

SELFIE

for

TEACHERS

TOOLKIT

Using SELFIEforTEACHERS

Supporting teachers in building
their digital competence

#SELFIEforTEACHERS_EU

ec.europa.eu/educators-go-digital

SELFIEforTEACHERS toolkit

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Acknowledgements Special thanks are due to Georgios Kapsalis and Laura Molina Iglesias (JRC.B4, SELFIEforTEACHERS team) for their review, Deirdre Hodson (EAC.B2, SELFIEforTEACHERS project officer) and Iga Nowicz (EAC.B2, intern) for their review and editing, Yves Punie (JRC.B4, Acting Head of Unit) for his support and Theodora Kakouri (Cyprus Pedagogical Institute, teacher trainer) and Arianna Sala (JRC.B4, scientific officer) for their comments and suggestions.

Abstract The SELFIEforTEACHERS toolkit is a guide for the SELFIEforTEACHERS self-reflection tool. It aims at providing guidance to teachers, teacher educators and trainers, as well as education authorities and other interested parties, who want to use the SELFIEforTEACHERS self-reflection tool in professional learning. More specifically, it aims at providing the reader with an overall understanding of SELFIEforTEACHERS by describing the tool, presenting the design principles behind it, explaining how to use it and giving insights on how it can support teachers' professional learning for their digital competence. It provides some general guidelines, along with step-by-step instructions how to use the tool. At the same time, it provides references to further reading and tips on its use.



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Online ENG: Economou, A., SELFIEforTEACHERS Toolkit - Using SELFIEforTEACHERS, EUR 31151 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-54950-5, doi:10.2760/626409, JRC129699.

Print ENG: Economou, A., SELFIEforTEACHERS Toolkit - Using SELFIEforTEACHERS, EUR 31151 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-55030-3, doi:10.2760/227488, JRC129699.

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Anastasia Economou

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Introduction

1. INTRODUCTION

1.1 Aim and target audience of the toolkit

What is the toolkit?

The SELFIEforTEACHERS toolkit is a guide for the SELFIEforTEACHERS self-reflection tool. It describes what SELFIEforTEACHERS is, presents the design principles behind it, explains how to use it and provides insights into how it can support teachers' professional learning.

Who is the toolkit for?

You may find the toolkit of use if you are:

- a teacher wanting to learn more about what digital competence is and how digital technologies are used in teaching and learning;
- a teacher wanting to plan professional learning activities with peers to further develop your digital competence;
- a school leader wanting to support teachers to further develop their digital competence;
- a teacher educator wanting to help their students design their learning pathways to further develop their digital competence or plan a course for their students;
- a teacher trainer wanting to support teachers to design their own learning pathways to further develop their digital competence or plan in-service training programmes and create resources;
- an official education authority wanting to support teachers' digital competence;
- a researcher in the area of educators' digital competence.

What is the aim of the toolkit?

The toolkit aims at providing guidance to teachers, teacher educators and trainers, as well as education authorities and other interested parties, who want to use the SELFIEforTEACHERS self-reflection tool in professional learning. More specifically, it aims at providing the reader with an overall understanding of SELFIEforTEACHERS by describing the tool, presenting the design principles behind it, explaining how to use it and giving insights into how it can support teachers' professional learning for their digital competence. It provides some general guidelines, along with step-by-step instructions on how to use the tool. At the same time, it provides references to further reading and tips on its use.

How to use this toolkit

The toolkit consists of four parts:

- Key elements and principles of the design and development of the tool,
- Basic features of the tool,
- Step-by-step guide to using the tool,
- Use case examples for implementation of the tool.

Readers will find information boxes with additional content, links, tips and suggestions throughout the toolkit.

You can go through the toolkit from beginning to end, or choose the part that is relevant to your needs. Further information about the tool – including short videos, infographics and posters – can be found on the SELFIEforTEACHERS website: <https://ec.europa.eu/educators-go-digital>.

We hope you enjoy using SELFIEforTEACHERS and that the process of self-reflection proves beneficial.





1.2 SELFIEforTEACHERS

The use of digital technologies in teaching and learning has been increasingly introduced in education systems in recent years. Furthermore, during the COVID-19 health crisis, schools across Europe switched to online and remote learning using digital technologies. This shift led to a growing demand for educators' professional development programmes and support to further develop their digital competence (Di Pietro et al., 2020; OECD, 2021; Carretero Gomez et al., 2021). The need for support was also indicated by an increased use of a testing tool which had been developed by the European Commission's Joint Research Centre¹ to help teachers self-assess their digital competence. To meet educators' growing need for guidance and support in using technologies in their practice, the Digital Education Action Plan 2021-2027 (European Commission, 2020) announced that the existing tool would be further developed with new features and supports added. The tool, SELFIEforTEACHERS, was launched in October 2021 on World Teachers Day and is available in over 20 languages.

SELFIEforTEACHERS involves a self-reflection process and aims to help teachers identify their strengths and gaps in their digital competence.

It complements the SELFIE tool which supports whole school planning for technology use². Based on the European Framework for the Digital Competence of Educators (DigCompEdu), SELFIEforTEACHERS includes 32 self-reflection items on teachers' digital competence. Results are provided on a six-level proficiency scale. A report provides personalised feedback to guide teachers in reaching the next level in their digital competence.

SELFIEforTEACHERS is a learning process in itself; it describes what a digitally competent teacher is and which level a teacher can reach. It aims to enhance teachers' agency in their professional development and support them as designers of their professional learning, based on their needs and strengths. The tool makes it possible for teachers to start the process of professional learning on digital technologies, either for their own **professional learning path** or for a group to which they belong. The tool can also help teacher trainers and policy makers **support teachers' professional development** by providing a **facilitating context** for teachers to use the tool and by using the **anonymised aggregated results** generated by the tool to design training programmes and create resources.

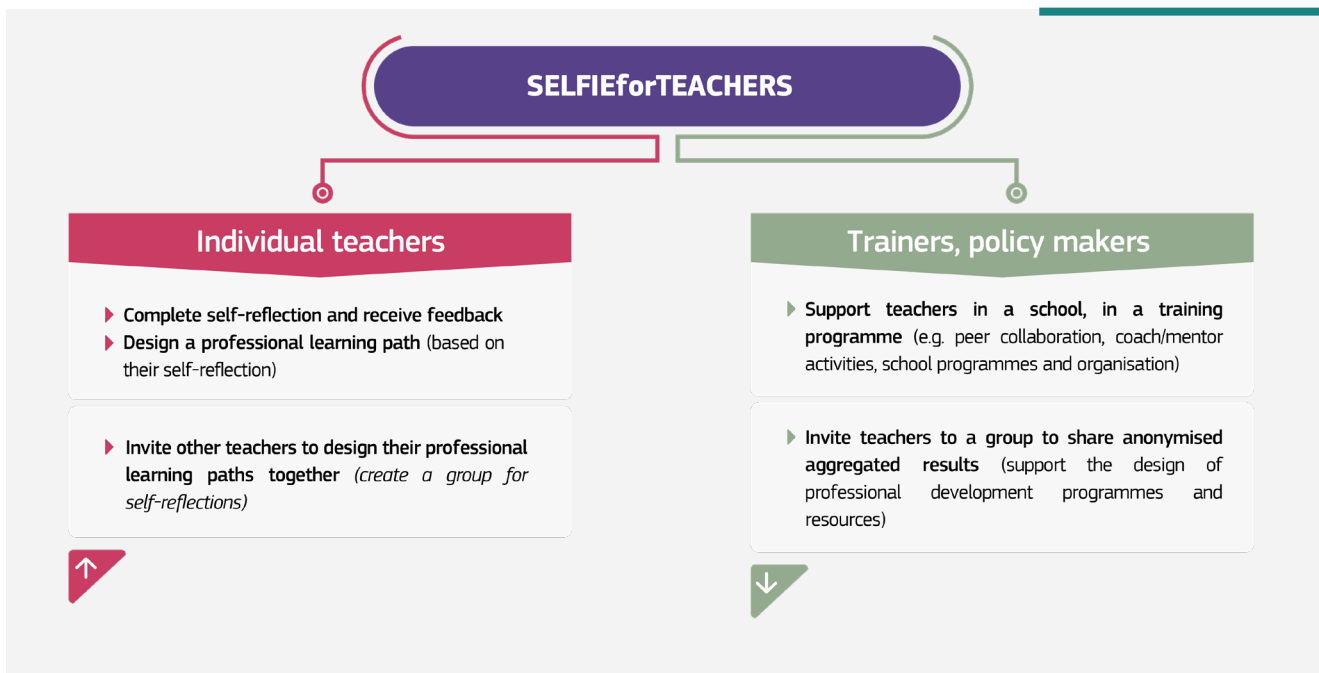


Figure 1. SELFIEforTEACHERS scope

¹ <https://ec.europa.eu/jrc/en/digcompedu/self-reflection-tools>

² <https://education.ec.europa.eu/selfie>

1.3 Teachers' digital competence

Responding to the growing need for educators to build a set of digital competences specific to their profession, the European Commission published in 2017 a conceptual framework providing a common reference for the digital competence of educators (Redecker, 2017).

In the European Commission's Digital Education Action Plan (DEAP 2021-2027), digital competence is considered to be a core skill for all educators and should be embedded in all areas of teachers' professional development.

Find out more

The European Framework for the Digital Competence of Educators (DigCompEdu)

<https://ec.europa.eu/jrc/en/digcompedu>

The Digital Education Action Plan 2021-2027

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

The European Framework for the Digital Competence of Educators (also known as DigCompEdu) captures and describes 22 educator-specific digital competences in six areas. These areas correspond to three dimensions: educators' professional context, pedagogy and learners' competences (Figure 2).

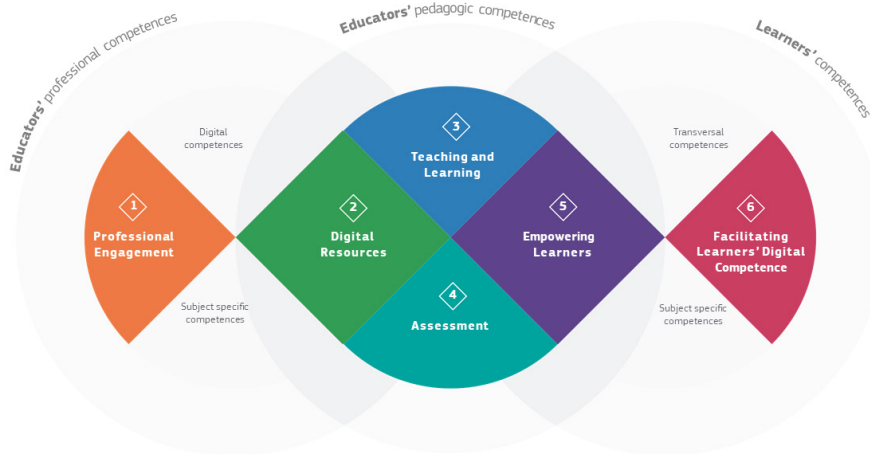


Figure 2. The European Framework for the Digital Competence of Educators (DigCompEdu)

The framework sets out a six-scale point progression model to capture educators' competence proficiency level: A1 = Awareness, A2 = Exploration, B1 = Integration, B2 = Expertise, C1 = Leadership, C2 = Innovation (Figure 3).

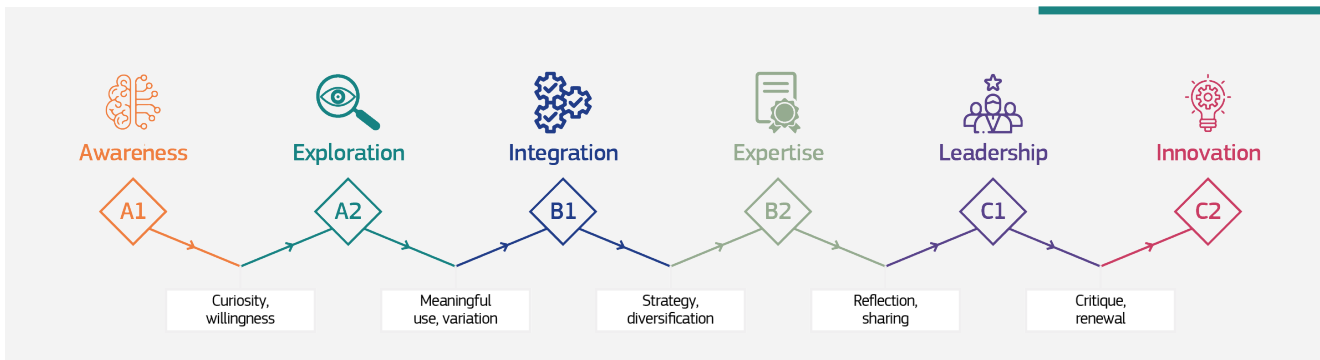


Figure 3. The European Framework for the Digital Competence of Educators (DigCompEdu), Progression Model



1.4 Teachers' professional learning

Across Europe, there are many different approaches to delivering appropriate, effective, high-quality and lifelong teacher training. As well as cognitive and theoretical ways of learning, such as lectures and self-study, alternative approaches to learning such as 'cooperative and communicative process-oriented approaches, reflexive methods like self-assessment, feedback and coaching' are increasingly being used to better connect programme aims to participants' needs (Huber, 2013). It is important to acknowledge that there is no 'best way' to teach. Alternatively, different pedagogical approaches and methods can be effective depending on the profile and preferences of the teacher, as well as on the context of teaching (European Commission, 2018b).



Education systems provide teachers with education and training opportunities and support. At the same time, teachers should be encouraged to take ownership of their professional learning and development and act as reflective practitioners, capable of identifying their own training needs and mapping out their learning pathways in a context of autonomous lifelong learning (European Commission, 2007).

Boeskens et al. (2020) refer to the term 'professional learning' to distinguish more active and contextualised forms of learning – emphasising the teachers' active role and own agency (individually and collectively) as reflective professionals – progressing from the passive connotation of 'professional development' delivered in settings such as workshops, seminars and conferences with the responsibility for staff

development typically being undertaken at system level. At the same time, finding an equilibrium between teachers' self-initiated autonomous learning practices and the provision of central support is critical to stimulate their engagement in continuous professional learning (Minea-Pic, 2020).

SELFIEforTEACHERS aims to support teachers in assuming a central role in their professional learning, in initiating and designing their learning pathways and in actively participating in the learning process, fostering their active participation and agency in the whole process. The tool accommodates features to meet users' learning characteristics and provides feedback and support to aid further development.

One key incentive to encourage teachers' participation in professional development is to offer training that matches their needs (OECD, 2019). SELFIEforTEACHERS allows teachers to follow a self-reflection process in order to identify their specific needs for further development. As teachers are experts in teaching and learning, the tool invites them to take ownership of their own learning. In addition, it allows them to share aggregated data to contribute to the planning of professional group learning.

To consider

Teachers' professional development is often associated with one-time workshops, seminars or lectures, and is typically a one-size-fits-all approach.

Teachers' professional learning is typically interactive, sustained and customised to teachers' needs. It encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts.

https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp

Moreover, according to the Teaching and Learning International Survey (TALIS, 2018), impactful professional development programmes involve collaborative approaches to instruction, as well as the incorporation of active learning. SELFIEforTEACHERS gives teachers the option to set up or participate in a group, making it possible to plan collaborative learning activities, to exchange practices and to monitor progress over time or measured against group and global averages.



1.5 Self-reflection

Self-reflection in learning entails a continuous spiral of learning activity; it can be easy to get done yet difficult to do well as it requires a deep reflection of practice and consideration of each of the possible responses to the statements. Self-reflection can be instrumental, however, in helping teachers to identify weaknesses, strengths and gaps in their digital competence and confidence and take action based on this. It can help them to monitor progress over time and determine their position within a group. It can relate to actual work practice or competence in a broader sense. In a self-reflection process, self-assessment is a starting point to observe the current situation and get information and feedback and act accordingly.

Many countries and bodies have introduced self-assessment and self-reflection practices to promote professional development. In several education systems, including Scotland and Portugal (Huber, 2013), teachers are encouraged to undertake self-assessment practices to promote their engagement and ownership in subsequent decisions about their development.

A number of self-assessment tools have been developed to support continuous improvement, suggesting a development cycle (Caffyn, 1999). By assessing themselves against an external framework or model, participants can gain an

understanding of their current situation and act on their results. Important aspects of a successful self-assessment incorporate the measurement against a model, which can provide a benchmark for identification of further development priorities, as well as acting upon the results (Hillman, 1994).

The SELFIEforTEACHERS tool uses the conceptual Framework for the Digital Competence of Educators as a reference, guiding teachers to reflect on the six competence areas of the framework by responding to 32 items. The tool provides teachers with a results and feedback report with suggestions for further development. Engaging in the SELFIEforTEACHERS self-reflection process can encourage teachers to take action based on their results and plan their professional learning to develop further.

To consider

'If, during the process of reflection, it becomes clear that an improvement in performance is necessary, the self-assessment process should be initiated to identify strengths, areas for improvement, and potential for an action plan to address some of the identified areas for improvement. Reflection can also lead to learning, problem-solving, research, design, and other processes.'

<https://www.ijpe.online/2011/reflection.pdf>



What is SELFIEforTEACHERS?

2. WHAT IS SELFIEforTEACHERS?

SELFIEforTEACHERS is a tool for primary and secondary school teachers that allows them to self-assess their digital competence. SELFIEforTEACHERS uses self-reflection to support the process of professional development and encourages teachers to plan their own learning according to the results.

SELFIEforTEACHERS contains 32 items (statements) corresponding to the 6 areas and 22 competences of the DigCompEdu framework. In order to reflect the complexity of each of the competences, some are covered by more than one item. The items also incorporate the latest developments in digital education, such as computational thinking, online and blended learning, emerging technologies and artificial intelligence, managing data and ethical considerations. The tool is a practical implementation of the competence framework and contains concrete, useful examples which can help teachers reflect on their use of technology.

