



United Nations
Educational, Scientific and
Cultural Organization



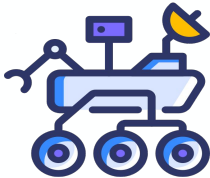
European Union

pix

The Pix platform

Pix is an online service for:

Assessment



Development



Certification¹



of transversal digital skills

¹ The “certification” component is not included in the YEM activity.

- ✓ The Pix platform is 100% **online** (Saas) and **responsive**
- ✓ Users can create a **personal account** for free and keep it throughout their life
- ✓ The service is made for **everyone**:
 - ☐ learners (pupils, students...)
 - ☐ workers and job seekers
 - ☐ citizens

Pix has been developed as a “State startup” by the French Government in 2016 and is now a “Groupement d’Intérêt Public” (100% public).



le **cnam**

HOW **PIX** ASSESSES DIGITAL SKILLS



16 competences covering the 5 areas of **EU DIGCOMP** (*Digital Competence Framework for Citizens*)



1. Information and data literacy

- 1.1 Completing a search and information intelligence
- 1.2 Data management
- 1.3 Data processing



2. Communication and collaboration

- 2.1 Interacting
- 2.2 Sharing and posting
- 2.3 Collaborating
- 2.4 Joining the digital world



3. Digital content creation

- 3.1 Developing text documents
- 3.2 Developing multimedia documents
- 3.3 Adapting documents to their purpose
- 3.4 Programming



4. Safety

- 4.1 Securing the digital environment
- 4.2 Protecting personal data and privacy
- 4.3 Protecting health, wellbeing and the environment



