

# Discover the digital potential of your school



Dear SELFIE school coordinator,

In this document, you will find all statements and questions currently in SELFIE for each education level (eg primary, secondary schools).

Some questions are common for all schools and cannot be changed (these are in the light blue boxes). Others are optional (see light green boxes) so you can decide to include them or not if they are relevant for your school. You can also add up to ten customised questions for your school, if you feel that something is missing.

Please note that primary level has fewer and more simplified questions for the students. Some questions for vocational schools also have a different wording to match their context and links with work and industry.

Almost all SELFIE questions are answered on a five-point scale (including any questions you create for your school):

1. Strongly disagree – I/we/they do not do this // Strongly disagree –In my experience, this is not true at all
2. Disagree
3. Slightly agree
4. Agree
5. Strongly agree – I/we/they do this really well // Strongly agree –In my experience, this is very true

The Not Applicable (N/A) option is also available.

When the answer scales are different this is indicated in a footnote.

You can find more information and guidance on the SELFIE website: <https://ec.europa.eu/education/schools-go-digital>

See questions for:

[Primary education](#)

[General lower and upper Secondary education](#)

[Upper-secondary vocational education](#)

[Upper-secondary work-based learning education](#)



*The SELFIE team*



# Questionnaires for primary schools



## Area A: Leadership

This area relates to the role of leadership in the school-wide integration of digital technologies and their effective use for the school's core work: teaching and learning.

Answer options: five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
A1	Digital strategy	In our school, we have a <b>digital strategy</b>	In our school, we have a <b>digital strategy</b>	
A2	Strategy development with teachers	We develop the <b>digital strategy</b> for our school together <b>with the teachers</b>	Our school leaders <b>involve us teachers in</b> the development of the <b>school's digital strategy</b>	
A3	New ways of teaching	We support teachers to try out <b>new ways of teaching with digital technologies</b>	Our school leaders support me in trying out <b>new ways of teaching with digital technologies</b>	
A4 OP	Time to explore digital teaching	<i>In our school, teachers have <b>time to explore</b> how to improve their teaching with digital technologies</i>	<i>In our school, I have <b>time to explore</b> how to improve my teaching with digital technologies</i>	
A5 OP	Copyright and licensing rules	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	

<sup>1</sup> This code is also used in the SELFIE school report to identify the questions

## Area B: Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

**Answer options:** five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
B1	Progress review	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	
B2	Discussion on the use of technology	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we talk with teachers about the <b>advantages and disadvantages</b> of using technology for learning
B3	Partnerships	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	
B4_OP	Synergies for Blended Learning	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C1	Infrastructure	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	
C2	Digital devices for teaching	In our school, there are <b>digital devices to use for teaching</b>	In our school, there are <b>digital devices for me to use for teaching</b>	
C3	Internet access	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, I have <b>access to the Internet for learning</b>
C5	Technical support	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, technical support is available when I <b>face problems with technology</b>
C7	Data protection	In our school, there are <b>data protection</b> systems in place	In our school, there are <b>data protection</b> systems in place	
C8	Digital devices for learning	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	
C10 OP	Devices for students	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school there are <b>portable devices</b> for me to take home when needed</i>
C11 OP	Digital divide: Measures to identify challenges	<i>In our school we have measures in place to <b>identify challenges</b> that arise with blended learning , related to students' learning needs and socio-economic background</i>	<i>In our school we have measures in place to <b>identify challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	
C12 OP	Digital divide: Support to address challenges	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	

## Area C: Infrastructure and Equipment

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C13 OP	Bring your own device	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	
C14 OP	Physical spaces	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	
C15 OP	Assistive technologies	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	
C16 OP	Online libraries/repositories	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	

## Area D: Continuing Professional Development – Part 1

This area looks at whether or not the school facilitates and invests in the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
D1	CPD needs	We discuss with our teachers their <b>CPD needs</b> for teaching with digital technologies	Our school leaders discuss with us our <b>CPD needs</b> for teaching with digital technologies	
D2	Participation in CPD	Our <b>teachers have opportunities to participate in CPD</b> for teaching and learning with digital technologies	I have <b>opportunities to participate in CPD</b> for teaching and learning with digital technologies	
D3	Sharing experiences	We support our teachers to <b>share experiences</b> within the school community about teaching with digital technologies	Our school leaders support us to <b>share experiences</b> within school about teaching with digital technologies	