Each self-reflection item provides respondents with options that indicate a competence level according to a six-level proficiency model. Teachers choose the level that best reflects their current situation. After responding to all of the items, teachers receive a Results and Feedback report with suggestions on how to improve and reach the next competence level.

SELFIEforTEACHERS has been designed and developed by the European Commission in collaboration with experts, teachers and policy makers. It is one of the actions of the Digital Education Action Plan 2021-2027.

2.1 Aim and scope

The goal of SELFIEforTEACHERS is to help teachers further develop their digital competence for their professional practice. The broader goal is to enhance teaching and learning with the use of digital technologies, allowing students to reach their greatest learning potential, while also supporting their digital competence development.

SELFIEforTEACHERS aims to facilitate a learning process for teachers. This is achieved by, firstly, describing the digital competences that teachers can have and the different levels they can achieve. Secondly, the tool provides a detailed report on the results and offers personalised feedback with suggestions for reaching the next level. Thirdly, the tool facilitates the exchange of good practice and sharing of resources and other materials. It follows learning design features that respond to teachers' learning needs to achieve a successful learning process.





SELFIEforTEACHERS is more than a tool. Its value relies both on the process of self-reflection as a learning and development process, and the self-reflection outcomes based on which further action is to be taken.

SELFIEforTEACHERS encourages teachers to become actively engaged in their professional development and to identify their strengths and weaknesses and plan their learning paths. At the same time, it encourages groups of teachers to share aggregated data to support the planning of training programmes and engage in collaborative design for the use of digital technologies in learning and teaching.

SELFIEforTEACHERS



In addition, from a policy perspective, it allows education authorities to use anonymised aggregated data in order to support teachers' professional development. Moreover, it provides a professional development context for teachers, which can be further enriched by training programmes, tools, resources and other measures introduced by education stakeholders.

In summary, SELFIEforTEACHERS, can facilitate teachers' initiatives for their professional learning and provide support for institution- and system-level action.

2.2 Design and development

To develop SELFIEforTEACHERS, we used the European Digital Competence of Educators (DigCompEdu) as a benchmark for teachers' digital competence. We analysed the specific competences as described in the DigCompEdu, also taking into consideration new and emerging pedagogical needs and approaches. We then designed a number of self-reflection items, which included examples to help teachers understand how that particular competence can be applied in practice. Subsequently, we organised a workshop in which a group of around 30 experts – including researchers, policy makers, teacher educators and teachers – discussed the items and provided their input. We edited the items based on the feedback received in collaboration with four education experts and one expert in digital tools development.

A pre-pilot and a pilot study were conducted in five EU Member States, with more than 4,000 teachers taking part. A research-based methodology with psychometric analysis confirmed the reliability and validity of the tool. The quantitative results were supported by qualitative analysis, including feedback received through teacher focus groups.

SELFIEforTEACHERS involves two design and development aspects: (a) the **content**, which includes the reflection items, examples, help text explaining the terms used and proficiency level-based feedback with suggestions on how to level up; and (b) the **online platform** to host the tool, which includes the user interface and functionalities.



See SELFIEforTEACHERS infographics and videos

<https://ec.europa.eu/jrc/communities/en/community/digcompedu-community/news/selfieforteachers-supporting-material>



2.3 Basic elements

SELFIEforTEACHERS followed a design approach to support the development of teachers' digital competence as a **learning outcome**, while at the same time providing a **continuous learning** process. In order to achieve this, it took into consideration some important aspects of teachers' professional learning, including learning approaches and teachers' professional and learning characteristics.



Teachers as designers of their own professional learning

Based on the results obtained through the process of self-reflection, teachers can design their own professional learning to boost their digital competence. As teaching and learning professionals, teachers are the experts who can be responsible for their own learning.

Teachers use the SELFIEforTEACHERS tool to complete a self-reflection on their digital competence, based on which they can choose areas or competences they would like to develop further. In the SELFIEforTEACHERS ecosystem, they can find appropriate resources (e.g. activities, learning material, courses) to reach their learning goals. They can plan activities to develop the target competence(s) and to reach the desired level(s) and apply these new skills to their professional practice. Teachers can collect their learning achievements in, for example, an ePortfolio, which they can share for feedback and use to reflect on the entire process. They can then complete SELFIEforTEACHERS again after a period of time to gauge their progress (Figure 4).

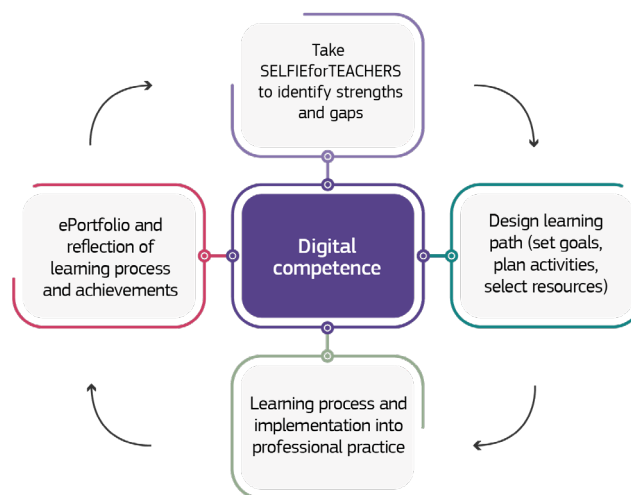


Figure 4. SELFIEforTEACHERS self-reflection process

Since SELFIEforTEACHERS supports teachers' agency towards their professional development, teachers become actively engaged in the process, meet their own needs and develop ownership. The tool prompts them to set their own learning goals, plan activities and use resources to reach these goals, reflect on learning achievements through an ePortfolio and (re)design their next steps. Teachers are encouraged to apply their digital competence in their professional practice by facilitating their students' learning and that of their colleagues, by creating learning content or introducing innovative solutions.

Self-reflection to identify learning needs

The first step to be taken when working with SELFIEforTEACHERS is for teachers to self-assess their digital competences, guided by the tool's 32 items. Upon the completion of their self-reflection (on all or one area), teachers receive a personalised report with their results and their proficiency level in each item, each area and overall. Reflecting on their results, teachers can identify their strengths and gaps and define their learning needs to further develop their digital competence.

Active engagement

By using the tool teachers become actively involved in their learning and are able to start the process of self-reflection as needed. The tool provides suggestions on how to design one's individual learning path to respond to the needs identified. Moreover, the tool allows teachers to create a group and invite colleagues to share their aggregated data to plan group training.

Individual learning pace

Teachers using SELFIEforTEACHERS can start their self-reflection at any time. They can complete this in one session or save it and complete it in as many sessions as they need. They can choose to reflect on one of the six competence areas, plan their professional learning and then continue with the remaining areas. They can (re)visit previous self-reflections and they can explore their digital competence over time or in relation to group and global averages.

+ 'ePortfolio is student-owned dynamic digital workspaces wherein students can capture their learning and their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their learning and achievements' (ATS2020, 2018).

http://www.ats2020.eu/images/deliverables/D1.3_LearningAssessmentModel_CP.pdf

+ The ability to assess one's knowledge, learning and performance is seen to be a key element in becoming an autonomous learner.

Benson, P. (2011), Teaching and Researching – Autonomy in Language Learning, Routledge, London.

+ An analysis of formal, non-formal and informal forms of adult learning and training also suggests that where workers have more autonomy and teamwork with regular exchanges with peers, can enhance informal learning.

Fialho, P., Quintini, G., and Vandeweyer, M. (2019), 'Returns to different forms of job related training: Factoring in informal learning', OECD Social, Employment and Migration Working Papers, No. 231, OECD Publishing, Paris.

+ Teacher learning in a community can be a source of efficacy and confidence in the process of adopting new practices.

Darling-Hammond, L., Hyle, M. E., Gardner, M. (2017), Effective Teacher Professional Development, Palo Alto, CA: Learning Policy Institute.



Peer learning

SELFIEforTEACHERS can also provide an excellent tool for collaborative learning. Teachers can share their individual self-reflection feedback report with a peer or a coach in order to co-design their learning paths and share experiences and practices. Furthermore, if they decide to share their aggregated data, this can provide useful insights for designing and developing learning programmes and material based on common needs.

Continuous professional learning

Teachers can use the tool as many times as they need to monitor their progress over time. They can access completed self-reflections and the Results and Feedback reports from their dashboard. They can also compare their individual results from different reflections and compare their results with group or global averages.

Immediate feedback

The tool provides teachers with an automated report containing their results, along with personalised feedback and suggestions on how to level up. Teachers do not need to complete the whole process before they can see the results; they can access their results immediately, upon completion of each area. A comprehensive report covering all areas and items is provided once the entire process has been completed.

The tool offers a visual representation of the results to support the participants' understanding. Results are presented in different ways (i.e. overall, per area, per item). More detailed and personalised feedback is given for each item, with suggestions on how to improve.

Recognition

Upon the completion of a self-reflection, teachers can download a certificate or a digital badge for their participation.

Anonymity

Teachers create an account for SELFIEforTEACHERS to be able to save an ongoing self-reflection for later, see the results and report of a completed self-reflection, compare results over time and measure them against averages. The teachers' accounts are not associated with the aggregated results generated by the tool. The individual results and the feedback report are available to the teacher alone and only the teacher can access it. The tool keeps anonymised aggregated data only with the teacher's consent. We encourage teachers to agree to sharing their anonymised data to support professional development planning.

+

The self-assessment offers participants the possibility to reflect on their own strengths and weaknesses in the different requirement areas for school leadership which are assessed by CPSM (Competence Profile School Management). The results of the self-assessment are then looked at in relation to the results of their peers, who provide a relevant reference point. By providing inter-individual comparisons, CPSM provides an opportunity for participants to view their own abilities or self-perceptions in relation to others who have taken the self-assessment.

Huber, S. G. (2013), 'Multiple Learning Approaches in the Professional Development of School Leaders – Theoretical Perspectives and Empirical Findings on Self-assessment and Feedback', Educational Management Administration & Leadership, 41(4), pp. 527–540.

+

An important incentive for professional development is recognition. Some examples include certificates of participation in the form of digital badges, as well as acknowledging good practices and providing opportunities to share among peers.

OECD (2019), TALIS 2018 Results (Volume I) – Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris.

+

Learn more about the tool's data protection at
<https://educators-go-digital,jrc.ec.europa.eu/data-protection>



ePortfolio approach

Teachers are encouraged to use SELFIEforTEACHERS as part of a self-reflection process, following an ePortfolio approach in order to gather evidence of their learning, facilitate their self-reflection process and share their work for feedback.

The suggested process involves the following actions.

- Use the SELFIEforTEACHERS tool to reflect on one's digital competence.
- Use the results (the individual Results and Feedback report) to identify strengths and gaps and set learning goals (this process can be accomplished as an individual task or as a collaborative one by sharing the feedback report with a peer(s) or a coach and co-designing learning paths).
- Design learning activities to achieve the learning goals and identify available resources and materials (e.g. a MOOC course, guides, learning apps).
- Apply the new competences in professional practice (e.g. student learning, colleague support, school community, developing content).
- Collect learning achievements in an ePortfolio.
- Reflect on the learning process.
- Complete another self-reflection using SELFIEforTEACHERS to identify progress.
- Share the learning experience, including the ePortfolio and reflection on the learning process and outcomes for acknowledgment and feedback.
- (Re)design new learning paths.

Teachers can choose to cover a competence area, one competence or one competence level. They may aim to fill a learning gap or build upon a strength. It could be an individual learning path or a collaborative one.

ePortfolio as a learning and assessment process

'The ATS2020 learning and assessment model extends and fleshes-up existing models combining process and product. Evidence of learning is gathered using an ePortfolio three-level developmental process -repository, workspace and showcase- with an embedded continuous reflection cycle of "my learning". Teachers and students are expected to collaborate and make evidence-based decisions while (re)designing instruction and learning.'

http://www.ats2020.eu/images/deliverables/D1.3_LearningAssessmentModel_CP.pdf



2.4 Content

Self-reflection areas and items

SELFIEforTEACHERS is based on the European Framework for the Digital Competence of Educators (DigCompEdu). It follows the framework's six areas of competence, providing 32 items in total. The items include references to new pedagogical trends and needs, such as computational thinking, online and blended learning, emerging technologies and AI, data management and ethical considerations (Figure 5).



Figure 5. SELFIEforTEACHERS areas and items

Each item contains an introductory text, which is followed by six statements reflecting different proficiency levels. Teachers choose the statement which best describes their current competence level (Figure 6). You can find all 32 items with their six proficiency level statements in Annex I.

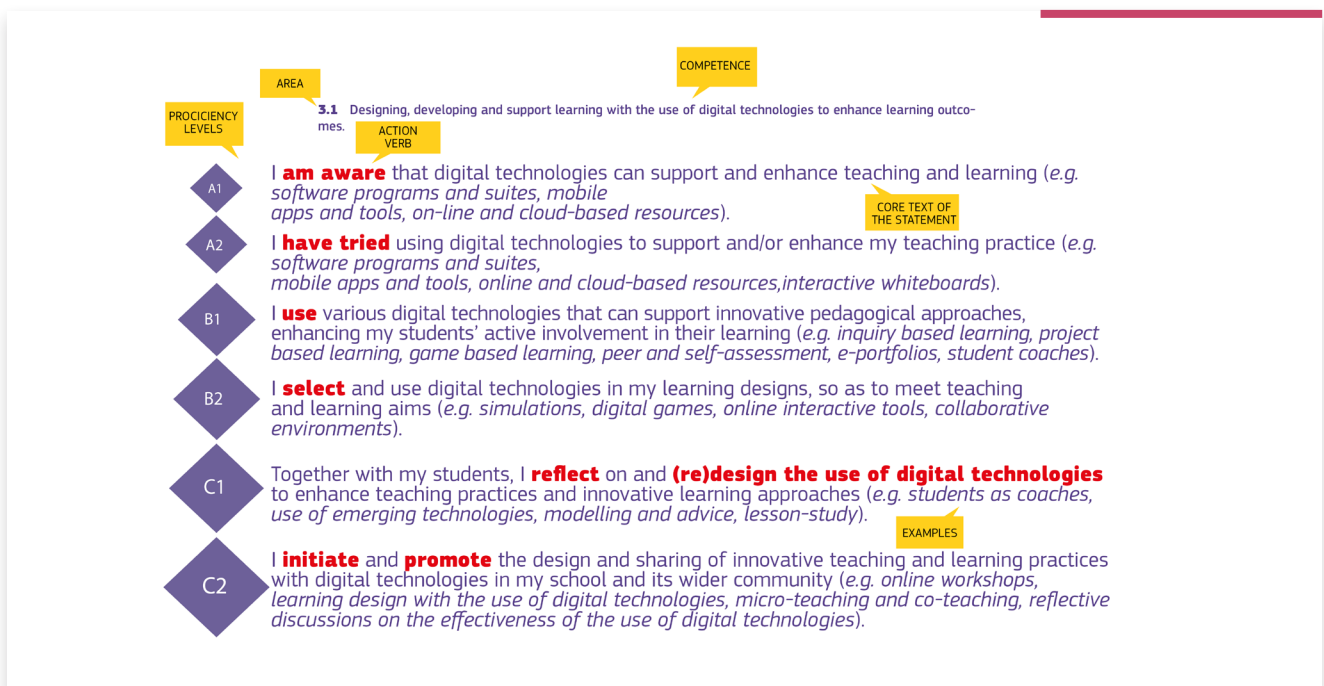


Figure 6. SELFIEforTEACHERS structure of items (an example)



The six proficiency levels follow the progression model described in the DigCompEdu framework. To help users, the statements use ‘action verbs’ related to the proficiency level (Figure 7) and provide indicative examples relevant to the teachers’ practice. The tool also provides a glossary of terms and help text related to teachers’ digital competence. This feature supports teachers’ learning about digital competence, while at the same time supporting their understanding of the related competence (Figure 8).

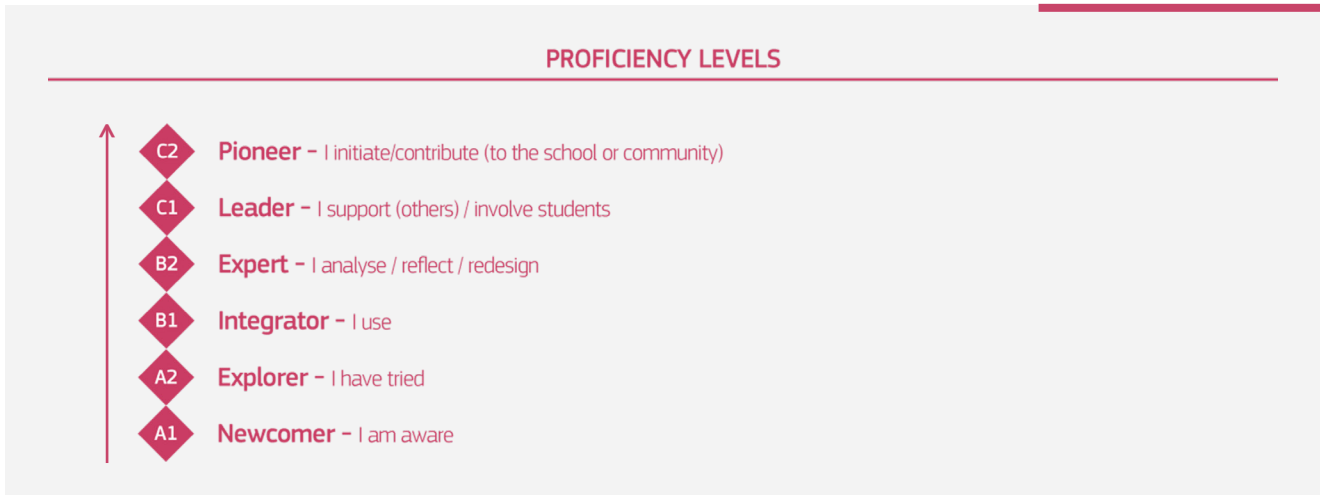


Figure 7. SELFIEforTEACHERS proficiency levels



Figure 8. SELFIEforTEACHERS structure of statements (an example)



Results and Feedback report with suggestions on how to level up

The responses entered into SELFIEforTEACHERS are matched with the corresponding proficiency level. The results are presented visually for each item and for each competence area. The overall digital competence is also presented in terms of the six proficiency levels (Figure 9).

