BUILDING DIGITAL COMPETENCES IN HIGH SCHOOL STEM EDUCATION: A COMPARATIVE ANALYSIS OF THE DIGCOMP 2.2 AND DIGCOMP 3.0 FRAMEWORKS

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Abstract. *The article examines the process of development and change of students' digital competences in the context of STEM education at school. A comparative analysis is made between versions 2.2 and 3.0 of the European Digital Competence Framework (DigComp), emphasizing the multidisciplinary approach. Practical examples from robotics education, block programming and the use of artificial intelligence (AI) tools are presented.*

Key words: DigComp Frameworks, STEM education

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