## Area D: Continuing Professional Development - Part 2

**Answer options:** Not at all useful; Not useful; A little bit useful; Useful; Very useful; Did not participate

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
-	Usefulness of CPD activity		If you have participated within the last year in any of the following CPD activities on the pedagogical use of digital technologies, please indicate their usefulness to you	
-	Face-to-face professional learning		Face-to-face courses, seminars or conferences outside school	
-	Online professional learning		Online courses, webinars or online conferences	
-	Learning through collaboration		Learning from other teachers within your school through online or offline collaboration	
-	Learning through professional networks		Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning)	
-	In-house mentoring/coaching		In-house mentoring or coaching, as part of a formal school arrangement	
-	Other in-house training		Other in-house training sessions organised by the school (for instance workshops by the ICT Coordinator or observing colleagues teaching)	
-	Study visits		Study visits (for instance to other schools, businesses or organisations)	
-	Accredited programmes		Accredited programmes (for instance short accredited courses, degree programmes)	
-	Other CPD opportunities		Other CPD opportunities related to teaching with digital technologies (please specify) [text box]	
Open	Examples of effective CPD activity		Please give an example of a CPD activity on the pedagogical use of digital technologies you found particularly effective for you	

## Area E: Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
E1	Online educational resources	Our teachers <b>search online for</b> digital educational <b>resources</b>	I <b>search online</b> for digital educational resources	
E2	Creating digital resources	Our teachers <b>create digital resources</b> to support their teaching	I <b>create digital resources</b> to support my teaching	
E3	Using virtual learning environments	Our teachers use <b>virtual learning environments with students</b>	I use <b>virtual learning environments with students</b>	
E4	Communicating with the school community	Our teachers use digital technologies for <b>school-related communication</b>	I use digital technologies for <b>school-related communication</b>	
E5 OP	Open educational resources	<i>Our teachers use <b>open educational resources</b></i>	<i>I use <b>open educational resources</b></i>	
Open	Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	

## Area F: Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
F1	Tailoring to students' needs	Our teachers use digital technologies to <b>tailor their teaching</b> to students' individual needs	I use digital technologies to <b>tailor my teaching</b> to students' individual needs	In our school, teachers give us <b>different activities</b> to do using technology that <b>suit our needs</b>
F3	Fostering creativity	Our teachers use digital learning activities that <b>foster students' creativity</b>	I use digital technologies to <b>foster students' creativity</b>	
F4	Engaging students	Our teachers set digital learning activities that <b>engage students</b>	I set digital learning activities that <b>engage students</b>	In our school, I <b>participate more</b> when we use technology
F5	Student collaboration	Our teachers use digital technologies to facilitate <b>student collaboration</b>	I use digital technologies to facilitate <b>student collaboration</b>	In our school, we use technology for <b>group work</b>
F6	Cross-curricular projects	Our teachers engage students in using digital technologies for <b>cross-curricular projects</b>	I engage students in using digital technologies in <b>cross-curricular projects</b>	

## Area G: Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
G1	Assessing skills	Our teachers use digital technologies to <b>assess students' skills</b>	I use digital technologies to <b>assess students' skills</b>	
G3	Timely feedback	Our teachers use digital technologies to provide <b>timely feedback</b> to students	I use digital technologies to provide <b>timely feedback</b> to students	
G5	Self-reflection on learning	Our teachers use digital technologies to enable students to <b>reflect on their own learning</b>	I use digital technologies to enable students to <b>reflect on their own learning</b>	
G6	Feedback to other students	Our teachers use digital technologies to enable <b>students</b> to provide <b>feedback on other students' work</b>	I use digital technologies to enable students to provide <b>feedback on other students' work</b>	
G7 OP	Digital assessment	<i>We support teachers in using digital technologies for <b>assessment</b></i>	<i>Our school leaders support me in using digital technologies for <b>assessment</b></i>	
G8 OP	Documenting learning	<i>Our teachers enable students to use digital technologies to <b>document their learning</b></i>	<i>I enable students to use digital technologies to <b>document their learning</b></i>	
G9 OP	Using data to improve learning	<i>Our teachers <b>use digital data</b> about individual students to improve their learning experience</i>	<i>I <b>use digital data</b> about individual students to improve their learning experience</i>	
G10 OP	Valuing skills developed outside school	<i>Our teachers <b>value digital skills</b> that students have developed outside school</i>	<i>I <b>value digital skills</b> that students have developed outside school</i>	