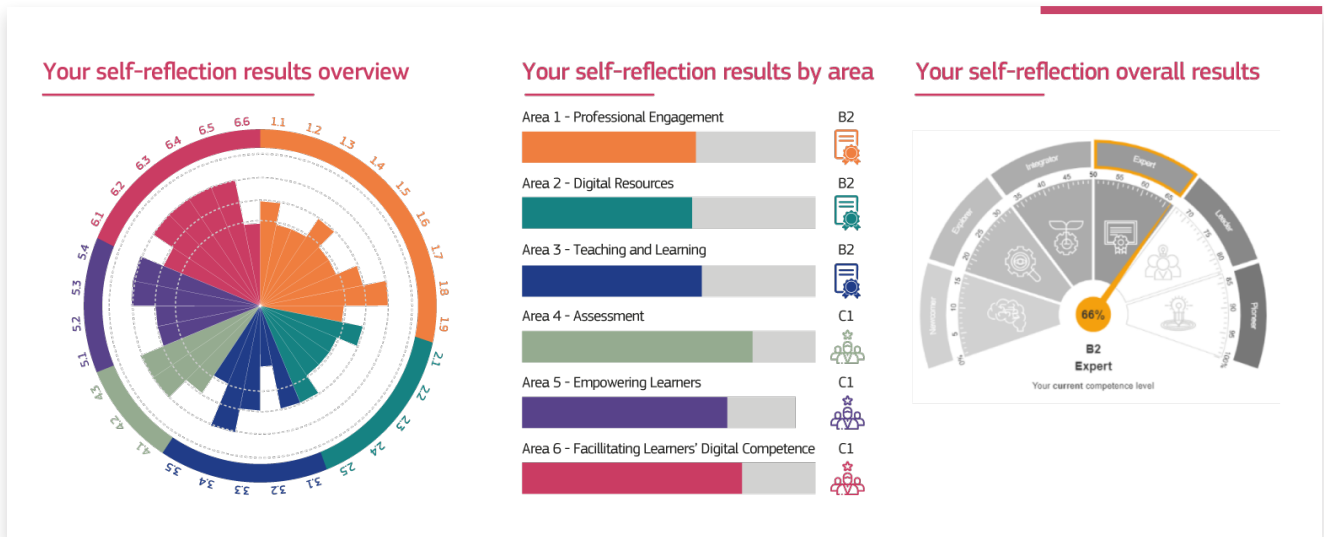


Figure 9. SELFIEforTEACHERS visual presentation of results

Teachers also receive personalised feedback for each one of the items, describing what the current proficiency level entails and giving suggestions on how to move to the next level (Figure 10).

Teachers can view their completed self-reflections and download their Results and Feedback report. They can also compare their results over time, with a group and with global averages.

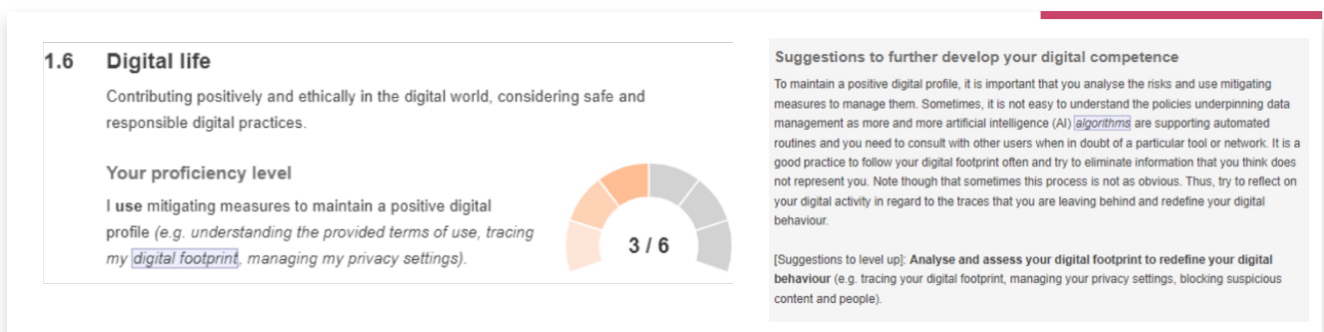


Figure 10. SELFIEforTEACHERS personalised feedback with suggestions on how to level up

2.5 Online platform

The SELFIEforTEACHERS online platform provides a secure and easy-to-use environment to host the tool. It has been designed and developed with functionalities to support the tool's purpose and basic elements, taking into consideration user characteristics as well as the tool's pedagogical approach.

Users can access a variety of management tools related to their role via the dashboard. From here, they can start and complete a self-reflection, create and manage a group, access the history of self-reflections, compare results and download participation certificates and digital badges. The platform also maintains the security and confidentiality of the users' data and informs the users about personal data management, cookies and terms of use. At administrative level, the platform allows the management of content, users, reports, anonymised aggregated data and learning analytics. A usability test has been performed and users' feedback has been incorporated to respond to user needs.

2.6 Ecosystem

SELFIEforTEACHERS aims to help teachers further develop their digital competence and subsequently use digital technologies for the benefit of their students and themselves. Teachers are encouraged to take action based on their self-reflection results.

Supporting material – including videos, infographics and other resources – has been developed to provide information about the tool and guidelines on how to use it. A dedicated website provides support material news and updates (<https://ec.europa.eu/educators-go-digital>).

Good practices on how the tool is being used are being collected and shared. Teachers are starting to share stories on how they are using SELFIEforTEACHERS, with some already presented in webinars and on online shared platforms (such as the DigCompEdu ePosters platform). Furthermore, the DigCompEdu community serves as a hub where researchers, educators, teachers and other stakeholders can start discussions on SELFIEforTEACHERS and its implementation.

+ Join the DigCompEdu community at:

<https://ec.europa.eu/jrc/communities/en/community/digcompedu-community>

A range of projects have now started in relation to SELFIEforTEACHERS, including the development of teacher training programmes, educational resources and implementing teaching and learning using digital technologies.

The **SELFIEforTEACHERS Experts Network** will support the use of SELFIEforTEACHERS by using the tool in different ways and sharing good practices.

While SELFIEforTEACHERS encourages teachers' agency and active participation in their learning, institutional and systemic support is also very important to facilitate their further development and to provide support on their professional learning paths. Teachers need access to learning resources and to communities to meet their learning needs, to receive feedback and exchange good practices (steps 4 and 5, Figure 11).

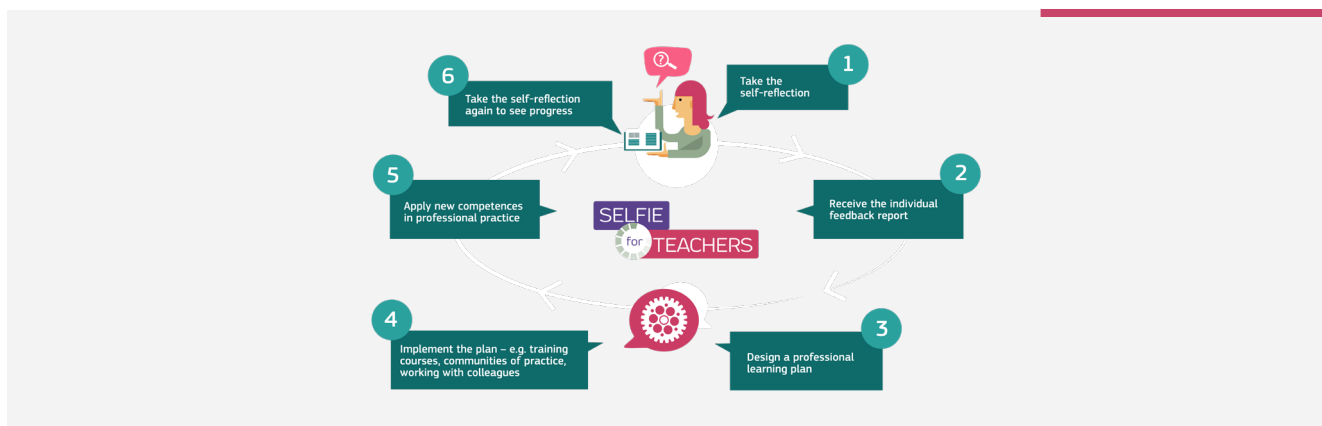


Figure 11. SELFIEforTEACHERS professional learning path

Interested to know more?

Contact JRC-DIGCOMPEDU@ec.europa.eu
Visit <https://ec.europa.eu/educators-go-digital>
Join <https://ec.europa.eu/jrc/communities/en/community/digcompedu-community>
Follow [#SELFIEforTEACHERS_EU](https://twitter.com/SELFIEforTEACHERS_EU)

SELFIEforTEACHERS step-by-step

3.SELFIEforTEACHERS step-by-step

SELFIEforTEACHERS is free and available at <https://educators-go-digital.jrc.ec.europa.eu> (Figure 12).

After creating an account, users can complete a self-reflection, create a group and invite other teachers to join, manage their self-reflections, download their self-reflection feedback reports, compare their results, download participation certificates and digital badges and access support (guidelines, resources and a glossary).

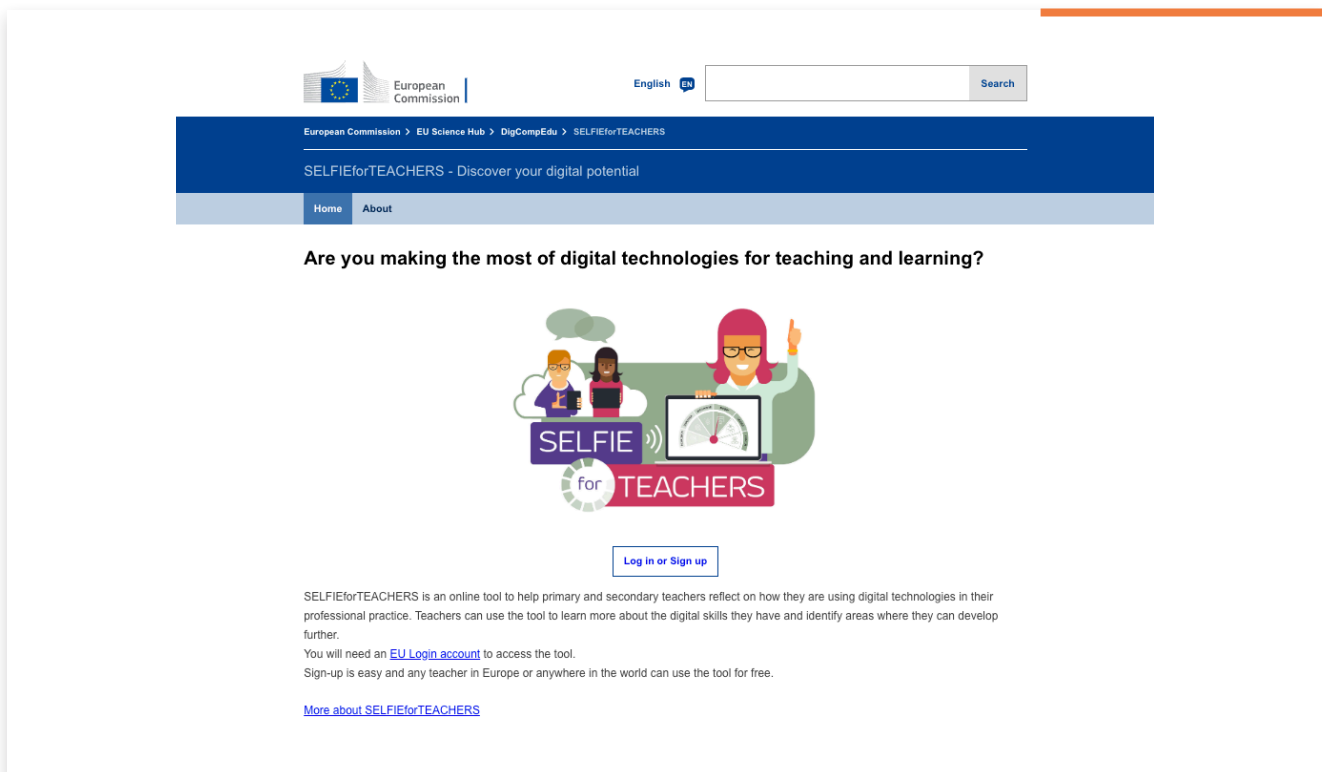


Figure 12. SELFIEforTEACHERS log in page

3.1 Choosing the language version

SELFIEforTEACHERS is available in all official EU languages as well as other language versions. You can choose your preferred language by clicking the language section at the top of the page (Figure 13).

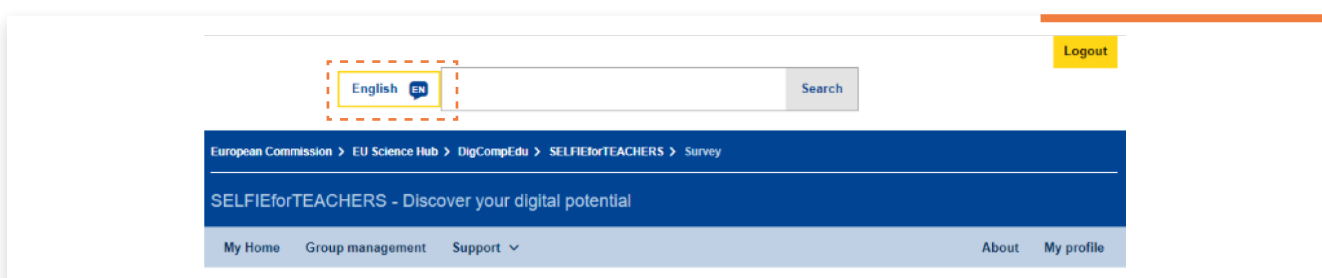


Figure 13. SELFIEforTEACHERS language section



You can now choose from a list of available languages (Figure 14). Please note that the tool will always start in the language version that you have chosen as your default language. You can change your default language in the section 'My Profile'.

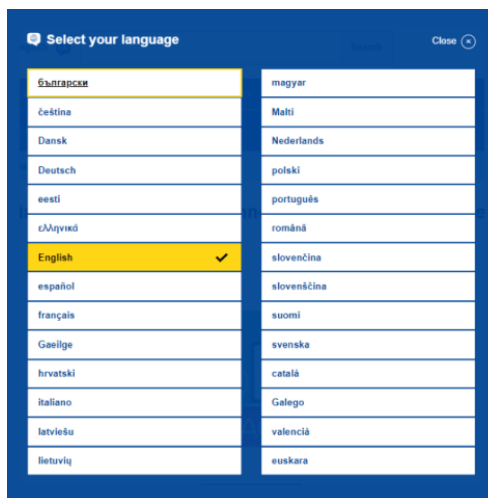



Figure 14. SELFIEforTEACHERS available language list

3.2 Logging in

To log in to SELFIEforTEACHERS, you need to have an EU Login account, which is the European Commission Central Authentication Service that allows a Single Sign-On for users of different online applications and services. When you click on the 'Log in or Sign up' button (Figure 15), the tool will ask you to use your EU Login account (Figure 16). If you do not yet have an EU Login account, you will be asked to create one (Figure 15). You can find information on how to create an EU Login account at https://webgate.ec.europa.eu/cas/manuals/EU_Login_Tutorial.pdf.

 **Tip**
You can open the tool in a different tab on your browser and refresh it once signed in

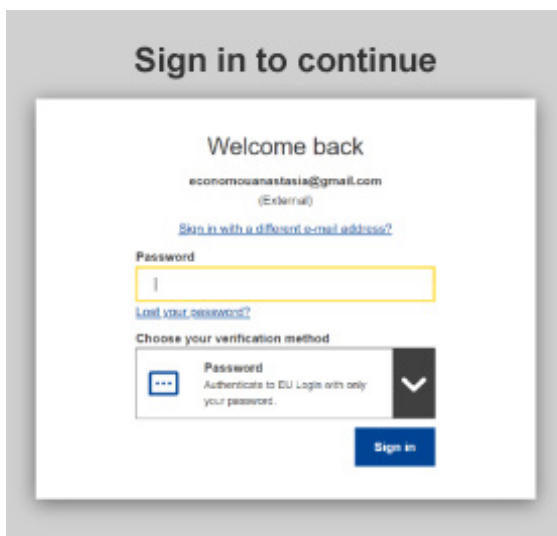


Figure 15. EU Login - Sign in

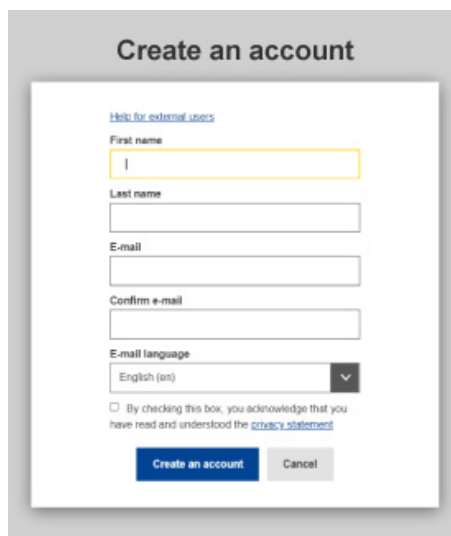


Figure 16. EU Login - Create an account

If you are logging in for the first time, you will go through a short introduction with guidelines on how to use the tool. If you have used SELFIEforTEACHERS before, you will be directed to the page 'My Home', from which you can manage your self-reflections.



