magnusson P.;Hashemi S.

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## Sample

Swedish national curriculum for compulsory school.

## Implications For Educators About

* Digital citizenship
* Professional development
* Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Digital competence as a question of tools and techical skill vs. international definitions

# Abstract

This paper explores how digital competence is conceptualized in recent revisions in the curriculum for Swedish compulsory school. Four themes are identified based on a thematic content analysis of the revisions in the subject descriptions: use of digital tools and media, programming, critical awareness and responsibility. The distribution of the thematic revisions differs among the subjects, but the most dominating theme, permeating all the subjects, concerns the tool-oriented use of digital tools and media. This strong dominance of operational perspective tends to narrow the conceptualization compared to international definitions and frameworks of digital competence.

# Outcome

"The findings of the analysis indicate a predominantly operational and tool-oriented view of digital competence which emphasises digital tools and media and how to use them" (Authors, 87).