5. Problem solving

- 5.1 Resolving technical problems
- 5.2 Building a digital environment

5 competence areas

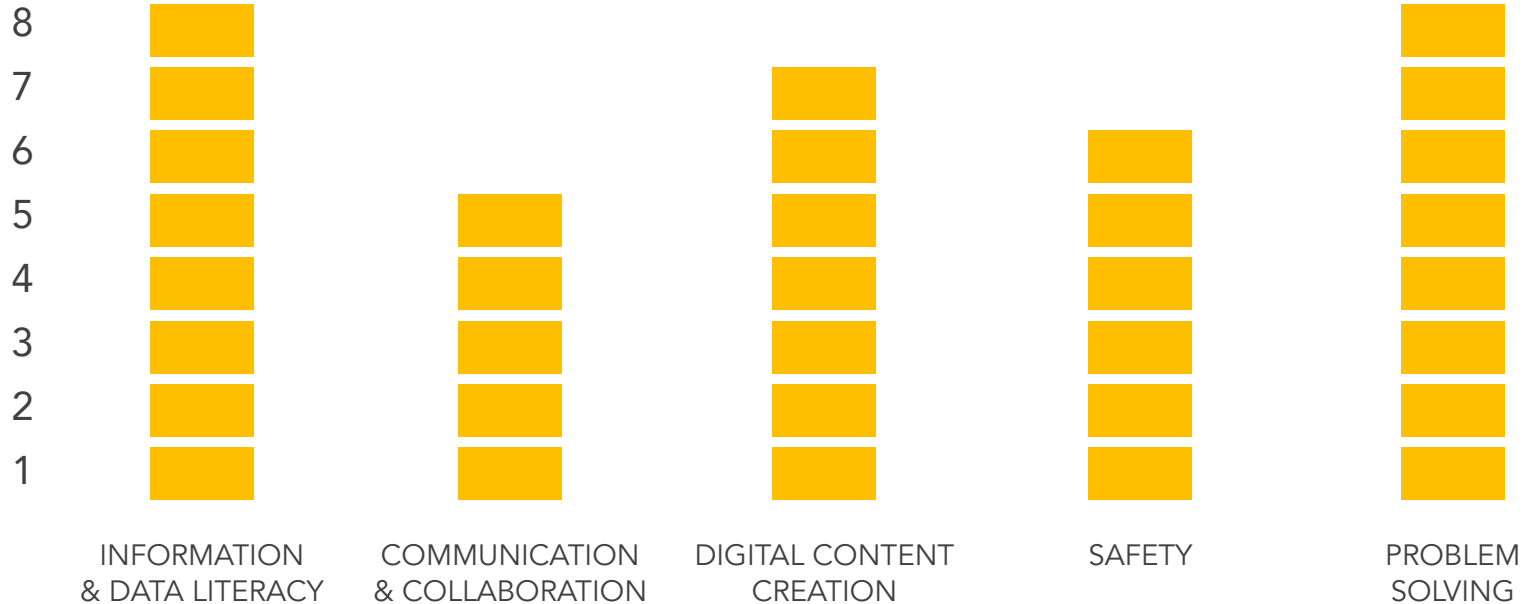


16 digital skills



170 topics

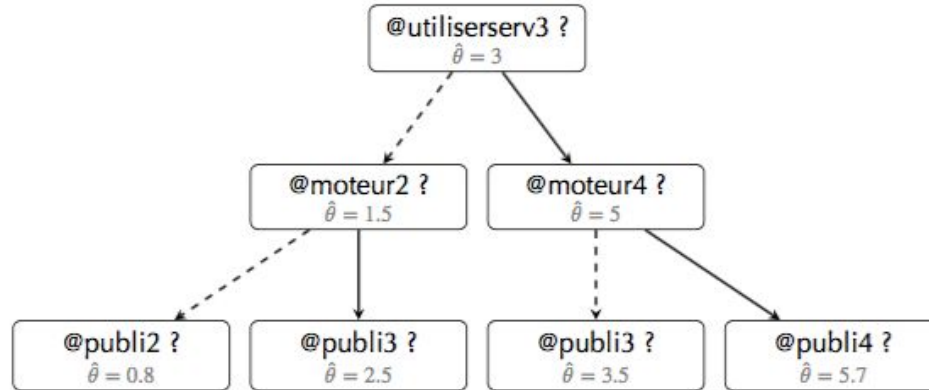
8 proficiency levels



Levels 7 & 8 are not available yet.

✓ An **evidence-based** assessment

✓ An **adaptive test**



Lebanese Tabbouleh Recipe | FeelGoodFoodie

<https://feelgoodfoodie.net/recipe/traditional-lebanese-tabbouleh-salad/> ▾

★★★★★ Ratings: 4,7 - 155 votes - 25 min

Here is a simple **recipe!** **Tabbouleh** is basically parsley salad. There's technically no lettuce in it. It's a salad made up of parsley, tomatoes, bulgur wheat, and green onions – all finely ...

Best Tabbouleh Recipe - How to Make Lebanese Tabouli Salad

<https://food52.com/recipes/29842-my-mother-s-lebanese-tabbouleh> ▾

★★★★★ Ratings: 4,2 - 11 votes - 20 min

Jul 18, 2014 — 1 cup fine bulghur (sometimes called #1) · 2 bunches curly parsley · 12 large mint leaves · 5 scallions · 3 medium tomatoes · 1/2 English cucumber · 2 ...

Lebanese Tabbouleh Recipe - NYT Cooking

<https://cooking.nytimes.com/recipes/1012585-lebanese-tabbouleh> ▾

★★★★★ Ratings: 4,8 - 21 votes - 15 min

We think of **tabbouleh** as a bulgur salad with lots of parsley and mint. But the real **Lebanese tabbouleh recipe** is a lemony herb salad with a little bit of fine bulgur, an edible ...

Waël did an internet search.

He got [these results](#) ↗.

What are the **three keywords** that Waël wrote?

Three keywords:

JE PASSE

JE VALIDE

Open the application.

Open the email with the attachment.

What is the name of the attachment?

<input type="checkbox"/>	From	Subject	Date
<input type="checkbox"/>	★ Trail (mandatory@trail-mounta	Trail - mandatory medical certi	03 Dec. 2020 10:02
<input type="checkbox"/>	☆ Gaston (gaston@pixmail.org)	Training cancelled	02 Dec. 2020 12:02
<input type="checkbox"/>	☆ Erika (erika@pixmail.org)	[Important] Contract	26 Nov. 2020 06:15
<input type="checkbox"/>	☆ Agathe (agathe@pixmail.org)	Tr: Invitation concert	26 Nov. 2020 06:14
<input type="checkbox"/>	☆ Marathon (registration@marat	Marathon registration	19 Nov. 2020 11:10

← Reply ← Reply to all ↻ Forward × Delete

No selected message

↻ Restart

Name of attachment:

SKIP

VALIDATE

Align the date **right**.

Align "Dear Headteacher" **left**.