3.3 Setting My Profile

In 'My Profile' you can see the name and email that you are using for your account. You can also choose the default language for the tool.

3.4 Manage my self-reflections (My Home page)

The page 'My Home' is your user dashboard where you can:

- **start** a self-reflection at any point in time;
- **accept an invitation** from a group creator and start a self-reflection within a group;
- **continue** an ongoing self-reflection;
- **visit and view** the Results and Feedback report for your completed self-reflections;
- **compare** your self-reflection results over time, with a group and with global averages;
- **download** your participation certificates and digital badges.

You can differentiate between a self-reflection that you have initiated on your own and one that you have started after receiving an invitation from a group creator (taking it within a group) by means of:



- different colours – green for the ones you initiated yourself and pink for self-reflections within a group,



- different icons – one-person icon and group icon.

+ How is a self-reflection initiated by me different to one that I started after receiving an invitation from a group creator?

If you agree to complete your self-reflection within a group (that is after receiving an invitation from a group creator):

- the self-reflection is always an individual one;
- nobody else has access to your Results and Feedback report, apart from you;
- when starting your self-reflection, you can agree to share anonymised results to support professional development planning based on the group's needs (the needs are assessed based on aggregated anonymised data);
- you can compare your results with a group average.

Start a self-reflection

Own initiative

You can start a new self-reflection on your own at any point in time by going to 'My Home' and selecting 'Start', which you will find under the green image symbolising an individually initiated self-reflection (Figure 17).

Before you can start the actual self-reflection, you will need to go through the following steps.

1. Select the education sector you belong to from a drop-down list (Figure 18).

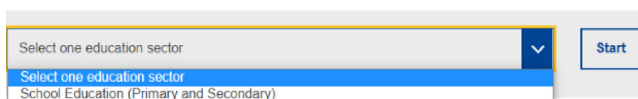


Figure 18. Selecting an education sector



Start a new self-reflection

Start

Figure 17. Starting a new self-reflection (on your own)

+ Note

The self-reflection has a start and an end date. You need to complete your self-reflection within this period.



2. Agree (or not) to share the anonymised data from your self-reflection (Figure 19).

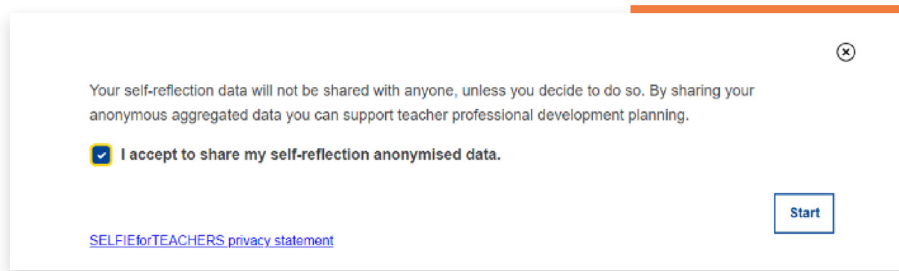


Figure 19. Sharing anonymised data

Why agree to sharing anonymous aggregated data from my self-reflection?

We recommend that you share your self-reflection anonymised results because:

- results cannot be associated with a person (i.e. your results will never be linked to your name);
- your anonymised data will enrich the tool's aggregated data, providing a more representative sample of data;
- the tool's aggregated data can support the planning of teachers' professional development (programmes, resources, tools, etc.), responding to teachers' needs (at a systemic level, school level or specific group level);
- the tool's aggregated data can support research on the digital competence of educators.

3. Read a quick overview on how to use the tool.

4. Describe how you perceive your digital competence as a teacher. You will be asked to respond to this question again after you complete your self-reflection (Figure 20).



Figure 20. Digital competence perception before taking the self-reflection

Tip

The tool will prompt you with a pop-up window if any errors are detected in your responses. The error will be marked in red and guidelines will be provided to help you fix it.



You will receive a graph on your feedback report comparing the ways in which you perceived your digital competence before taking the self-reflection and after taking it (Figure 21). You will also be able to compare it with your actual self-reflection results.

You are now ready to respond to the self-reflection items.

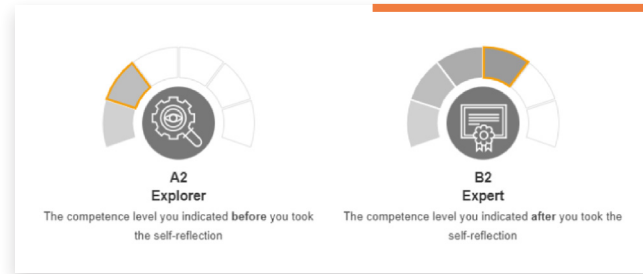


Figure 21. Digital competence perception before and after taking the self-reflection

After receiving an invitation (within a group)

You can also start a new self-reflection after receiving an invitation (a link via an email). **To be able to start your self-reflection within a group you have been invited to, you need to:**

1. first log in to SELFIEforTEACHERS;
2. paste the invitation link into your browser URL address. You will see a pop-up message confirming that you are now invited to a 'Group'. The pink image symbolising a self-reflection by invitation is now activated (Figure 22 and 23).

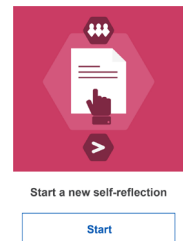


Figure 22. Starting a new self-reflection (within a group)

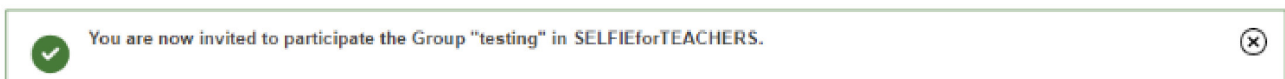


Figure 23. Accessing a group by invitation

3. You can now start your self-reflection within a group, in the same way as for any self-reflection, by following the same steps described above.

Note

Make sure that if you are invited to complete your self-reflection within a group, you use the pink image (not the green one), which will also indicate the group's name.



Complete a self-reflection

Main steps involved

To complete your online self-reflection, you need to go through the steps shown in Figure 24. You can go through them in one go or in as many sessions as you need within the indicated period.



Figure 24. Steps to go through the online self-reflection

Self-reflection items – Structure of the page

The self-reflection comprises 32 items in 6 areas. You can start completing your self-reflection in any order you like, by choosing an area or an item to start from. You can scroll through the items by using the yellow arrows to the left and to the right of the items bar. You can select an item by clicking on it or by clicking on the navigation buttons ‘Previous’ and ‘Next’. When an area is chosen, the items that belong to that area are highlighted in light blue. The selected area and the current item are highlighted in darker blue. The items that you have responded to and saved are underlined in yellow.

The main page of self-reflection items (Figure 25) has the following features:

- information about the self-reflection
 - the education sector that you have chosen (top of the page),
 - the date and time you last saved the self-reflection (top of the page),
 - the period during which you can complete your self-reflection (bottom of page),
 - the number of items that you have completed out of the 32 (bottom of page).
- information about the self-reflection item
 - title and description of the selected area,
 - title and introductory statement for the selected item,
 - the six proficiency level statements and a seventh statement indicating that you are not aware of a given competence.
- navigation buttons – ‘Previous’ and ‘Next’
- action buttons – ‘Save’, ‘Areas report’ (activated if you have completed at least one area), ‘Submit’ (activated when you have completed all areas).



Tip

You need to save your responses for the tool to register them as completed.



Tip

You can choose an item to respond to by clicking on the item on the items bar, or by using the buttons ‘Previous’ and ‘Next’.

The yellow arrows to the left and to the right of the items bar can only help you scroll through the items.

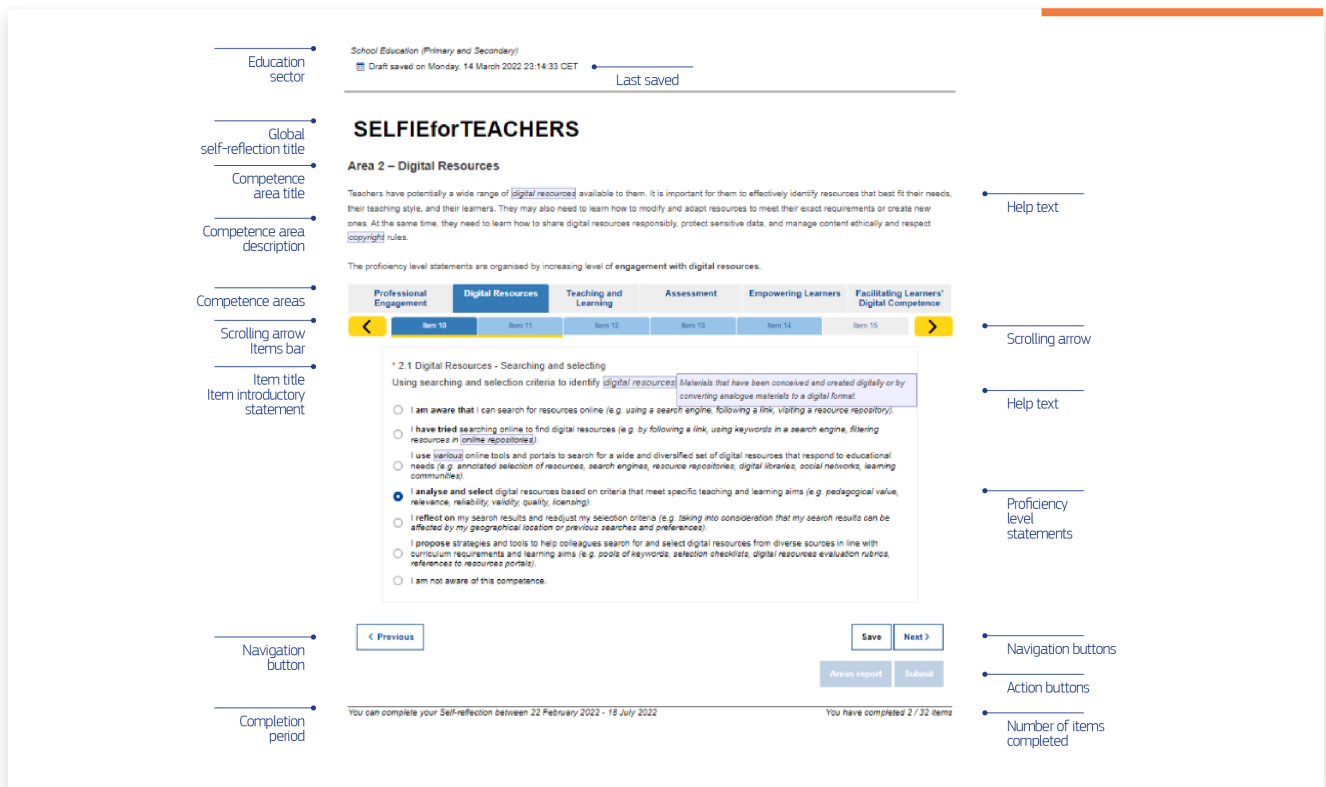


Figure 25. Main page of the self-reflection items

Respond to an item

In order to respond to an item you need to go through the following steps.

- **Choose the competence area** to start with.

The selected area will be highlighted in darker blue. You can see the items for the selected area in light blue.

You can always follow the default order, which starts with Area 1 – Professional Engagement.

- **Read the description** of the area.

Try to understand what the area is about and how the proficiency level statements are organised.

- **Choose the item** that you want to respond to.

The selected item will be highlighted in darker blue.

By default, the tool starts with the first item for the area.

- **Read the item's introductory statement.**

Try to understand what the item is about.

Read all of the proficiency level statements.

Try to understand what the specific competence entails.

- **Choose the proficiency level** that best reflects your current competence.

- **Save your answer.**

The completed item will be now underlined in yellow.

- **Choose the next item** to respond to.

You can use the navigation buttons 'Next' or 'Previous' or click on an item on the items bar.

- **Repeat the same process** until you have completed all 32 items.



Tip

Hover your mouse over highlighted words in the text to learn more about them.



Tip

In each proficiency statement you can find 'action verbs' in bold that can facilitate your understanding of the specific level.

You can also find indicative examples in italics that refer to the specific level.



Tip

Always save your answers. The tool can only register a completed response when saved.



Access results for completed areas before completing the whole self-reflection

Note that when all of the items for one area are complete (and saved), then the area is also underlined in yellow (Figure 26) and the 'Areas report' button is activated.

You can choose to see the report for the area that you have already completed.



Figure 26. Indication of completed items and area

Submit your self-reflection

When all items in all areas are completed, the 'Submit' button is activated. Please make sure that your responses are those that best reflect your current competence, as once you submit your self-reflection, you will not be able to revisit it and modify it. You will only be able to access your Results and Feedback report. If you are not ready to submit it yet, close the pop-up window (Figure 27), revisit your responses and submit.

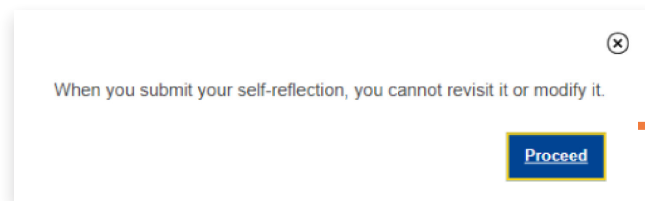


Figure 27. Submitting your self-reflection notice

Fill in the 'Some information about you' section

After submitting your self-reflection, you will be asked how you perceive your digital competence now that you have been through the self-reflection process. Remember that you were asked the same question before you started your self-reflection.

The tool will then ask you to provide some information in order to understand your professional context better. You will need to respond to 9 questions with answers from a drop-down list or a 5-scale option.

Your anonymised responses will help us analyse and better understand teachers' professional context and characteristics and how we can best support teachers using SELFIEforTEACHERS to further develop their digital competence.

When you submit your answers, you will be taken to your Results and Feedback report page.



Explore your full comprehensive report on your completed self-reflection

When all items in all areas are completed, SELFIEforTEACHERS generates a report of results and personalised feedback with suggestions on how to reach the next level. The feedback report has the following sections, which you can also reach through the side menu (Figure 28).



Figure 28. The Results and Feedback report page

Check the summary of your results

In this section, you can see three figures showing a summary of your results.

- Your self-reflection's overall results

The first graph shows your overall competence level according to a six-level proficiency scale. You can see what each proficiency level means by hovering your mouse over each one. Below, you can also see the perception of your digital competence proficiency level before and after taking your self-reflection (Figure 29).

- Your self-reflection results by area

The second graph shows your competence level by area. You can see what each proficiency level means for a specific area by hovering your mouse over each one.

- Your self-reflection results overview

The third graph shows you an overview of your results by item. You can see the level you chose for each item (scale 1-6) by hovering your mouse over each one.

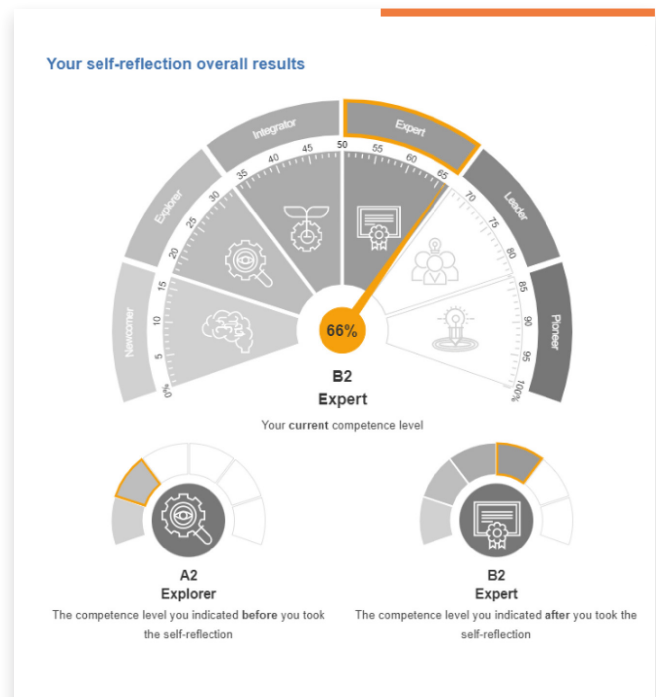


Figure 29. Graph with the self-reflection overall results



Tip

Hover your mouse over the areas and items in the graphs to find information about them.



Compare results

In this section you can apply filters to compare your current results with previous self-reflections to see your progress over time, with a group and with global averages (Figure 30). You can only apply one filter at a time.

Apply filters below to compare your current results with previous self-reflections or averages of a group. You can see the comparisons in the graphs.

Individual performance Groups averages

Select Select

Figure 30. Filters let you compare your current results with a group average

The comparisons are shown in graphs. An example is presented in Figure 31.

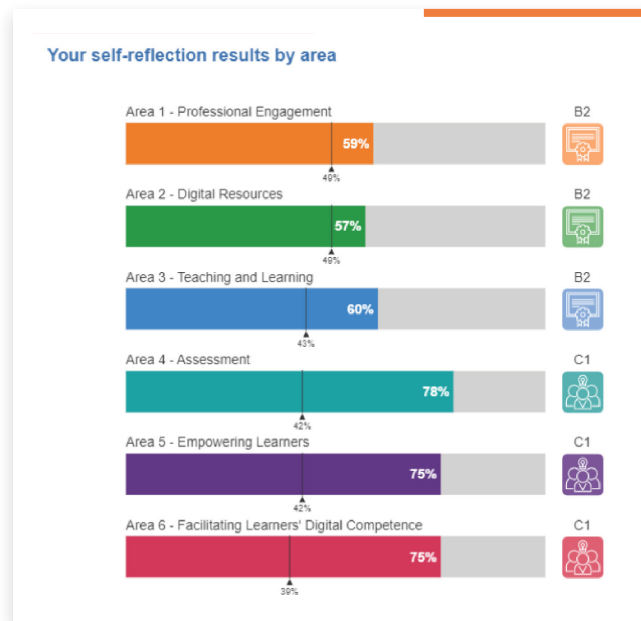


Figure 31. Graph with comparison of the current self-reflection with global averages

Read your personalised feedback per item with suggestions on how to level up

SELFIEforTEACHERS provides personalised feedback with suggestions on how to reach the next level. As there are 32 items, feedback is organised by area (Figure 32). You can open and close each area by clicking on the yellow arrow in front of it. The feedback given for each item presents the item and the proficiency level followed by suggestions and actions to take.