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
H1	Safe behaviour	In our school, students learn how to <b>behave safely online</b>	In our school, students learn how to <b>behave safely online</b>	In our school, I learn how to <b>behave safely online</b>
H2	Responsible behaviour	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, I learn how to <b>behave responsibly and respect others</b> when I am online
H3	Checking quality of information	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, I learn how to check that the information I find online is <b>reliable and accurate</b>
H4	Giving credit to others' work	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, students learn <b>how to give credit to others' work</b> they have found online	
H5	Creating digital content	In our school, students learn to <b>create digital content</b>	In our school, students learn to <b>create digital content</b>	
H6	Learning to communicate	In our school, students learn to <b>communicate using digital technologies</b>	In our school, students learn to <b>communicate using digital technologies</b>	
H7 OP	Digital skills across subjects	<i>We ensure that students develop their <b>digital skills across subjects</b></i>	<i>Our school leaders ensure that students develop their <b>digital skills across subjects</b></i>	<i>In our school, I use technology in <b>different subjects</b></i>
H8 OP	Learning coding or programming	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, I learn <b>coding or programming</b></i>
H9 OP	Solving technical problems	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Age	Age <sup>2</sup>	Age <sup>2</sup>	What year were you born?
Gender	Gender	Gender	Gender
Work experience in education	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	
Adoption of technology	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	
Negative factors for technology use	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	
Negative factors for technology use at home (Blended Learning)	Is blended learning with digital technologies negatively affected by the following factors? <sup>7</sup>	Is blended learning with digital technologies negatively affected by the following factors? <sup>7</sup>	

<sup>2</sup> Under 25; 25-29; 30-39; 40-49; 50-59; 60 or more; Prefer not to say

<sup>3</sup> Less than 1 year; 1-2 years; 3-5 years; 6-10 years; 11-15 years; 16-20 years; More than 20 years; Prefer not to say

<sup>5</sup> I tend to use digital technologies after the majority of my colleagues; I tend to use digital technologies at the pace of the majority of my colleagues; I tend to be an early adopter where I see clear benefits; I am usually among the innovators who try out new technologies; Prefer not to say

<sup>6</sup> Lack of funding; Insufficient digital equipment; Unreliable or slow internet connection; School space restrictions; Limited or no technical support; Lack of time for teachers; Low digital competence of teachers; Low digital competence of students; Other

<sup>7</sup> Limited student access to digital devices; Limited student access to reliable internet connection; Low digital competence of families; Teachers lacking time to develop material for blended teaching; Teachers lacking time to provide feedback to students; Difficulties in engaging students; Difficulties in supporting families and/or guardians in helping students with blended learning; Other

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Positive factors for technology use at home (Blended Learning)	Is blended learning with digital technologies, positively affected by the following factors? <sup>8</sup>	Is blended learning with digital technologies positively affected by the following factors? <sup>8</sup>	
Confidence in using technology		How confident are you in the use of digital technologies in the following areas?	
Preparing lessons		Preparing lessons by editing or creating a variety of digital resources (for instance slide show, images, audio or video) <sup>9</sup>	
Class teaching		Class teaching using a variety of devices (such as interactive whiteboards, video projectors) and resources (for instance online quizzes, mind maps, simulations) <sup>9</sup>	
Feedback and support		Assessing or providing personal feedback and support to students <sup>9</sup>	
Communication		Communicating with students and parents <sup>9</sup>	
Percentage of time for digital teaching		For what percentage of teaching time have you used digital technologies in class in the past 3 months? <sup>10</sup>	

<sup>8</sup> School experience in the use of Virtual Learning Environments; School access to well organised online of digital resources; “Bring Your Own Device” policy; Teachers’ participation in professional networks; Teachers’ participation in professional development programs; Teachers collaborate within the school on digital technology use and creation of resources; School collaborations with other schools and organisations; School has a digital strategy; Well-organised, regular communication with families and/or guardians; Other

<sup>9</sup> Not at all confident; Not confident; A little bit confident; Confident; Very confident; Prefer not to say