Justify the text in the email: it needs to be aligned on both sides.

File Edit

Jenny Oldham
267 New North Road
Islington, London N1 7AA

16 May 2019

Dear Headteacher,

Please excuse my son Joshua for his absence on May 15. I had to call the doctor because he was not feeling well. I will send you his medical certificate by post in the next few days. He should be back at school next Monday.

 Restart

SKIP

VALIDATE

The Pix skills profile



HOW **PIX** DEVELOPS DIGITAL SKILLS



Develop digital skills



Learning through testing



Targeted training recommendations



Customised and personalised tests to monitor the progression of learners

Example of recommendations:

For better results next time

Advanced Search Operators for Bing and Google (Guide and Cheat Sheet) [↗](#)

By Bruce Clay · Page · 5 minutes

[Save](#) [Useful tutorial](#)

Refine web searches [↗](#)

By Google · Page · 2 minutes

[Save](#) [Useful tutorial](#)

These tutorial links have been suggested by Pix users.

To find out more

Google Search Operators: The Complete List (42 Advanced Operators) [↗](#)

By ahrefs · Page · 10 minutes

[Save](#) [Useful tutorial](#)

These tutorial links have been suggested by Pix users.

PIX ORGA DASHBOARD



Pix Orga: a dashboard for trainers



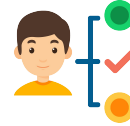
CREATE EVALUATION CAMPAIGNS

- **Define** digital skills profiles
- **Choose** the profiles to be tested
- **Customise** messages and the landing page



MANAGE THE CAMPAIGNS

- **Invite** users to join the tests
- **Monitor** progress and manage follow-up actions



ANALYSE DIGITAL SKILLS PROFILES

- **Access** learners' detailed digital skills profile to provide them with valuable support
- **Analyse** consolidated results and data