Feedback per item

See your results per item and personalised feedback with suggestions to level up.

- > Area 1 – Professional Engagement
- > Area 2 – Digital Resources
- > Area 3 – Teaching and learning
- > Area 4 – Assessment
- > Area 5 – Empowering learners
- > Area 6 – Facilitating learners' digital competence

Area 1 – Professional Engagement

1.1 Organisational communication

Using digital technologies to enhance communication with colleagues and/or learners and/or parents.

Your proficiency level

I **analyse and select** digital technologies based on their features and suitability for my organisational communication needs (e.g. *effective, efficient and personal communication*).

Suggestions to further develop your digital competence

Being able to **analyse digital technologies** based on their **affordances** and limitations facilitate the selection of the most appropriate communication tools for the communication goals and needs. You may also want to work with colleagues and support them on developing common digital communication practices to use for the whole school and its **wider community**.

[Suggestions to level up]: Think about the communication needs and skills of your colleagues and provide **support** and advice to reach effective, efficient, safe, responsible, inclusive communication at school level and beyond.

Figure 32. Personalised feedback with suggestions on how to level up



Download your report


You can download the Results and Feedback report in PDF format; find it on your computer (usually in the 'Downloads' folder).

Proficiency levels explained


If you need to better understand what each proficiency level entails, you can open the corresponding area (Figure 33).

Help us improve

You can provide your feedback, comments, suggestions and ideas so that we can further improve SELFIEforTEACHERS. Select the 'Help us improve' button and fill in the questionnaire provided.

 **Tip**

We use the 'accordion' feature to have a simpler page with less information and the flexibility to expand if more information is needed. You can open and close the accordion to facilitate your navigation of the page.

 **Tip**

You have access to your report (online and PDF file) from your dashboard (My Home) whenever you log in again.

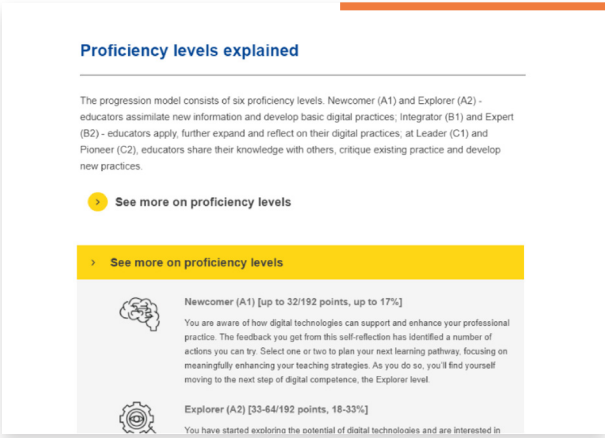


Figure 33. Proficiency levels explained

Visit a related link

This section appears only in a self-reflection within a group when the group creator added a link they thought would be useful for the participants. This can be, for example, a link with more information about the group (e.g. information about an institution or school), or a link where the participants can share their professional learning plans.


Continue an ongoing self-reflection

You can choose to complete your self-reflection in one go. This can take around 30 minutes, depending on your individual pace. You can also choose to save your unfinished self-reflection and come back to complete it later (in as many sessions as you need) before the deadline.

You can access your saved self-reflection via the page 'My Home' by selecting the 'Continue an ongoing self-reflection' icon (Figure 34). You can then proceed to complete your self-reflection as described in Section 3.4.2 above.



Figure 34. Continuing an ongoing self-reflection

 **Tip**

You need to complete your self-reflection within the planned period (indicated at the bottom of the tool's main page). The tool will send you a reminder, indicating how much time you have left. This will occur 3 times during the available time as well as the day before the deadline.

Manage completed self-reflections

You can access your completed self-reflections in the 'Self-reflections history' section (Figure 35) from the page 'My Home'. In this section, you can see all of the self-reflections you completed. For each completed self-reflection, you can see the submission date, the global self-reflection title and period and education sector. The name of the group is also indicated if the self-reflection was completed within a group. For each self-reflection, you can view your Results and Feedback report and get your participation certificate and digital badge.

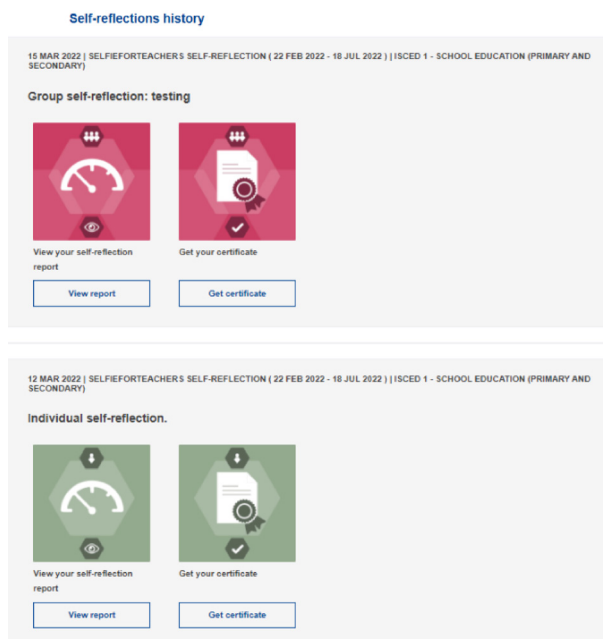


Figure 35. Self-reflections history

View and download reports from completed self-reflections

By selecting the 'View report' button under a completed self-reflection, you can access your Results and Feedback report. You can explore and download your report in the manner described in Section 3.4 above.

You can also complete the 'Help us improve' questionnaire if you have not yet done so.

Your feedback is important for us as:

- we will be able to further improve the tool's features based on your feedback;
- we can confirm or drop ideas about future tool developments;
- we will reflect on our design based on your feedback;
- we will receive further insights on the use and implementation of the tool.

Get your participation certificates and digital badges for completed self-reflections

You can download your participation certificate for the completed self-reflection directly from the 'Digital badge and certificate' page in PDF format. Find this on your computer (usually in the 'Downloads' folder).

You can also request a digital badge following the process described on the 'Digital badge and certificate' page. You will receive your digital badge notification by email.



Figure 36. Participation certificate and digital badge

3.5 Group Management

You can start and manage a self-reflection group as a group creator. This allows you to invite teachers to the group to share the anonymised data from their self-reflections in order to identify the group's needs and support professional development planning. Any SELFIEforTEACHERS user can create and manage groups from the 'Group Management' page, where you can:

- create a new group of teachers to participate in a self-reflection and invite participants;
- manage an existing group and self-reflection details;
- view and download the group's anonymised aggregated data.

Create a group

To create a group you need to take the following steps.

1. Click on 'New group' under the image 'Create a new group' (Figure 37).

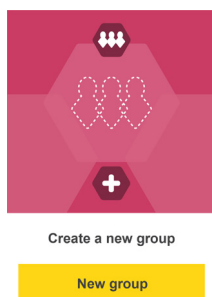


Figure 37. Creating a new group

Tip

Before you create a group, you need to do some planning. Ask yourself, for example, what the group is about, what the purpose is, who you want to invite to join the group, what the self-reflection period would be (start date and end date), whether group coordinators are needed and so on.



2. **Enter the following information** on the 'Create new group' page.

- Provide a group name and description.

Think of names that are not too long, while at the same time providing information on the group's characteristics and its timeframe. This will facilitate future references to the same group or comparisons with similar ones.

Example. ScienceTeachers_Brussels_Spring2022

- Check whether you want to have this group enabled or not. You can only send the link to the group when the group is activated.

Tick this option if you want the group to be activated from the start. You can always activate it later through 'edit group details'.

- Choose the education sector applicable.

The tool provides a global self-reflection for a period of time during which the individual self-reflections are available.

- Indicate the earliest date that the participants can start and submit their self-reflections and the latest date.

Allow a minimum of 1 week between the earliest and latest date so that the participants have enough time to complete their self-reflections. Do not allow more than 1 month if you need the group's aggregated results to plan professional development actions for the group.

The tool will not allow you to choose a completion date that exceeds the global self-reflection period. In such a case you will be able to create a group under the new global self-reflection.

- Enter the estimated number of participants.

Try to give a good estimate. This will help you to better monitor the group's progress and support participants accordingly. You will only be able to view completion percentages and participant numbers with no association to persons.

- You can add an external link for the group participants. The link will appear in the Results and Feedback report.

You can add a link the group participants can refer to for more information about the group or a link where they can share their professional learning plans. You need to add the full URL including 'http://' or 'https://'

- Click **save**.

- On the 'Group Management' page you will see a **pop-up message** indicating that the group was created successfully.

- You can now copy the '**invitation link**' created by the tool to share/send by email to the group's participants.

Tip

The tool provides some notifications with pop-up messages at the top of the page. There are three colours and icons used for different types of notifications:

- red icon for an error;
- green icon for success;
- orange for questioning.

Manage your groups

Once you have created a group you can:

- edit the group's details;
- view completion progress and aggregated anonymised results;
- appoint and manage group coordinators;
- download the aggregated anonymised data.



Edit group details

This option (Figure 38) allows you to view the group's characteristics and enable or disable the group.

View completion progress and aggregated anonymised results

The group creator can monitor the completion progress for the group on the 'Group report' page. You will see the number of participants and completion percentages based on the estimated number of participants that you had provided when creating the group (Figure 40).



Edit group details



Figure 38. Editing group details

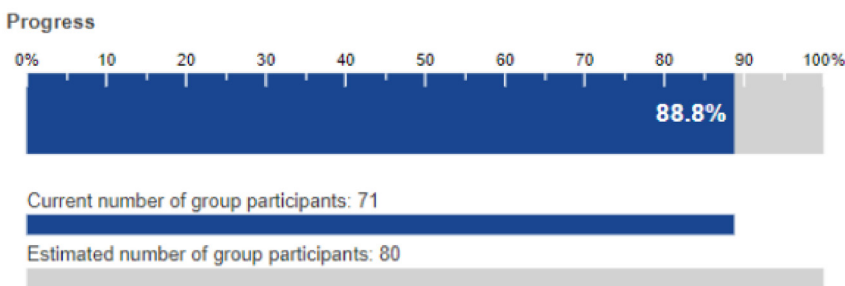


Figure 40. Group completion progress



View group report



Figure 39. Viewing a group report

If the group has reached the minimum number (10) of self-reflections, and the participants have agreed to share their anonymised data, you will be able to see the group's results generated from the anonymised data. You will see three graphs with the group's overall results, group averages by area and by each item. You will not be able to see any results if the minimum number is not met.

Idea

Teachers might decide to share parts of their results and their feedback report with peers or a coach in order to receive feedback or to co-design their professional learning paths within others.

Appoint and manage group coordinators

If you have created a big group with many participants, you might want to have some help in supporting the group. For example, if your group encompasses a region with many schools, or a training institution with numerous teacher groups, you might want to appoint coordinators for each school or each group to follow the completion progress and empower the group members in their self-reflection process.

The group coordinators will have access to the management options for a specific group, including access to the group's anonymised aggregated data. They do not have access to the 'Group coordinators' management page.



Manage group coordinators



Figure 41. Managing group coordinators



To invite a coordinator, the group creator has to click the yellow button 'Invite coordinator' on the 'Group coordinators' page (Figure 42). In the new window, as a group creator you need to enter the email address of the person you would like to invite as a coordinator of the group. When you save this email address, the tool sends an email to the person inviting them to join the group as a coordinator. This person needs to follow the link provided in the email within 48 hours to accept the invitation. They need to log in to SELFIEforTEACHERS with the same email address. Upon logging in, they will see a pop-up window saying that they are now a coordinator of the group.

Once a person accepts the invitation, you can see them in the list of coordinators. You can disable a person from being a coordinator by selecting the corresponding action next to the coordinator's name.

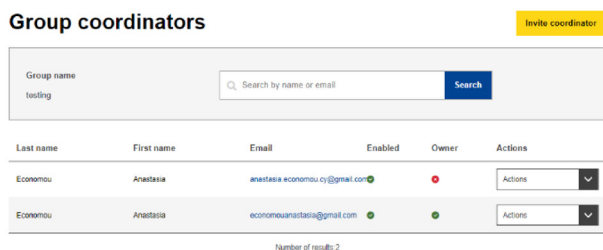


Figure 42. Group coordinators page

Download aggregated anonymised data in CSV format

You can download the group anonymised aggregated data only when the group has reached the minimum number (10) of self-reflections, and if the participants have agreed to share their anonymised self-reflection data. This is important to ensure the participants' anonymity.



Download data in csv format



Figure 43. Downloading data in CSV format

Manage completed groups

You can access your completed groups in the 'Groups history' section (Figure 44) from the 'Group Management' page. You can see all of your completed groups in this section. For each completed group, you can see the completion period and the group name.

For each group, you can view the group's details and the group report, and can download the group's anonymised aggregated data, provided that the group has met the minimum number of self-reflections required (10) and agreed to share its anonymised self-reflection data.



Figure 44. Groups history

3.6 SELFIEforTEACHERS menus and links

Tool top menu

You can navigate around the platform via the menus and links at any point during your self-reflection.

At the top of the page you can find the Menu tabs 'My Home' and 'Group Management'. You can also access 'Resources', 'User Guidelines' and Glossary under 'Support', and learn more about the tool under 'About' (Figure 45).

Lastly, you can see and edit your account information under 'My Profile'.

The selected menu is highlighted in darker blue.



Figure 45. Top menu

Contact us, data protection and logout

If you need to contact us, you can do so via a form using the link 'Contact us' at the bottom of the page. In the same area you can also find a link to learn more about the data protection policy.

To log out of the tool you need to use the 'Logout' button in the top right-hand corner.



Tip

Make sure that every time you navigate outside the self-reflection items page, you save your responses before leaving. The tool will also prompt you to do so.

SELFIEforTEACHERS use cases

4.SELFIEforTEACHERS use cases

4.1 I am a teacher who wants to use SELFIEforTEACHERS to further develop my digital competence

- ▶ start a self-reflection on my own and plan my learning path

Who | Any primary and secondary teacher

Context | Digital technologies can provide new opportunities for teaching and learning. At the same time, they involve many challenges. As a teacher, I want to learn more about what digital competence means for educators and how I can use digital technologies effectively in my professional practice.

I would like to learn more about my digital competence, identify my gaps and strengths, using this to plan my professional learning.

Action | Follow the SELFIEforTEACHERS self-reflection process. By using the tool, you can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess your digital competence benchmarked against the six competence areas of the framework.

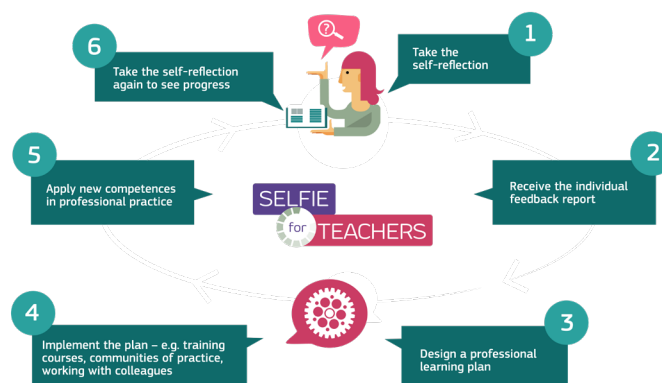


The tool allowed me to reflect on my teaching practices and bring to light my strengths and weaknesses in using technology.

You can then design your professional learning path based on your results and the personalised suggestions provided by the tool on how to reach the next proficiency level. You might get the opportunity to work with colleagues and co-design your professional learning actions together, such as, for example, attending an online course like a MOOC on the area that you need to develop further, becoming a member of a community or following a guide to use a digital tool or application. You can then implement what you have learnt in your professional practice, such as, for example, in class with your students or in developing teaching material. You can collect your learning outcomes in an ePortfolio, ask for feedback and reflect on this. Lastly, you can use the SELFIEforTEACHERS tool a few months or a year later and compare your results to see your progress. You can also compare your results with group averages to see where you stand.

- How to**
- Go to SELFIEforTEACHERS and log in.
 - Start your self-reflection as described in section 3.4 of this toolkit.
 - Explore your full comprehensive report on your completed self-reflection as described in section 3.4.
 - You are ready to proceed on your learning journey.

Follow-up | You can use SELFIEforTEACHERS on a regular basis to monitor your progress and see where you stand in relation to other SELFIEforTEACHERS users.



4.SELFIEforTEACHERS use cases

4.2 I am a teacher who received an invitation to use SELFIEforTEACHERS as part of a group

► start a self-reflection as part of a group

Who | Any primary and secondary teacher.

Context | I have received an invitation (e.g. from a colleague, a teacher or professional group leader, my school head, a training institution or an education authority in my region) to use SELFIEforTEACHERS as a participant in a group. I want to use the self-reflection process to help me further develop my digital competence. Furthermore, I want to contribute to identifying the learning needs of the group to support planning for professional development programmes, activities and resources.

Action | Follow the SELFIEforTEACHERS self-reflection process as part of a group. By using the tool, you can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess your digital competence benchmarked against the six competence areas of the framework.



With the tool I could see the areas where I need to improve my skills. I got tips that helped me plan my activities in the coming year.

You will follow the same process when completing your self-reflection, as if you had started the self-reflection on your own. You can choose to agree to sharing your anonymised data if you want to contribute to the aggregated data for the group. You can also participate in discussions on the planning of group's professional development activities based on the group's identified needs. The group creator might also want to involve group participants in analysing the group's aggregated data.