<sup>10</sup> 0-10%; 11-25%; 26-50%; 51-75%; 76-100%; Prefer not to say

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Time use			How often do you do the following (At school; Outside school)?
Technology at school			Use technology <b>at school</b> for school-related work <sup>11</sup>
Technology at home for schoolwork			Use technology <b>at home</b> for school-related work <sup>11</sup>
Technology outside school for learning			Use technology <b>outside school</b> for learning activities not related to school <sup>11</sup>
Technology at home for fun			Use technology <b>at home</b> for fun activities <sup>11</sup>
No technology outside school			Take part in activities <b>outside school</b> in which no technology is used <sup>11</sup>
Student access to devices outside school			Are you able to access digital devices (computer, laptop, tablet, mobile phone) <b>at home</b> ? <sup>12</sup>
Student technical knowledge			When lessons take place <b>at home</b> with digital technologies... <sup>13</sup>

<sup>11</sup> Never or hardly ever; At least once a month but not every week; At least once a week but not every day; Up to one hour every day; More than one hour every day; Prefer not to say

<sup>12</sup> I don't have access to a digital device to use for my school work; I have access to a digital device but it is not suitable to use for my school work; There is a shared digital device at home which I can use for my school work but it is not always available when I need it; There is a shared digital device at home which I can use for my school work when I need it; I have access to a digital device that is suitable to use for my school work

<sup>13</sup> I know how to use the software/apps without help; I ask my family/and or guardian to help me use the software/apps; I ask friends to help me use the software/apps; I ask my teachers or the school to help me use of the software/apps; I don't have anyone who can help me with the software/apps; I don't ask for help even if I need it; I find help on the internet; I have connectivity problems; I would like to use digital technologies to have more contact with my fellow students; I have been given information on how I should use digital devices; It is difficult to find a quiet space when using digital devices for learning; I am often distracted when using digital devices for learning



## Finally, your feedback on SELFIE

Item title	SCHOOL LEADER	TEACHER	STUDENT
Overall score	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?
Recommending SELFIE	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	
Suggestions for improvement	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.

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<sup>14</sup> Not at all likely; Not very likely; Somewhat likely; Very likely; Extremely likely; Prefer not to say



# Questionnaires for general lower and upper secondary schools



## Area A: Leadership

This area relates to the role of leadership in the school-wide integration of digital technologies and their effective use for the school's core work: teaching and learning.

Answer options: five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
A1	Digital strategy	In our school, we have a <b>digital strategy</b>	In our school, we have a <b>digital strategy</b>	
A2	Strategy development with teachers	We develop the <b>digital strategy</b> for our school together <b>with the teachers</b>	Our school leaders <b>involve us teachers in</b> the development of the <b>school's digital strategy</b>	
A3	New ways of teaching	We support teachers to try out <b>new ways of teaching with digital technologies</b>	Our school leaders support me in trying out <b>new ways of teaching with digital technologies</b>	
A4 OP	Time to explore digital teaching	<i>In our school, teachers have <b>time to explore</b> how to improve their teaching with digital technologies</i>	<i>In our school, I have <b>time to explore</b> how to improve my teaching with digital technologies</i>	
A5 OP	Copyright and licensing rules	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	

<sup>1</sup> This code is also used in the SELFIE school report to identify the questions

## Area B: Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

Answer options: five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
B1	Progress review	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	
B2	Discussion on the use of technology	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we talk with teachers about the <b>advantages and disadvantages</b> of using technology for learning
B3	Partnerships	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	
B4_OP	*Synergies for Remote Teaching and Learning	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C1	Infrastructure	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	
C2	Digital devices for teaching	In our school, there are <b>digital devices to use for teaching</b>	In our school, there are <b>digital devices for me to use for teaching</b>	
C3	Internet access	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, I have <b>access to the Internet for learning</b>
C5	Technical support	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, technical support is available when I <b>face problems with technology</b>
C7	Data protection	In our school, there are <b>data protection</b> systems in place	In our school, there are <b>data protection</b> systems in place	
C8	Digital devices for learning	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there <b>are computers or tablets for me to use</b>
C10 OP	*Devices for students	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school there are <b>portable devices</b> for me to take home when needed</i>
C11 OP	Digital divide: Measures to identify challenges	<i>In our school we have measures in place to <b>identify challenges</b> that arise with blended learning , related to students' learning needs and socio-economic background</i>	<i>In our school we have measures in place to <b>identify challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	
C12 OP	Digital divide: Support to address challenges	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	

## Area C: Infrastructure and Equipment

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C13 OP	Bring your own device	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, I can bring and use <b>my own portable device</b> during lessons</i>
C14 OP	Physical spaces	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	
C15 OP	Assistive technologies	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	
C16 OP	Online libraries/repositories	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries with learning materials</b> for my schoolwork</i>