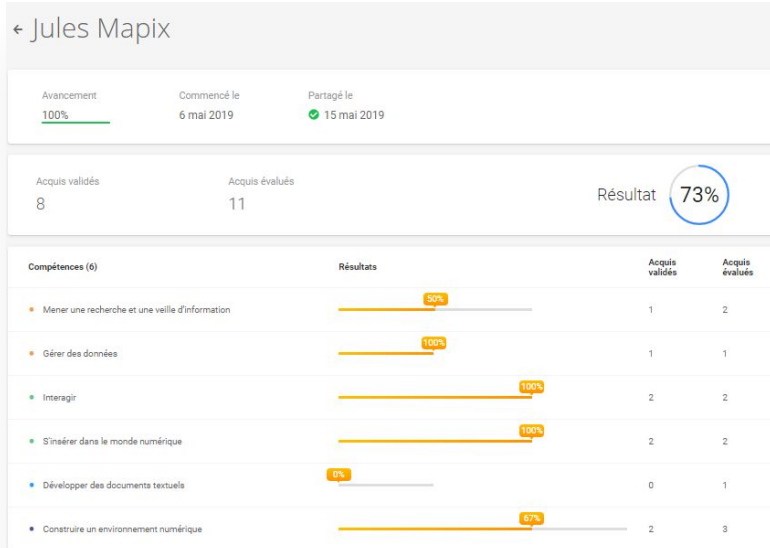
Manage the campaigns

- Invite users to join the test
- Monitor progress and manage follow-up actions

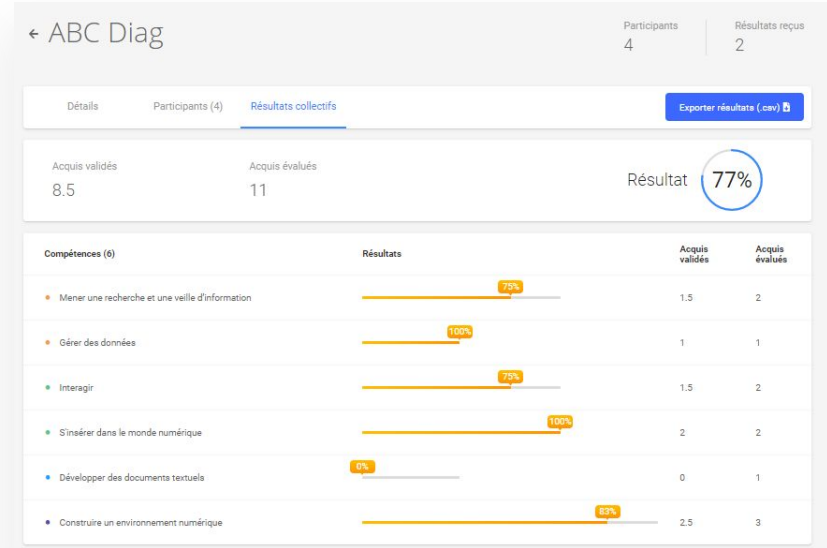
The screenshot shows a web interface for managing a campaign named 'ABC Diag'. At the top left, there is a back arrow and the campaign name. On the top right, statistics show 'Participants: 4' and 'Résultats reçus: 2'. Below this is a navigation bar with three tabs: 'Détails', 'Participants (4)', and 'Résultats collectifs'. The 'Participants (4)' tab is active. To the right of the tabs is a blue button labeled 'Exporter résultats (.csv)'. The main content is a table with three columns: 'Nom', 'Prénom', and 'Résultats'. The table lists five participants: DOBAIRE (Déborah, En cours de test), Mapix (Jules, 73%), Pixou (Nadia, 82%), and ROLIX (Jeanne, En cours de test). At the bottom left, there is a 'Voir' dropdown menu set to '10'. At the bottom right, there is a pagination indicator 'Page: 1 / 1' with left and right arrows.

Nom	Prénom	Résultats
DOBAIRE	Déborah	⌛ En cours de test
Mapix	Jules	73%
Pixou	Nadia	82%
ROLIX	Jeanne	⌛ En cours de test

Analyse digital skills profile



Access learners' detailed digital skills profile to provide them with valuable support



Analyse consolidated data : mapping of the skills developed during the test

Annex :

Pix reference framework



Area 1 - Information and data



Competencies	General Description	Associated Themes
1.1 Completing a search and information intelligence	Completing a search and information intelligence to respond to a need for information and stay up to date with news related to a subject (with a search engine, on a social network, by signing up to feeds or newsletters, or any other method).	The web and browsing; Search engines and queries; Information intelligence, circulation, and curation; Source and citation; Internet governance and internet openness; Abundance of information, filtering and personalisation; Critical thinking on information and the media; Copyright
1.2 Data management	Storing and organising data to find them, save them and facilitate access and management (with a file manager, an online storage space, tags, folders, databases, an information system, etc.).	Folders and files; Storage and compression; Transfers and synchronisation; Searches and meta-data; Semantic indexing and tags; Structuring data; Information systems; Data location and applicable law; Economic models and strategies; Information system security
1.3 Data processing	Applying data processing to analyse and interpret them (with a spreadsheet, program, survey processing software, calculation query in a database, etc.).	Quantitative data, data formats and types; Calculations, statistic processing and graphic representation; Data streams; Collecting and using big data; Algorithmic and IT thought; Privacy and confidentiality; Interoperability

Area 2 - Communication and collaboration



Competencies	General Description	Associated Themes
2.1 Interacting	Interacting with individuals and small groups to communicate in diverse contexts linked to personal life or a professional activity, in both one-off and recurrent situations (with an email account, instant messaging, a video-conference system, etc.).	Protocols for interaction; Ways of interacting and roles; Applications and services for interaction; Privacy and confidentiality; Digital identity and signals; Life online; Communication codes and netiquette
2.2 Sharing and posting	Sharing and posting information and content to communicate with your own productions and opinions, relaying those of others in the context of public communication (with sharing platforms, social networks, blogs, forum and comments spaces, Content Management Systems, etc.).	Sharing methods and protocols; Applications and services for sharing; Visibility and publication rules; Social networks; Freedom of information and the right to information; Online training; Privacy and confidentiality; Digital identity and signals; Social practices and civic engagement; Online reputation and influence; Writing for the web; Communication codes and netiquette; Copyright
2.3 Collaborating	Collaborating in a group to complete a project, co-produce resources, knowledge, and data, and learn (with collaborative work and document sharing platforms, online editors, track changes and version management features, etc.).	Collaboration methods and roles; Online publishing and document sharing applications and services; Versions and updates; Access rights and access conflicts; Project management; Copyright; Online life; Privacy and confidentiality
2.4 Joining the digital world	Managing the challenges of online presence, developing individual practices and strategies in respect of the related rules, rights and values to position yourself as a social and economic player and citizen in the digital world and to respond to objectives (with social networks and tools that make it possible to develop public presence on the internet, and in connection with civic life, professional life and private life, etc.).	Digital identity and signals; Online reputation and influence; Communication codes and netiquette; Social practices and civic engagement; Economic models and strategies; Ethical issues and values; Internet governance and internet openness; Freedom of information and the right to information