You can always design your own professional learning path based on your results and the personalised suggestions provided by the tool on how to reach the next proficiency level. Together with peers, you can co-design your professional learning actions, such as, for example, attending a MOOC on the area that you need to develop further, becoming a member of a community or following a guide to use an application. You can then implement your new competence in your professional practice, such as, for example, in class with your students or in developing some teaching material. You can collect your learning outcomes in an ePortfolio, ask for feedback and reflect on this. Lastly, you can use the SELFIEforTEACHERS tool once again and compare your results to see your progress. You can also compare your results with the averages of other groups of teachers to determine your position.

- How to**
- You will receive an email with an invitation link to the group.
 - Go to SELFIEforTEACHERS at <https://educators-go-digital.jrc.ec.europa.eu> and log in.
 - Paste the invitation link in the URL section of your browser.
 - Start your self-reflection as described in section 3.4 of this toolkit.
 - Explore your full comprehensive report on your completed self-reflection as described in section 3.4
 - You now know more about your strengths and gaps in your digital competence. Your anonymised data can support the planning of professional learning activities for the group based on the group's learning needs.

Follow-up | You can use SELFIEforTEACHERS on a regular basis to monitor your progress and determine your position in relation to the SELFIEforTEACHERS users and the groups that you are invited to.

4.SELFIEforTEACHERS use cases

4.3 We are a group of teachers who want to know more about our learning needs and plan our professional learning together

- ▶ create a group and invite group participants to start a self-reflection within the group

Who | Any SELFIEforTEACHERS user.

Context | We are a group of teachers (such as, for example, maths or language teachers, team members of a project, teachers from a region or teachers at a school) who want to identify our learning needs and plan our professional learning together. We want our group to use a self-reflection process to help us further develop our digital competence. Furthermore, we want all of the group participants to contribute to the identification of the group's learning needs.

In addition, we want to be able to have access to the anonymised aggregated data for our group so as to analyse it and identify its learning needs. We also want to communicate our learning needs – for example, to our institution or regional authority – to support planning for professional development programmes, activities and resources that respond to our group's learning needs.

Action | Create a group on SELFIEforTEACHERS and invite your group members to follow the self-reflection process as part of the group. By using the tool, your group members can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess their digital competence benchmarked against the six competence areas of the framework.

Appoint a member of your group as the SELFIEforTEACHERS group creator. The group creator will create the group and send an invitation link to the group members (usually by email). Group members will follow the same process when completing their self-reflection, as if they had started the self-reflection on their own. They can agree to sharing their anonymised data if they want to contribute to the aggregated data for the group.

You can organise group discussions to plan group professional development activities based on the group's identified needs. You can start by analysing and discussing the anonymised aggregated results with the group members. Lastly, you can organise peer activities for the group members to discuss their individual learning paths and co-design their professional learning activities, which they can implement together. In the end, you might decide as a group to use the SELFIEforTEACHERS tool once again and compare the results to see the group's progress. You can also compare your group results with the averages of other groups of teachers.

How to | First, you need to appoint a member of your group as the SELFIEforTEACHERS group creator.

The group creator will:

- Go to SELFIEforTEACHERS at <https://educators-go-digital.jrc.ec.europa.eu> and log in;
- create a group as described in section 3.5 of this toolkit;
- share/send emails with/to the group participants via the invitation link;
- manage completion progress as described in section 3.5;
- view and download the anonymised aggregated results for the group to discuss with the members.

The group members will:

- Initiate their self-reflection as described in section 3.4 of this toolkit;
- explore their full comprehensive report on their completed self-reflection as described in section 3.4;
- contribute to discussions about the learning needs of the group and help to plan for group professional learning activities.

Follow-up | You can use SELFIEforTEACHERS as many times as you wish for the same group to monitor the group's progress over time and determine the group's position in relation to other SELFIEforTEACHERS groups.

4.SELFIEforTEACHERS use cases

4.4 I am a school leader and I want to plan training for teachers at my school based on their current needs

- ▶ create a group and invite teachers at your school to start a self-reflection as part of the group

Who | Any SELFIEforTEACHERS user.

Context | I am a school leader and among other areas in my school's digital action plan I want to address the teachers' professional development in relation to their digital competence. I want to develop training activities and resources based on their needs. I want teachers at my school to contribute to the identification of the professional learning needs in our school, while being actively involved in their professional learning process, within a reflective and collective learning culture.

In addition, I want to be able to have access to the anonymised aggregated data collected, to analyse it and identify the learning needs of the teachers at my school. I also want to share the learning needs of the teachers in my school – for example, with our regional authority or training institution – to support planning for professional development programmes, activities and resources that respond to my school's learning needs.

Action | Create a group on SELFIEforTEACHERS for your school and invite your school's teachers to the group to follow the self-reflection process as part of the group. By using the tool, teachers at your school can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess their digital competence benchmarked against the six competence areas of the framework.



Like our pupils, we also are learners, and as teachers we are pursuing continuous professional growth and improvement.

You can appoint a teacher (or if the role exists in your school the ICT coordinator or the pedagogical advisor) as the SELFIEforTEACHERS group creator. The group creator will create the group and send an invitation link to the group members (usually by email). Teachers will follow the same process when completing their self-reflection, as if they had started the self-reflection on their own. They need to agree to sharing their anonymised data if they want to contribute to the aggregated data for the school.

In your school, you can organise discussions on the planning of school professional development activities based on the school's identified needs. You can start by analysing and discussing the school's anonymised aggregated results with teachers at your school. Lastly, you can also organise peer activities for teachers to discuss their individual learning paths and co-design their professional learning activities, which they can implement together. In the end, you might decide to use the SELFIEforTEACHERS tool once again and compare the results to see your school's progress. You can also compare your school results with the averages of other groups of teachers.

How to | First you need to appoint a SELFIEforTEACHERS group creator.

The group creator will:

- go to SELFIEforTEACHERS at <https://educators-go-digital.jrc.ec.europa.eu> and log in;
- create a group as described in section 3.5 of this toolkit;
- share/send emails with/to the group participants (teachers at your school) using the group invitation link;
- manage the group's completion progress as described in section 3.5;
- view and download the anonymised aggregated results for the group to discuss with the group members;
- enable teachers to analyse and discuss their self-reflection reports with their peers or a teacher coach, as well as implement their actions collaboratively.

The school teachers will:

- initiate their self-reflection as described in section 3.4 of this toolkit;
- explore their full report on their completed self-reflection as described in section 3.4;
- contribute to discussions about the school's learning needs and help plan professional learning activities at the school. At the same time, they can benefit from the Results and Feedback report for their own self-reflection and plan their personal professional learning paths.

Follow-up | You can use SELFIEforTEACHERS as many times as you wish at your school to monitor the group's progress over time and determine the group's position in relation to other SELFIEforTEACHERS groups.

4.SELFIEforTEACHERS use cases

4.5 (i) I am a teacher educator or a teacher trainer who wants to use SELFIEforTEACHERS to support teachers in designing their professional learning paths to further develop their digital competence

(ii) I am a regional authority or a researcher who wants to use SELFIEforTEACHERS to support teachers in designing their professional learning paths to further develop their digital competence

► create a group and invite teachers to go through a self-reflection

Who | Any SELFIEforTEACHERS user.

Context | As part of my role I would like to encourage teachers to actively engage in their professional learning and support them in designing their own learning paths to further develop their digital competence, based on their identified needs. I want to create the circumstances and context that can allow teachers to participate in reflective and collaborative learning, enabling them to implement their professional learning.

Action | Encourage teachers to use SELFIEforTEACHERS, either on their own or within a group. By using the tool, teachers can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess their digital competence benchmarked against the six competence areas of the framework.

You can organise peer activities for teachers to discuss their individual learning paths, set their learning goals and co-design their professional learning activities, which they can implement together. They can then apply their new competence in their teaching and receive feedback on it. They could keep an ePortfolio, which they can discuss with a coach or a mentor and reflect throughout the whole process. Lastly, they could share their learning stories with others and create a repository of good practices.

In the end, you might ask teachers to use the SELFIEforTEACHERS tool once again and compare the results to see their progress. They can also compare their results with the averages of other groups of teachers.



It is an excellent tool to help teachers gauge personally where they are in terms of their abilities to use educational technology in their teaching. It is coming at the right time.

How to

- Inform the school community about SELFIEforTEACHERS.
 - Encourage teachers to use SELFIEforTEACHERS.
 - Allow enough time for teachers to use the tool and complete their self-reflection.
 - Enable teachers to analyse and discuss their self-reflection reports with their peers or a teacher coach, as well as implement their actions collaboratively.
 - Indicate relevant resources.
 - Support the sharing of learning stories and good practices.
 - Use an ePortfolio approach as a process and as a product.
- Teachers will:**
- start their self-reflection as described in section 3.4 of this toolkit;
 - explore their comprehensive report on their completed self-reflection as described in section 3.4;
 - plan their personal professional learning paths based on their results and personalised feedback;
 - engage in professional learning activities;
 - share their learning experiences with peers;
 - implement their new competence in their professional practice;
 - keep an ePortfolio and reflect on their learning process and achievements;
 - use the SELFIEforTEACHERS tool once again and compare the results to see their progress. They can also compare their results with the averages of other groups of teachers.

Follow-up

You can ask teachers to use SELFIEforTEACHERS as many times as they wish to monitor their progress over time and determine their position in relation to other SELFIEforTEACHERS users.

4.SELFIEforTEACHERS use cases

4.6 (i) I am a teacher educator or a teacher trainer who wants to use SELFIEforTEACHERS to support planning for teachers' education and training programmes and resources

(ii) I am a regional authority or a researcher who wants to use SELFIEforTEACHERS to support planning for teachers' education and training programmes and resources

► create a group and invite teachers to go through a self-reflection

Who | Any SELFIEforTEACHERS user.

Context | As part of my role, I would like to use SELFIEforTEACHERS aggregated data for a group to support planning for teachers' education and training programmes and resources. I would like teachers to use SELFIEforTEACHERS and if they choose to do so share their anonymised data. In addition, I would like access to the anonymised aggregated data so as to be able to analyse it.

Action | Create a group on SELFIEforTEACHERS and invite participants to follow the self-reflection process as part of this group. You need to explain the purpose of this request to the participants.

Share/send an email invitation with/to the group participants with a link to the self-reflection. Group participants will follow the same process when completing their self-reflection, as if they had started the self-reflection on their own. They need to agree to sharing their anonymised data if they wish to contribute to the aggregated data for the school.

By using the tool, teachers can learn more about educators' digital competence as described in the European Framework for the Digital Competence of Educators (DigCompEdu) and self-assess their digital competence benchmarked against the six competence areas of the framework.

How to

- Go to the SELFIEforTEACHERS platform at <https://educators-go-digital.jrc.ec.europa.eu> and log in.
- Create a group as described in section 3.5 of this toolkit.
- Share/send emails with/to the group participants using the group invitation link.
- Explain the purpose of this invitation to the group participants.
- Manage the completion progress as described in section 3.5.
- View and download the group's anonymised aggregated results to discuss with the group participants.

The group participants will:

- initiate their self-reflection as described in section 3.4 of this toolkit;
- explore their comprehensive report on their completed self-reflection as described in section 3.4;
- contribute to discussions about the group participants' learning needs and help plan professional learning activities for the group. At the same time, they can benefit from the Results and Feedback report concerning their own self-reflection and plan their personal professional learning paths.

Follow-up | You can use SELFIEforTEACHERS as many times as you wish to monitor the group's progress over time and determine the groups' position in relation to other SELFIEforTEACHERS groups.

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6. Annexes

6.1 Annex I - SELFIEforTEACHERS items



SELFIEforTEACHERS Self-reflection items



SELFIEforTEACHERS is an online tool to help primary and secondary teachers reflect on their digital competence. Teachers can use the tool to learn more about the digital skills they have and identify areas where they can develop further. Upon completion of their self-reflection, teachers receive a Results and Feedback Report with recommendations how to develop further. SELFIEforTEACHERS is based on the [European Framework for the Digital Competence of Educators \(DigCompEdu\)](#).

Sign-up is easy and any teacher in Europe or anywhere in the world can [use the tool for free](#).

Overview of the self-reflection competence areas and items

SELFIEforTEACHERS items			
PROFESSIONAL ENGAGEMENT <ul style="list-style-type: none">Organisational communicationOnline learning environmentsProfessional collaborationDigital technologies and school level infrastructureReflective practiceDigital lifeProfessional learning (through digital technologies)Professional learning (about digital technologies)Computational thinking	DIGITAL RESOURCES <ul style="list-style-type: none">Searching and selectingCreatingModifyingManaging and protectingSharing	ASSESSMENT <ul style="list-style-type: none">Assessment strategiesAnalysing evidenceFeedback and planning	FACILITATING LEARNERS' DIGITAL COMPETENCE <ul style="list-style-type: none">Information and data literacyCommunication and collaborationContent creationSafety and wellbeingResponsible useProblem solving
	TEACHING AND LEARNING <ul style="list-style-type: none">TeachingGuidanceCollaborative learningSelf-regulated learningEmerging technologies	EMPOWERING LEARNERS <ul style="list-style-type: none">Accessibility and inclusionDifferentiation and personalisationActively engaging learnersBlended learning	

<https://educators-go-digital.jrc.ec.europa.eu/> / <https://ec.europa.eu/educators-go-digital/> / #SELFIEforTEACHERS_EU

AREA 1 – PROFESSIONAL ENGAGEMENT

Digital technologies can help teachers in their professional practice to access information and enhance their teaching and learning practices. Teachers can also use technology to communicate with and support students and parents, and to share and learn with colleagues and others beyond the school. Through digital technologies, teachers can enhance their own professional development, **and support the overall improvement of their organisation and profession.**

The proficiency level statements are organised by increasing level of **engagement with digital technologies with a focus on contributing to organisational development.**

1.1. Professional engagement - Organisational communication

Using digital technologies to enhance communication with colleagues and/or learners and/or parents.

A1: I **am aware** that digital technologies can be used for organisational communication (e.g. *email, instant messaging, social networks, and online learning platforms*).

A2: I **have tried** using digital technologies to help me communicate with colleagues, learners and/or parents (e.g. *email, instant messaging, social networks, online learning platforms*).

B1: I **use various** digital technologies according to my organisational communication needs (e.g. *the communication goal, target and context*).

B2: I **analyse and select** digital technologies based on their features and suitability for my organisational communication needs (e.g. *effective, efficient and personal communication*).

C1: I **support and provide** advice to colleagues on how to use digital technologies for organisational communication (e.g. *for effective, efficient, safe, responsible, inclusive communication at school level*).

C2: I **contribute to** developing organisational practices on communication using digital technologies (e.g. *for effective, efficient, safe, responsible, inclusive communication*).

1.2. Professional engagement - Online learning environments

Managing online learning environments taking data management and ethics into account.

A1: I **am aware** that when managing online learning environments, ethical issues and use appropriate data management methods should be considered (e.g. *open or restricted access, GDPR compliance*).

A2: I **have tried** different settings to ensure that online learning environments to comply with ethical considerations and data management strategy (e.g. *protection of users' data, access policy, terms of use, data management, privacy issues*).

B1: I **administer** online learning environments in line with ethical considerations and data management strategy (e.g. *administration features, managing content and student data*).

B2: I **analyse** the features of online learning environments and **apply** the ones that best respond to the ethical considerations and data management strategy of my working context (e.g. *security, users and data management, access policy, hosting of data*).

C1: I **support and provide advice** to colleagues on ethical considerations and data management practices when using an online learning environment (e.g. *use of passwords, encryptions, security procedures, data management transparency*).

C2: I **initiate and promote** a school level data policy and code of ethical conduct in online learning environments (e.g. *personal data management, accessibility for all, security, privacy*).

1.3. Professional engagement - Professional collaboration

Using digital technologies to engage in collaboration and interactions with colleagues and/or other education stakeholders.

A1: I **am aware** that digital technologies can be used for collaboration and interactions with colleagues and/or other education stakeholders (e.g. *exchange content by email attachments*).

A2: I **have tried** using digital technologies to collaborate and interact with colleagues and/or other education stakeholders (e.g. *exchange content using online services, participate in online professional networks*).

B1: I **use** various digital technologies to collaborate and interact with colleagues and/or other stakeholders, according to collaboration needs (e.g. *sharing content, practices, and/or ideas*).

B2: I **analyse and select** digital technologies based on their features and how they can support collaboration tasks I need to engage in with colleagues and/or other education stakeholder (e.g. *collaborative online activities*).

C1: I **lead** collaborative tasks with colleagues and/or other education stakeholders using digital technologies (e.g. *collaboration and co-creation of learning designs, implementation of joint projects*).

C2: I **initiate and promote** collaborative activities between my school and its wider community using digital technologies (e.g. *networks, communities and synergies, partnerships with local and wider community*).

1.4. Professional engagement - Digital technologies and school level infrastructure

Using digital technologies (devices, platforms and software) and infrastructure (internet access, local network) available in my school to enhance education.

A1: I **am aware of** digital technologies available in my school that can support my professional practice (e.g. *devices, applications, infrastructure*).

A2: I **have tried** using digital technologies available in my school that can support my professional practice (e.g. *interactive whiteboards, tablets, intranet*).

B1: I **use** various digital technologies available in my school according to my professional practice needs (e.g. *learning management system, cloud services*).

B2: I **analyse and select** digital technologies available in my school based on their features and suitability to enhance my professional practice (e.g. *online learning environments, immersive technologies*).

C1: I **support and provide** advice to colleagues on how to use digital technologies available in our school for their professional practice (e.g. *giving presentations, organising workshops, developing learning resources*).

C2: I **propose** new digital technologies for professional practice to be used in my school (e.g. *emerging technologies, applications, infrastructure*).

1.5. Professional engagement - Reflective practice

Reflecting on my own and collective professional practice with the use of digital technologies.

A1: I **am aware** that reflecting on how I use digital technologies can enhance my professional practice (e.g. *online diary, peer-to-peer reflections*).