## Area D: Continuing Professional Development – Part 1

This area looks at whether or not the school facilitates and invests in the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
D1	CPD needs	We discuss with our teachers their <b>CPD needs</b> for teaching with digital technologies	Our school leaders discuss with us our <b>CPD needs</b> for teaching with digital technologies	
D2	Participation in CPD	Our <b>teachers have opportunities to participate in CPD</b> for teaching and learning with digital technologies	I have <b>opportunities to participate in CPD</b> for teaching and learning with digital technologies	
D3	Sharing experiences	We support our teachers to <b>share experiences</b> within the school community about teaching with digital technologies	Our school leaders support us to <b>share experiences</b> within school about teaching with digital technologies	

## Area D: Continuing Professional Development - Part 2

**Answer options:** Not at all useful; Not useful; A little bit useful; Useful; Very useful; Did not participate

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
-	Usefulness of CPD activity		If you have participated within the last year in any of the following CPD activities on the pedagogical use of digital technologies, please indicate their usefulness to you	
-	Face-to-face professional learning		Face-to-face courses, seminars or conferences outside school	
-	Online professional learning		Online courses, webinars or online conferences	
-	Learning through collaboration		Learning from other teachers within your school through online or offline collaboration	
-	Learning through professional networks		Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning)	
-	In-house mentoring/coaching		In-house mentoring or coaching, as part of a formal school arrangement	
-	Other in-house training		Other in-house training sessions organised by the school (for instance workshops by the ICT Coordinator or observing colleagues teaching)	
-	Study visits		Study visits (for instance to other schools, businesses or organisations)	
-	Accredited programmes		Accredited programmes (for instance short accredited courses, degree programmes)	
-	Other CPD opportunities		Other CPD opportunities related to teaching with digital technologies (please specify) [text box]	
Open	Examples of effective CPD activity		Please give an example of a CPD activity on the pedagogical use of digital technologies you found particularly effective for you	



## Area E: Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
E1	Online educational resources	Our teachers <b>search online for</b> digital educational <b>resources</b>	I <b>search online</b> for digital educational resources	
E2	Creating digital resources	Our teachers <b>create digital resources</b> to support their teaching	I <b>create digital resources</b> to support my teaching	
E3	Using virtual learning environments	Our teachers use <b>virtual learning environments with students</b>	I use <b>virtual learning environments with students</b>	Our teachers use <b>online platforms</b> , to which we can also contribute, to facilitate our learning
E4	Communicating with the school community	Our teachers use digital technologies for <b>school-related communication</b>	I use digital technologies for <b>school-related communication</b>	
E5 OP	Open educational resources	<i>Our teachers use <b>open educational resources</b></i>	<i>I use <b>open educational resources</b></i>	
Open	Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for learning

## Area F: Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
F1	Tailoring to students' needs	Our teachers use digital technologies to <b>tailor their teaching</b> to students' individual needs	I use digital technologies to <b>tailor my teaching</b> to students' individual needs	In our school, teachers give us <b>different activities</b> to do using technology that <b>suit our needs</b>
F3	Fostering creativity	Our teachers use digital learning activities that <b>foster students' creativity</b>	I use digital technologies to <b>foster students' creativity</b>	In our school, I use technology for <b>creative activities</b>
F4	Engaging students	Our teachers set digital learning activities that <b>engage students</b>	I set digital learning activities that <b>engage students</b>	In our school, I <b>participate more</b> when we use technology
F5	Student collaboration	Our teachers use digital technologies to facilitate <b>student collaboration</b>	I use digital technologies to facilitate <b>student collaboration</b>	In our school, we use technology for <b>group work</b>
F6	Cross-curricular projects	Our teachers engage students in using digital technologies for <b>cross-curricular projects</b>	I engage students in using digital technologies in <b>cross-curricular projects</b>	In our school, we use technology for <b>projects</b> that combine <b>different subjects</b>

