
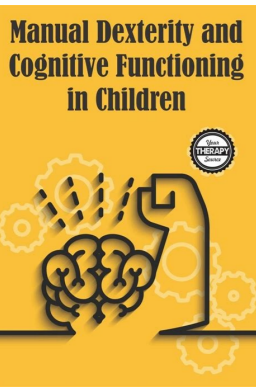


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It is often this competence component of literacy that researchers identify as needing improvement, especially when considering skills for further learning. Around the fourth grade, when learners should change from reading narrative texts to reading more informative texts, or change from "learning to read" to "reading to learn", gaps begin to emerge between children who previously had been on similar levels (Sanacore & Palumbo, 2009). This, furthermore, is often related to children's socio-economic status: those from low-income and middle-income families do not perform as well as those from higher income families and the risk of widening gaps between the two groups is created. The OECD (2010b) suggests that even 20% of the reading literacy gaps between groups with different socio-economic status could be closed if the learners had knowledge of effective strategies to summarize information. Lankshear and Knobel (2008b) conclude that literacy in the sense of decoding and encoding is not the same as the literacy that provides access to the learning that counts for school success.

It is worth noting that a similar distinction between basic abilities on one hand and strategies for their effective cognitive application on the other are also often discussed in the context of digital literacy. In the digital context, users' basic abilities to use digital devices and media should progress into critical and effective strategies for the use of these tools in tasks and learning. Functional medium-related abilities are a prerequisite for the successful application of strategic higher level skills. However, van Deursen et al. (2011) showed that internet experience only contributes to medium-related skills and not to the strategic content-related skills in the digital environments. Therefore, specific support for developing these skills is needed.

What clearly emerges from the literature is that literacy should be considered as a continuum, with progressive stages where the basic abilities are only the first step. The upper end of the continuum contains increasing levels of cognitive competence in using the literacy in question for tasks, learning, creating and expressing new ideas, and this involves issues such as attitudes and social and cultural aspects. Furthermore, "literacy" is not tied to reading and letters, but can mean more generally being 'skilled', 'competent' in something, i.e. describing the basic abilities and then progressing to effective forms of using them for one's tasks and further learning.

2.2 Terminology of competence components

As the objective of the DIGCOMP project is to develop comprehensive digital competence, not just at the lower end of literacy continuum, it is important to recognize the necessary elements of the higher level concept. The project aims to support framework and guidelines development, which would be compatible with the European Qualifications Framework (EQF) (European Parliament and the Council, 2008b). Therefore, the main competence components to be discussed follow the EQF structure composing of knowledge, skills, and attitudes.

Knowledge

'Knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. (European Parliament and the Council, 2008a)

Skills

'Skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity



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Have an awkward or immature pencil grasp for their age. They can not be used to pre-screen employees for jobs that rely on fine motor skills and coordination with the fingers, hands and arms. adjective. Some men are born with an adeptness for crime of a certain character. It allows us to hold our spoons so that we can feed ourselves. Manual dexterity deteriorates with aging and can negatively impact activities of daily living and independence (17). Yet deep in his nature was that obliquity, that adeptness at trickery, that facility in deceit, which made him the success he was. A weakened hand or grip can make everyday tasks much more difficult to complete. Alternate Synonyms for "manual dexterity": dexterity; slight; adeptness; adroitness; deftness; facility; quickness. How does manual dexterity work? adÀ:ÀcÀÀÀept | \ | ÀÀ-ÀÀdept \ Loss of DexterityFine-motor skills may regress or disappear. Have messy, slow or laborious drawing, colouring or writing skills. From early childhood, a person develops manual dexterity by learning tasks such as writing, grasping and releasing objects, and assembling puzzles and construction toys.How do I get better manual dexterity? What does poor manual dexterity mean? mean?

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