A2: I **have tried** reflection methods on my use of digital technologies to further develop my digital competence (e.g. *online self-reflection tools, reflection diary, digital storytelling*).

B1: I **use** various reflection methods in order to improve and update my professional digital practice (e.g. *co-teaching, video recording of lessons, peer-debriefing sessions*).

B2: I **analyse** the outcomes of my reflection to improve the use of digital technologies in my professional practice (e.g. *analysing peer feedback, using mind mapping tools and other tools that support annotations, audio commentaries, online diaries*).

C1: I **support and provide** advice to colleagues about improving the use of digital technologies in their professional practice through critical reflection (e.g. *through discussion forums, blogs, social networks, online professional communities*).

C2: I **initiate and contribute** to the development of a reflective learning culture that enhances the use of digital technologies in my school and beyond (e.g. *lesson study, collaborative learning design, coaching, mentoring*).

1.6. Professional engagement - Digital life

Contributing positively and ethically in the digital world, considering safe and responsible digital practices.

A1: I **am aware** that my digital activity may have implications for my own reputation and that of my school (e.g. *sharing private information, using inappropriate language*).

A2: I **recognise** possible risks and threats for my reputation and that of my school relating to my digital activity (e.g. *privacy, personal data, bullying, misinformation*).

B1: I **use** mitigating measures to maintain a positive digital profile (e.g. *understanding the provided terms of use, tracing my digital footprint, managing my privacy settings*).

B2: I **analyse and assess** my digital footprint to adjust my behaviour and to help curate my own reputation online and that of my school (e.g. *tracing my digital footprint, managing my privacy settings, blocking suspicious content and people, applying school guidelines on digital activities*).

C1: I **support and provide** advice to colleagues on creating and curating ethical and responsible digital profiles (e.g. *presentations, workshops, supporting material, activities*).

C2: I **initiate and promote** school-level strategies that encourage staff and students to contribute positively, responsibly and ethically in a digital world (e.g. *provide transparent data and content management procedures, develop an ethics code of conduct*).

1.7. Professional engagement - Professional learning (through digital technologies)

Using digital technologies for one's own professional learning.

A1: I **am aware** that digital technologies can support and enhance my professional learning (e.g. *digital tools and resources, online learning environments and courses*).

A2: I **have tried** using digital technologies for my professional learning (e.g. *search for information online, join online courses, use online learning apps, visit online libraries and repositories*).

B1: I **use** various digital technologies for my professional learning (e.g. *discussions in a forum, uploading material, giving and taking feedback, presenting*).

B2: I **analyse and select** online learning resources and activities that best suit my learning needs (e.g. *webinars, online interactive courses, online learning communities*).

C1: I **support and provide** advice to colleagues on using digital technologies for their professional learning (e.g. *online learning communities, online repositories, e-portfolios*).

C2: I **initiate and promote** a plan to support my colleagues' digitally-enhanced professional learning (e.g. *provide webinars, online training, online communities, resources repository, digital badges*).

1.8. Professional engagement - Professional learning (about digital technologies)

Engaging in professional learning activities for the development of teachers' digital competence.

A1: I **am aware** that engaging in professional learning activities on using digital technologies can develop my digital competence (*e.g. webinars or workshops on the use of digital technologies in teaching and learning*).

A2: I **have attended** professional learning activities about using digital technologies in order to develop my digital competence (*e.g. micro-teaching, workshops on the use of digital technologies in teaching and learning*).

B1: I **participate** in various formal and informal professional learning activities about using digital technologies to develop my digital competence (*e.g. hands-on training on the pedagogical use of digital technologies, online learning approaches, digital assessment*).

B2: I **analyse and select** professional learning activities about using digital technologies based on my needs (*e.g. use a self-reflection tool on my digital competence, set learning goals, design my learning, reflect on my learning*).

C1: I **provide** learning activities about using digital technologies and support colleagues on the development of their digital competence (*e.g. workshops, informal sessions with colleagues, microteaching on the use of digital technologies*).

C2: I **contribute** to the design of professional learning programmes which aim at developing teachers' digital competence (*e.g. project-based learning with the use of digital technologies, digitally-enhanced learning design, exchange of good practices*).

1.9. Professional engagement – Computational thinking

Engaging with computational thinking concepts and processes as part of teacher digital competence.

A1: I **am aware** of computational thinking concepts and processes and how these relate to digital competence (*e.g. analysing a problem to find a solution, recognising aspects of computational thinking around us*).

A2: I **have tried** using computational thinking processes to explore solutions to a problem (*e.g. decomposition of a problem, solution through a definition of steps, analysing a set of instructions applied to a solution*).

B1: I **use** various digital tools to explore solutions to a problem following computational thinking processes (*e.g. visual programming tools, authoring tools and editors*).

B2: I **analyse and select** responses generated by algorithms (*e.g. rank of search results, advertisements, how a robot can respond*).

C1: I **lead** computational thinking activities in my school to support the development of colleagues' and students' digital competence (*e.g. programming classes, competitions, hackathons*).

C2: I **contribute to** the design and development of educational digital applications (*e.g. games, mobile apps, assessment tools, customisation of virtual environments*).

AREA 2 – DIGITAL RESOURCES

Teachers have potentially a wide range of digital resources available to them. It is important for them to effectively identify resources that best fit their needs, their teaching style, and their learners. They may also need to learn how to modify and adapt resources to meet their exact requirements or create new ones. At the same time, they need to learn how to share digital resources responsibly, protect sensitive data, and manage content ethically and respect copyright rules.

The proficiency level statements are organised by increasing level of **engagement with digital resources**.

2.1. Digital Resources- Searching and selecting

Using searching and selection criteria to identify digital resources for teaching and learning.

A1: I **am aware** that I can search for resources online (e.g. using a search engine, following a link, visiting a resource repository).

A2: I **have tried** searching online to find digital resources (e.g. by following a link, using key words in a search engine, filtering resources in online repositories).

B1: I **use** various online tools and portals to search for a wide and diversified set of digital resources that respond to educational needs (e.g. annotated selection of resources, search engines, resource repositories, digital libraries, social networks, learning communities).

B2: I **analyse and select** digital resources based on criteria that meet specific teaching and learning aims (e.g. pedagogical value, relevance, reliability, validity, quality, licensing).

C1: I **reflect** on my search results and **readjust** my selection criteria (e.g. taking into consideration that my search results can be affected by my geographical location or previous searches and preferences).

C2: I **propose** strategies and tools to help colleagues search for and select digital resources from diverse sources in line with curriculum requirements and learning aims (e.g. pools of key words, selection checklists, digital resources evaluation rubrics, references to resources portals).

2.2. Digital Resources - Creating

Creating digital resources that support and enhance teaching and learning aims.

A1: I **am aware** that I can create resources in digital form (e.g. digital text, images, photos, audio, video).

A2: I **have tried** using digital tools to create resources (e.g. text editors, audio and visual editing tools, multimedia authoring tools).

B1: I **use** various digital tools according to their features to create digital resources to meet learners' needs (e.g. interactive text, multimedia presentations, quizzes, games, online activities and lessons).

B2: I **apply design** principles and processes to create digital resources to meet teaching and learning aims (e.g. identifying a need, design, develop, implement, assess, adjust, share).

C1: I **share** the digital resources I create and I reflect and readjust them according to feedback that I receive (e.g. incorporating learner-centered pedagogical approaches enhanced by digital technologies affordances).

C2: I **initiate and contribute** to the co-creation of digital educational resources with people and organisations beyond my school (e.g. researchers, educational content publishers, educational technology companies).

2.3. Digital Resources – Modifying

Modifying existing digital resources to support and enhance teaching and learning aims, respecting copyright and licencing rules.

A1: I **am aware** that when modifying existing digital resources I need to respect copyright and licencing rules (*e.g. adding a picture to text, adding new content, editing or deleting parts, adding hyperlinks*).

A2: I **have tried** ways to modify existing digital resources, while respecting their copyright and licence attributes (*e.g. editing a presentation, modifying an image, changing format of a video, editing quizzes, adapting general settings*).

B1: I **use** various digital tools based on their features to modify and repurpose digital resources to meet educational needs (*e.g. customise content of an online lesson, exploit features of a virtual environment, use eBook editors*).

B2: I **select** existing digital resources, taking into consideration copyright and distribution licences, to modify and adapt them to meet teaching and learning aims (*e.g. open educational resources, content under Creative Common License, content free of copyright, editable resources*).

C1: I **reflect on** and **redesign** existing digital resources to integrate them into interactive, learner-centred activities (*e.g. adapting digital resources and digitally-enhanced tasks into an online learning course, online assessment, online collaborative project, a wiki, a blog, a virtual learning space*).

C2: I **initiate** and **contribute** to school-level guidance for teachers and students on modifying existing digital resources in line with curriculum requirements and teaching and learning aims (*e.g. strategies to revise, improve and repurpose school's digital resources, copyright licences to be used, agreements with external stakeholders and publishers*).

2.4. Digital Resources – Managing and protecting

Organising digital content, enabling easy and secure access for students, parents and teachers, while protecting sensitive and personal data.

A1: I **am aware** that digital technologies can help me store, organise, and provide secure access to digital content (*e.g. local and online storage spaces, password protection, classification of content*).

A2: I **have tried** ways to store, manage and access digital content on and from local and/or online storage spaces (*e.g. hard disks, external drives, cloud, online services*).

B1: I **use** various digital tools to store, organise and facilitate access to digital content (*e.g. tree structures, use of metadata/tags*).

B2: I **define and apply** protection and security measures for the storage, management and access of digital content (*e.g. applying strong passwords to sensitive content, assigning access limitation rights, use encryption protocols, have regular backups, select storage and online services based on their data policy, terms of use, safety and security*).

C1: I **design** and **develop** a strategy to ensure easy, equitable and secure management of and access to digital content for my students and colleagues (*e.g. classification of content, access limitation rights to different target users, encryption protocols, regular backups*).

C2: I **initiate** and **promote** a common digital space at school-level, that facilitates the secure storage, management of and access to digital content for different targeted users (*e.g. students, parents, teachers, other school staff*).

2.5. Digital Resources – Sharing

Sharing digital content with respect to intellectual property and copyright rules.

A1: I **am aware** that copyright rules apply to digital resources I use for educational purposes (*e.g. images, text, audio, video*).

A2: I **have tried** ways to attribute to the creator of the resources I use (*e.g. citing author's name, link to original source*).

B1: I **share** digital resources attributing the original creators and choosing the most appropriate channels for private, limited or public use (*e.g. using email attachment for private and limited use, through a link, in an online repository, a social network, managing tags/metadata*).

B2: I **select** and **apply** copyright licences when sharing digital resources I create, supporting open educational resources (*e.g. Creative Commons licence*).

C1: I **design** and **develop** ways for my colleagues and I to share, curate and re-use digital resources to ensure easy and equal access (*e.g. developing an ontology to manage resources, specifying ways to curate content, contextualising curated content*).

C2: I **initiate** and **promote** an online space to share digital educational resources with the school community (*e.g. applying key words /tags/metadata, allowing others to comment, rate, modify, or co-create*).

AREA 3 – TEACHING AND LEARNING

Digital technologies can enhance and improve teaching and learning practice in a number of ways. A key skill of teachers is to design learning with the use of digital technologies to help students to engage actively in authentic learning experiences. Advanced practice involves a shift from teacher-led to learner-centred activities.

The proficiency level statements are organised by increasing level of **engagement with digital technologies in teaching and learning with a focus on students' active involvement in using them for their learning**.

3.1. Teaching and Learning – Teaching

Designing, developing and implementing learning with the use of digital technologies to enhance learning outcomes.

A1: I **am aware** that digital technologies can support and enhance teaching and learning (*e.g. software programs and suites, mobile apps and tools, on-line and cloud-based resources*).

A2: I **have tried** using digital technologies to support and/or enhance my teaching practice (*e.g. software programs and suites, mobile apps and tools, online and cloud-based resources, interactive whiteboards*).

B1: I **use** various digital technologies that can support innovative pedagogical approaches, enhancing my students' active involvement in their learning (*e.g. inquiry based learning, project based learning, game based learning, peer and self assessment, e-portfolios, student coaches*).

B2: I **select** and use digital technologies in my learning designs, so as to meet teaching and learning aims (*e.g. simulations, digital games, online interactive tools, collaborative environments*).

C1: Together with my students, I **reflect on** and **(re)design** the use of digital technologies to enhance teaching practices and innovative learning approaches (*e.g. students as coaches, use of emerging technologies, modelling and advice, lesson-study*).

C2: I **initiate** and **promote** the design and sharing of innovative teaching and learning practices with digital technologies in my school and its wider community (e.g. *online workshops, learning design with the use of digital technologies, micro-teaching and co-teaching, reflective discussions on the effectiveness of the use of digital technologies*).

3.2. Teaching and Learning - Guidance

Using digital technologies in order to provide feedback and opportunities for reflection, leading to readjustment of teaching and learning practices for both teachers and learners.

A1: I am **aware** that digital technologies can be used to provide and receive feedback and opportunities to reflect on teaching and learning practices (e.g. *email, chat, video response*).

A2: I **have tried** using digital technologies to provide feedback and support to students (e.g. *online tutorials, chat, automated/immediate feedback, links to online Q&A*).

B1: I **use** various digital technologies to provide students with feedback and opportunities for reflection on their learning, in real-time and /or asynchronously (e.g. *chat, discussion forums, video responses, in-class polls/ voting*).

B2: I **select** and employ digital technologies to provide opportunities for students to engage in self-assessment and peer-assessment and the design of their learning (e.g. *online shared documents, recordings of learning activities, scaffolded reflection*).

C1: Together with my students, I **reflect on and (re)design** teaching and learning, based on evidence captured through digital technologies (e.g. *digital polls/surveys outcomes, recordings of learning activities, learning analytics*).

C2: I **initiate and promote** ways in which digital technologies can be used to support feedback and reflection for teachers and students in my school and beyond (e.g. *discussion forums, chat, shared documents, Frequently Asked Questions*).

3.3. Teaching and Learning - Collaborative Learning

Using digital technologies to foster and enhance learner collaboration for individual and collective learning.

A1: I **am aware** that digital technologies can be used to foster and enhance learner collaboration towards individual and collective learning (e.g. *on-line collaboration, sharing learning resources*).

A2: I **have tried** using digital technologies to support and enhance collaborative activities of students (e.g. *shared documents, contributing to forums, wikis*).

B1: I **use** various digital technologies to support and enhance students' collaborative learning, in face-to-face and/ or online settings (e.g. *shared documents, forums, wikis, blogs, co-authoring*).

B2: I **select** and **employ** digital technologies in my learning designs based on their features, so as to enhance and support my students' collaborative learning, in face to face and/or online settings (e.g. *co-design, co-creation, peer assessment and group reflection, project building, sharing*).

C1: Together with my students, I **reflect on and (re)design** their use of digital technologies for individual and/or collaborative learning (e.g. *edit and develop content, co-create an artefact, participate in collaborative projects, virtual exchanges, use of digital tools for task and time management, communication and sharing*).

C2: I **initiate and promote** the use of digital technologies within my school and its wider community, providing opportunities for collaboration to support individual and collective learning, in and beyond the school (e.g. *using synchronous and asynchronous online environments and tools, teach meets, joint projects, co-organising online learning events, co-designing and co-creating learning material*).

3.4. Teaching and Learning - Self-regulated learning

Using digital technologies to enhance students' self-regulated learning processes, fostering active and autonomous learning making students more responsible for their own learning, thereby shifting the focus from teaching to learning.

A1: I **am aware** that digital technologies can be used to foster active and autonomous learning (e.g. *planning, goal setting, recording progress*).

A2: I **have tried** using digital technologies to support students in planning their own learning (e.g. *planning and scheduling using digital calendars, goal setting using digital journals, recording progress*).

B1: I **use** various digital technologies to support students plan and regulate their own learning (e.g. *online learning environments, online resources repositories, collaborative tools and spaces, learning journals, e-portfolios*).

B2: I **select and use** digital technologies in my learning designs based on their features, so as to facilitate my students' self-regulated learning skills and learner autonomy (e.g. *take initiatives regarding their own learning, be creative and responsive to new learning situations, engage in self-reflections so as to plan and guide their progress*).

C1: Together with my students, I **reflect on and support** them to (re)design their learning, through and on using digital technologies, promoting their self-regulated learning and learner autonomy (e.g. *identify their needs, set their learning goals, describe their strategy for achieving these goals, implement their learning tasks, gather evidence of their learning, reflect on it and share their learning outcomes*).

C2: I **initiate** and **promote** strategies and practices on how digital technologies can support self-regulated learning in my school and in the wider community (e.g. *makerspaces, learning spaces with digital technologies to accommodate hands-on activities, student coaching*).

3.5. Teaching and Learning - Emerging technologies

Using emerging technologies in ethical ways to explore novel learning experiences and content.

A1: I **am aware** of emerging technologies that are being used in educational settings (e.g. *simulations, robotics, virtual reality, Artificial Intelligence (AI)*).

A2: I **have tried** emerging technologies to see their relevance for my teaching and my students (e.g. *virtual and augmented reality, robots, AI*).

B1: I **use** various emerging technologies to provide my students with novel learning experiences and new kinds of learning, fostering the development of transversal skills (*learning experiences involving e.g. simulating/modelling, gaming, computational thinking, creative and innovative thinking, data-driven decision making*).

B2: I **select and use** emerging technologies in my learning designs to engage my students in novel learning opportunities, while taking into account ethical implications (e.g. *immersive learning, computational thinking, addressing learner agency when interacting with AI*).

C1: Together with my students, I **reflect on and (re)design** teaching and learning, engaging them in co-design and co-creation of applications using emerging technologies and addressing ethical implications (e.g. *designing augmented reality scenarios and 3D expeditions, programming humanoid robots, addressing datafication and AI agency in decision making*).