Area 3 - Content Creation



Competencies	General Description	Associated Themes
3.1 Developing text documents	Interacting with individuals and small groups to Producing documents that are primarily text-based to communicate ideas, create reports, and promote your work (with software for word processing, presentations, website design, conceptual maps, etc.).	Text document publication apps; Structure and separation of form and content; Illustration and integration; Graphic charters and visual identity; Interoperability; Ergonomics and document re-usability; Accessibility; Copyright
3.2 Developing multimedia documents	Developing documents with multimedia content to create your own multimedia productions, enrich text-based creations or create transformative works (mashup, remix, etc.) (with image/sound/video/animation editing and recording software, useful software for pre-processing before integration, etc.).	Multimedia document publishing applications; Sound recording, image and videos and digitisation; Interoperability; Accessibility; Copyright; Graphic charters and visual identity
3.3 Adapting documents to their purpose	Adapting documents of all types based on their planned use, and managing licence use to enable, facilitate and manage uses in diverse contexts (frequent updates, multi-channel distribution, printing, publishing online, projection, etc.) (with the features of software linked to preparing printing, projecting, uploading, format conversion tools, etc.).	Licences; Distribution and uploading a document; Ergonomics and re-usability of documents; Writing for the web; Interoperability; Accessibility; Privacy and confidentiality
3.4 Programming	Writing programs and algorithms to respond to a need (automating a repetitive task, completing complex or time-consuming tasks, solving a logic problem, etc.) and to develop rich content (games, websites, etc.) (with simple computer development environments, task planning software, etc.).	Algorithms and programming; Information coding and representation; Complexity; Algorithmic and IT thought; Collecting and using big data; Artificial intelligence and robots

Area 4 - Protection and security



Competences	General Description	Associated Themes
4.1 Securing the digital environment	Securing equipment, communications and data to protect yourself from attacks, traps, disagreements and incidents that could negatively impact the proper functioning of equipment, software and websites, and compromise transactions and data (with protection software, encryption techniques, managing best practices, etc.).	Attacks and threats; Encryption; Prevention and protection software; Authentication; Information system security; Privacy and confidentiality
4.2 Protecting personal data and privacy	Managing your digital footprint and personal data to protect your private life and others' private lives and adopt informed practices (with the configuration of privacy settings, regular monitoring of your footprint through alerts and other tools, etc.).	Personal data and the law; Digital footprint; Privacy and confidentiality; Collecting and using big data
4.3 Protecting health, wellbeing and the environment	Preventing and limiting the risks for health, wellbeing and the environment created by digital technology, and taking advantage of its potential to favour personal development, care, inclusion in society, and quality of life for yourself and for others (with knowledge of the effects of digital technology on physical and mental health, and the environment, and digital tools, services and practices dedicated to wellbeing, health and accessibility)	Workstation ergonomics; Wireless communication and waves; Environmental impact; Accessibility; Online life; Sensors; Artificial intelligence and robots; Health; Privacy and confidentiality

Area 5 - Digital environment



Competencies	General Description	Associated Themes
5.1 Solving technical problems	Solving technical problems to ensure and re-establish the proper functioning of a computer environment (with configuration and maintenance tools for software and operating systems, and by using necessary technical and human resources, etc.).	IT support and breakdowns; Administration and configuration; Maintenance and updates; Back-ups and restoration; Interoperability; Complexity
5.2 Building a digital environment	Installing, configuring and enriching a digital environment (equipment, tools, services) to have access to a setting adapted to the activities completed, their context or values (with configuration tools for software and operating systems, installation of new programs or subscription to services, etc.).	The history of IT; IT and equipment; Software, applications and services; Operating systems; Computer networks; Offers (equipment, software, services); Economic models and strategies

The proficiency levels in Pix

1-2	Beginner
3-4	Independent
5-6	Advanced
7-8	<i>Expert (not available yet)</i>



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