

***Digital Competence Development in Higher Education: An International Perspective.*** Pérez Cañado, María Luisa and Ráez Padilla, Juan (eds.) (2014) Frankfurt-am-Main: Peter Lang. ISBN 978-3-631-63803-3, 158 pages.

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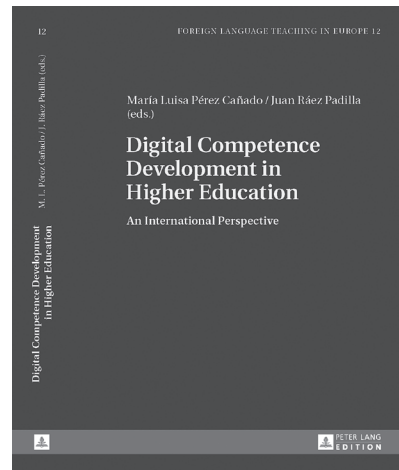
Among the eight key competencies that must be acquired through education at the present time according to the Organisation for Cooperation and Economic Development (OECD), is the digital one. Moreover, many of the Dublin Descriptors are implicitly related to the use of ICT in the new European University scenario. Not only must computers be incorporated in higher education to comply with legislation, but also for the sake of coherence. Quality teaching must prepare students to be successful citizens of the time they live in, which is now of a technological nature.

This monograph is therefore of high relevance. It intends to guide university teachers through their work on digital competence, as well as to give the final prod to those who are reluctant to do so –if there is still anyone. To start with, the editors, María

Luisa Pérez Cañado and Juan Ráez Padilla, make an excellent summary of the vast, despite relatively recent, literature on the topic. They put the reader in the picture by: justifying the sharp relief Information and Communication Technology (ICT) is now acquiring within the European Higher Education Area (EHEA); reviewing the concept of Computer-Assisted Language Learning (CALL) and its different stages, and the impact of technology in Teaching English as a Foreign Language; providing a summary of CALL tools; mentioning the assets and barriers that have been associated to their use for language learning; and offering solutions to those objections in the form of conditions that must be met.

The different contributions of this volume are well assembled. The first one is a necessary theoretical contextualization by Daniel Madrid-Fernández, ranging from competency-based approaches in Europe, basic competencies within the Spanish education system, cross-curricular competencies to be developed by teachers in general and language teachers in particular, and guidelines for the evaluation of a competence-based curriculum. This last issue is also covered by Kent Löfgren, whose chapter perfectly wraps up the volume in terms of framing. Apart from specifically targeting the assessment of competencies, he delves into student-centered education and competency development fostered in the EHEA.

In between them, we have the reports of international practitioners on various classroom experiences which have incorporated the use of ICT at university level. A very important conclusion that can be drawn from them, and thus from this book, is that besides the benefits of digital literacies per se, working on this competence helps to develop other linguistic and generic ones. The findings by Anna Franca Plastina (of a specific teacher training experience in the use of Web 2.0 tools), Anna María Brígido Corachán & María Goretti Zaragoza-Ninet



(of a study with the educational social network site NING), Sergio Maruenda-Bataller & Begoña Clavel-Arroitia (of their experience in the use of blended-learning methodology), Noa Talaván, Elena Bárcena & Álvaro Villarroel (of computer supported collaboratively language learning), Pilar Rodríguez-Arancón & María Jordano-de la Torre (of a telecollaboration project), and Miriam Borham-Puyal & Susana Olmos-Migueláñez (of designing original resources and instruments built into Moodle) evince that digital competence is also a vehicle to develop lifelong learning, linguistic and communicative skills, cooperative learning, critical thinking and literary aspects.

The aforementioned conclusion makes this publication specially interesting for teachers of language degrees. From my point of view this is a superbly edited volume including a high-level selection of classroom- and research-based insights. It offers an international perspective of the incorporation of ICT in the EHEA by a pool of experts from eight European institutions, who further cite and refer to approaches and studies in other continents. As the experiences described here show that developing digital competence in this scenario is perfectly viable, this book is a must for those colleagues looking for guidance and motivation in this challenging but beneficial and fascinating academic enterprise.