C2: I **initiate and promote** strategies and practices within my school and its wider community that can support colleagues and students in their use of emerging technologies to provide novel teaching and learning experiences and content, while addressing ethical implications (e.g. *customise virtual worlds for learning activities, foster human agency in data-driven decision making, collaboration with technology companies*).

AREA 4 – ASSESSMENT

Digital technologies can enhance existing assessment practices and facilitate new and innovative ones. Teachers can use digital technologies to collect data to better support and assess learners, while enabling them to reflect and adapt their teaching practice.

The proficiency level statements are organised by increasing level of **engagement with digital assessment and learners' involvement in the assessment practices**.

4.1. Assessment - Assessment strategies

Using digital technologies to support formative and summative assessment of learning.

A1: I **am aware** that digital technologies can support both formative and summative assessment (e.g. *digital quizzes, online polls*).

A2: I **have tried** using digital technologies to support formative and summative assessment (e.g. *online quizzes, games, forms, mobile apps*).

B1: I **use** various digital technologies to support formative and summative assessment (e.g. *create a digital test, use assessment platforms that offer timely feedback to students*).

B2: I **select** digital technologies to support specific aspects in assessment “of”, “for” and “as” learning and capture best the nature of the learning outcome to be assessed (e.g. *self-reflection rubrics, assignments that offer timely feedback to students, shared documents that support peer reviewing/feedback*).

C1: I **reflect on and involve** my students in the design of digitally-supported assessments, selecting digital technologies that best support the assessment purpose and content (e.g. *deciding assessment criteria and modality, co-creation of rubrics, design the format of self and peer assessment, formative or summative assessment scaffolding tools*).

C2: I **propose and promote** strategies and digital technologies within my school and its wider community to support assessment “of”, “for” and “as” learning (e.g. *self and peer assessment, promotion of transversal skills, work-based assessment, e-portfolios*).

4.2. Assessment - Analysing evidence

Using digital technologies to collect and analyse evidence on students' learning processes and outcomes.

A1: I **am aware** that digital technologies can capture students' learning processes and outcomes (e.g. *digital quizzes, online polls, forms, assessment platforms*).

A2: I **have tried** using digital technologies to capture evidence about my students' individual and/or group learning activity (e.g. *digital quizzes, online polls, surveys*).

B1: I **use** various digital technologies to collect and analyse evidence of students' individual and/or group learning outcomes and learning processes (e.g. *online polls, forms, surveys, learning analytics, spreadsheets*).

B2: I **select** digital technologies that facilitate presentation and analysis of learning data to support my reflections on my teaching practice and on my students' learning (e.g. *record and visually represent data, automatically generated graphs, mind mapping tools, digital dashboards*).

C1: I **reflect on and involve** my students in capturing and analysing their learning data, which can be used to plan their future learning (e.g. *reflective learning logs, personal goal setting software*).

C2: I **initiate and promote** strategies and practices to help my school and its wider community use digital technologies to evidence learning, and use assessment data to support decision-making for targeted interventions (*e.g. pedagogical decisions, administrative decisions such as students' attendance, and data on students' learning such as grades*)

4.3. Assessment - Feedback and planning

Using digital technologies to provide feedback to learners, facilitating planning of further action.

A1: I **am aware** that digital technologies can be used to provide feedback to learners including automated feedback (*e.g. blogs, online polls, online forms, applications using Artificial Intelligence (AI)*).

A2: I **have tried** using digital technologies that support the integration of feedback and reflection on students' learning (*e.g. blogs, wikis, video-based feedback, digital annotation on assignments*).

B1: I **use** various digital technologies to provide timely feedback for learners, including automated feedback (*e.g. software applications with automated feedback, online tests with automated scoring, online polls with automated visual representations of results*).

B2: I **select** digital technologies that can help in providing, receiving and analysing feedback in order to inform teaching and enhance the design of learning on a continuous basis (*e.g. online polls and surveys, dashboards for managing grades and feedback, e-portfolios, context-dependent feedback*).

C1: I **reflect on and involve** my students in using digital technologies for collection and analysis of feedback for planning further action (*e.g. shared documents, blogs, mind mapping tools, reflective learning logs, learning journals, e-portfolios*).

C2: I **initiate and promote** a strategy within my school and its wider community on the use of digital technologies that facilitate giving, receiving and analysing feedback, to support planning for further action (*e.g. e-portfolios, context dependent feedback, digital storytelling*).

AREA 5 – EMPOWERING LEARNERS

Using digital technologies can help teachers to create innovative learning experiences, resulting in learners becoming more actively engaged. Digital technologies can be used by teachers to personalise learning and tailor it according to individual learners' levels, interests and needs. However, it is important to avoid amplifying inequality, for example in terms of learner access to technology or lack of skills. Accessibility for all learners is crucial, including those with special educational needs.

The proficiency level statements are organised by increasing **focus on students' individual learning needs**.

5.1. Empowering learners - Accessibility and inclusion

Ensuring access to digital resources and learning activities for all students, taking into consideration any contextual, physical or cognitive constraints to their use.

A1: I **am aware** of potential limitations and barriers that students may encounter in relation to digital technologies (*e.g. limited access to digital devices and/or to Internet connection, learning difficulties*).

A2: I **have tried** digital technologies that can be adapted to students' context and needs (*e.g. students' devices, access to infrastructure, family context, students' special needs*).

B1: I **use** various digital technologies to promote equitable and inclusive education for all my students (*e.g. adaptive and assistive technologies like screen readers, alternative types of keyboards, build-in accessibility tools*).

B2: I **select and employ** digital technologies in my learning design, to develop inclusive learning activities and accessible resources according to my students' needs and capabilities (*e.g. integrating different tools, using accessible layout, structure and language*).

C1: I **reflect on and redesign** teaching and learning with the use of digital technologies to ensure accessible and inclusive approaches that meet the needs and abilities of all my students, including those with special learning needs (*e.g. providing multimodal presentations of information, adjusting accessibility features like font size and layout, developing students' digital skills*).

C2: I **initiate and promote** strategies for equal access and inclusion to education through digital technologies in my school and its wider community (*e.g. afternoon digital technology labs for students and parents, collaborations with industry for available infrastructure*).

5.2. Empowering learners – Differentiation and personalisation

Using digital technologies to address diverse learning needs and capabilities, by allowing learners to advance at different levels and speeds, and follow individual learning pathways and objectives.

A1: I **am aware** that digital technologies can be used to differentiate and personalise learning (*e.g. adapt instruction to meet the needs of different groups of learners, providing individual support to students*).

A2: I **have tried** digital technologies that enable differentiation and personalisation of learning (*e.g. online quizzes with personalised feedback, educational games with levels of difficulty, online learning environments with adaptive material*).

B1: I **use** various digital technologies in teaching and learning to accommodate individual learning needs (*e.g. creating playlists for self-guided learning activities, differentiated practice activities, automated individual feedback*).

B2: I **select and employ** digital technologies in my learning designs based on their features, to develop personalised learning environments (*e.g. peer teaching, dynamically tracking and managing the learning needs of all students*).

C1: I **reflect and (re)design** my teaching to involve my students in designing their own learning pathways using digital technologies best suited to their learning needs (*e.g. learners use online tools to set their learning goals, monitor their progress, and reflect on learning and summative assessments demonstrating their mastery level*).

C2: I **initiate and promote** the use of digital technologies in ways that allow differentiating and personalising students' learning experiences in my school and its wider community (*e.g. interest group for teachers to share good practices, online platform with resources and live lessons*).

5.3. Empowering learners - Actively engaging learners

Using digital technologies to foster learners' active and creative engagement in their learning.

A1: I **am aware** that I can use digital technologies to engage students in active learning (*e.g. games, interactive activities, virtual worlds, simulations*).

A2: I **have tried** using digital technologies to engage students in active learning (*e.g. use of blogs and wikis, e-portfolios, virtual and augmented reality*).

B1: I **use** various digital technologies to engage students in active learning (*e.g. students exploring virtual objects, peer-review, jigsaw discussions, online debates*).

B2: I **select and employ** digital technologies in my learning designs to foster students' active engagement in individual and collaborative learning (*e.g. collaborative writing, games and simulations, virtual and augmented reality, structured team-based learning*).

C1: I **(re)design** learning activities based on students' feedback, co-creating new ways for them to interact and actively engage with digital technologies (*e.g. involving learners in hands-on activities, experiential learning, online discussions, peer coaching and teaching, constructing their learning and creating artefacts, e-portfolios*).

C2: I **initiate and promote** digitally-enhanced learning spaces within my school and its wider community, where students are actively engaged in learning activities (e.g. *makers pace, robotics, programming, AI applications*).

5.4. Empowering learners –Blended learning

Using digital resources and tools, online learning environments and platforms to ensure students' learning within and beyond the classroom.

A1: I **am aware** that digital technologies can be used to combine on-site and remote, synchronous and asynchronous learning (e.g. *digital resources, online meetings, groups in social networks*).

A2: I **have tried** using digital technologies that facilitate learning within and beyond the classroom (e.g. *web meeting tools, online learning environments, discussion forums, chats, virtual worlds*).

B1: I **use** various digital tools and platforms to support distance and blended learning approaches, enhancing students' learning processes and outcomes (e.g. *video lessons, social media applications, learning resources*).

B2: I **analyse** digital technologies based on their features and employ them in my learning designs to support distance and blended learning (e.g. *online collaborative tools, chats, forums, blogs, social networks*).

C1: I **reflect on and redesign** teaching and learning for distance and blended learning contexts to ensure my students' active involvement in the learning process within and beyond the classroom (e.g. *online learning, hybrid learning, virtual labs, online collaborative tools, synchronous and asynchronous activities, individual and team work*).

C2: I **contribute** to the design of a distance and blended learning strategy for my school and support its implementation to facilitate innovative and inclusive learning approaches within and beyond the school (e.g. *ensuring access to infrastructure and devices, support for parents' and students, regular information exchange, code of conduct for online behaviour and norms, personal data management and safety, communication practices*).

AREA 6 – FACILITATING LEARNERS' DIGITAL COMPETENCE

Teachers' digital competence is important to support and facilitate the development of their learners' digital competence.

The proficiency level statements are organised by increasing level of **students' engagement and complexity of digital competence in the learning activities.**

6.1. Facilitating learners' digital competence - Information and data literacy

Incorporating learning activities, which require learners to use digital technologies to search, evaluate and manage information and data in digital environments.

A1: I **am aware** of learning activities and resources that can enhance students' information and data literacy (e.g. *searching for digital information, evaluating information found, reading graphs, reading and understanding data*).

A2: I **have tried** learning activities that encourage students to search, evaluate and manage information and data in digital environments (e.g. *setting search criteria, comparing different sources, interpreting data*).

B1: I **implement** various learning activities that require students to critically search, evaluate and manage information and data from different digital environments, according to their learning needs (e.g. *setting selection criteria, identifying inaccuracies, missing information or bias, cross-checking different sources to judge credibility, managing misinformation, racism, and xenophobia*).

B2: I **design** learning to support students to critically search, evaluate and manage information and data (e.g. *analysing the choice of the information medium, the source, purpose, transparency of algorithms used to decide what kind of information and data is returned*).

C1: I **lead** project-based initiatives where students, as both recipients and creators of content, go through the process of critically searching, evaluating and managing information and data (e.g. *editing the school newsletter, organising information and data access using taxonomies and categories*).

C2: My students and I **contribute** to the creation of strategies that promote ways to use digital technologies to improve information and data literacy across my school and its wider community (e.g. *workshops, debates, experiential activities*).

6.2. Facilitating learners' digital competence - Communication and collaboration

Implementing learning activities that require learners to communicate and collaborate using digital technologies.

A1: I **am aware** of learning activities that can enhance students' digital communication and collaboration (e.g. *using email, instant messaging, social networks, etc. to communicate with teachers and peers*).

A2: I **have tried** learning activities that encourage students to communicate and collaborate with teachers and each other using digital technologies (e.g. *using online meetings, discussion forums*).

B1: I **implement** various learning activities that require students to communicate and collaborate in digital contexts according to their learning needs (e.g. *use of appropriate medium for students' digital communication, use of digital tools that best support students' collaboration, managing an online shared space, editing online shared documents*).

B2: I **design** learning to support students to use digital technologies for communication and collaboration respecting behavioural and communication norms (e.g. *respecting others' ideas and diversity while contributing to team work, sharing messages across multicultural networks, creating positive connections and building contacts*).

C1: I **reflect on** the suitability of my teaching practices in view of fostering students' digital communication and collaboration, and readjust them accordingly (*e.g. exchange good practices with other colleagues, discuss with students communication and collaboration needs, exploring new digital tools*).

C2: My students and I **initiate and promote** digital communication and collaboration networks with other schools and educational stakeholders (nationally and internationally) to exchange learning experiences, activities and pursue common projects (*e.g. participation in and/or co-creation of educational initiatives, competitions*).

6.3. Facilitating learners' digital competence - Content creation

Incorporating learning activities that require learners to express themselves by creating digital artefacts.

A1: I **am aware** of learning activities that encourage students to express themselves through digital means (*e.g. in the form of text, photos, images, presentations*).

A2: I **have tried** learning activities that encourage students to create and modify digital content (*e.g. text, presentations, audios, videos*).

B1: I **implement** various learning activities that require my students to express and convey their ideas creatively, by using appropriate digital tools (*e.g. visualisations, simulations, digital stories*).

B2: I **design** learning to engage students in creative design processes in order to (re)create quality digital content, while respecting copyright rules and licenses (*e.g. scaffolding students to go through a design process for content development, facilitating students to select appropriate digital tools, guiding students to understand copyright, attribute licences and give credits*).

C1: I **reflect on and (re)design** learning activities for fostering students' digital expression and content (re)creation, while encouraging sharing practices (*e.g. digital stories, e-portfolios*).

C2: My students and I **initiate and promote** strategies across the school and its wider community that allow students to engage in designing, developing and publishing their digital (re)creations, while sharing them in novel ways (*e.g. co-creating mobile apps, maintaining makerspaces, promoting audio and video broadcasts*).

6.4. Facilitating learners' digital competence - Safety and wellbeing

Empowering learners to use digital technologies safely, while mitigating risks to ensure physical, psychological and social well-being.

A1: I **am aware** of learning activities that encourage students to use digital technologies safely (*e.g. how to protect data privacy, read terms of use, avoid social exclusion, and prevent violence in digital environments*).

A2: I **have tried** learning activities that allow students to consider the safety and wellbeing implications of using digital technologies (*e.g. identifying inappropriate behaviour, discussing overuse/addiction issues*).

B1: I **implement** various learning activities to prompt students to act in responsible and ethical ways when creating and consuming digital information (*e.g. adjusting the settings of their social media, protecting personal data and privacy, setting strong passwords, block and report individuals who make them feel uncomfortable*).

B2: I **design** learning to help students develop strategies of responsible and ethical use of technologies, to safeguard their reputation, and promote social well-being (*e.g. balancing online & offline activities, recognising and facing cyberbullying / sexting / racism, etc. in digital environments*).

C1: I **reflect on and (re)design** learning activities based on continuous developments on online risks and threats, so as to enable students to follow and adopt positive practices towards their and their peers' physical, psychological and social well-being (*e.g. how companies collect and use data about individuals, how social media affect emotional and social relationships*).

C2: My students and I **contribute** to create a culture in our school and its wider community, in which the negative and positive uses of digital technologies are openly discussed and ways of avoiding risks and threats (*e.g. online safety experiential workshops, digital well-being coaching for peers, teachers and parents*).

6.5. Facilitating learners' digital competence - Responsible use

Empowering learners to use digital technologies responsibly and ethically, managing their digital identity, digital footprint and digital reputation.

A1: I **am aware** of learning activities to empower students to understand the legal and ethical implications of using digital technologies (*e.g. sharing personal and others' sensitive information, managing private settings on online apps*).

A2: I **have tried** learning activities that foster students' understanding of legal and ethical implications when using digital technologies (*e.g. sharing of copyrighted digital content, accepting permissions when installing apps*).

B1: I **implement** various digital learning activities that require students to act in a responsible and ethical way both as consumers and creators of digital information and content (*e.g. critically assessing online information, reacting to misinformation, behaving positively online, complying with data protection and copyright rules, respecting diversity and multiple opinions*).

B2: I **design** learning to provide opportunities for students to manage their digital identities and reputations (*e.g. tracing their digital footprint, managing their digital identity, being aware of the terms of use of different media and applications, managing application settings*).

C1: I **reflect on and (re)design** my learning activities to allow students to consider the ethics and potential impact of their digital behaviours in authentic situations (*e.g. considering how something they post online might be hurtful, respectfully sharing a difference of opinion in a comment, online activism*).

C2: My students and I **initiate and promote** strategies across the school and its wider community that promote ethical and responsible use of digital technologies by staff, students and parents (*e.g. workshops, coaching peers, teachers and parents*).

6.6. Facilitating learners' digital competence - Problem-solving

Incorporating learning activities, where learners use digital technologies to understand and solve problems.

A1: I **am aware** of learning activities that encourage students to use digital technologies to understand and solve problems (*e.g. using a search engine, help features, apps to record and organise information for analysis*).

A2: I **have tried** learning activities that encourage students to use digital technologies to understand and solve problems (*e.g. brainstorming, mapping, using visualisation tools, etc. to analyse a problem and develop a possible solution*).

B1: I **implement** various learning activities that allow students to apply problem solving processes supported by digital technologies (*e.g. finding and organizing information, analysing, inferring, predicting outcomes, making analogies and formulating ideas*).

B2: I **design** learning to allow students to look for different innovative and creative solutions to be applied in new situations and contexts (*e.g. generating/testing new ideas and solutions, simulation, modelling*).

C1: I **reflect on** my teaching and (re)design teaching and learning activities to enable the co-creation of problem solving processes with my students and finding solutions which involve digital technologies (*e.g. representation of abstract models, debugging, decomposing problems in small parts*).

C2: My students and I **contribute** to exploring and developing innovative and creative solutions to real world challenges within and beyond our school (*e.g. social, environmental, technological challenges*).

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