## Area G: Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
G1	Assessing skills	Our teachers use digital technologies to <b>assess students' skills</b>	I use digital technologies to <b>assess students' skills</b>	
G3	Timely feedback	Our teachers use digital technologies to provide <b>timely feedback</b> to students	I use digital technologies to provide <b>timely feedback</b> to students	In our school, we use technology to get <b>timely feedback</b> on our learning
G5	Self-reflection on learning	Our teachers use digital technologies to enable students to <b>reflect on their own learning</b>	I use digital technologies to enable students to <b>reflect on their own learning</b>	In our school, I use technology to <b>understand my strengths and weaknesses</b> as a learner
G6	Feedback to other students	Our teachers use digital technologies to enable <b>students</b> to provide <b>feedback on other students' work</b>	I use digital technologies to enable students to provide <b>feedback on other students' work</b>	In our school, I use technology to <b>provide feedback to other students</b>
G7 OP	Digital assessment	<i>We support teachers in using digital technologies for <b>assessment</b></i>	<i>Our school leaders support me in using digital technologies for <b>assessment</b></i>	
G8 OP	Documenting learning	<i>Our teachers enable students to use digital technologies to <b>document their learning</b></i>	<i>I enable students to use digital technologies to <b>document their learning</b></i>	<i>In our school, I use technology to <b>keep a record of my learning</b></i>
G9 OP	Using data to improve learning	<i>Our teachers <b>use digital data</b> about individual students to improve their learning experience</i>	<i>I <b>use digital data</b> about individual students to improve their learning experience</i>	
G10 OP	Valuing skills developed outside school	<i>Our teachers <b>value digital skills</b> that students have developed outside school</i>	<i>I <b>value digital skills</b> that students have developed outside school</i>	<i>Our teachers <b>value digital skills</b> that I have developed outside school</i>

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
H1	Safe behaviour	In our school, students learn how to <b>behave safely online</b>	In our school, students learn how to <b>behave safely online</b>	In our school, I learn how to <b>behave safely online</b>
H2	Responsible behaviour	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, I learn how to <b>behave responsibly and respect others</b> when I am online
H3	Checking quality of information	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, I learn how to check that the information I find online is <b>reliable and accurate</b>
H4	Giving credit to others' work	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, I learn <b>how to use others' work</b> I have found online
H5	Creating digital content	In our school, students learn to <b>create digital content</b>	In our school, students learn to <b>create digital content</b>	In our school, I learn how to <b>create digital content</b>
H6	Learning to communicate	In our school, students learn to <b>communicate using digital technologies</b>	In our school, students learn to <b>communicate using digital technologies</b>	In our school, I learn how to <b>communicate using technology</b>
H7 OP	Digital skills across subjects	<i>We ensure that students develop their <b>digital skills across subjects</b></i>	<i>Our school leaders ensure that students develop their <b>digital skills across subjects</b></i>	<i>In our school, I use technology in <b>different subjects</b></i>
H8 OP	Learning coding or programming	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, I learn <b>coding or programming</b></i>
H9 OP	Solving technical problems	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, I learn how to <b>solve technical problems</b> when using technology</i>

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Age	Age <sup>2</sup>	Age <sup>2</sup>	What year were you born?
Gender	Gender	Gender	Gender
Work experience in education	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	
Adoption of technology	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	
Negative factors for technology use	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	
Negative factors for technology use at home (Remote Learning)	Is remote teaching and learning with digital technologies negatively affected by the following factors? <sup>7</sup>	Is remote teaching and learning with digital technologies negatively affected by the following factors? <sup>7</sup>	

<sup>2</sup> Under 25; 25-29; 30-39; 40-49; 50-59; 60 or more; Prefer not to say

<sup>3</sup> Less than 1 year; 1-2 years; 3-5 years; 6-10 years; 11-15 years; 16-20 years; More than 20 years; Prefer not to say

<sup>5</sup> I tend to use digital technologies after the majority of my colleagues; I tend to use digital technologies at the pace of the majority of my colleagues; I tend to be an early adopter where I see clear benefits; I am usually among the innovators who try out new technologies; Prefer not to say

<sup>6</sup> Lack of funding; Insufficient digital equipment; Unreliable or slow internet connection; School space restrictions; Limited or no technical support; Lack of time for teachers; Low digital competence of teachers; Low digital competence of students; Other

<sup>7</sup> Limited student access to digital devices; Limited student access to reliable internet connection; Low digital competence of families; Teachers lacking time to develop material for remote teaching; Teachers lacking time to provide feedback to students; Difficulties in engaging students; Difficulties in supporting families and/or guardians in helping students with blended learning; Other

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Positive factors for technology use at home (Blended Learning)	Is blended learning with digital technologies, positively affected by the following factors? <sup>8</sup>	Is blended learning with digital technologies affected positively by the following factors? <sup>8</sup>	
Confidence in using technology		How confident are you in the use of digital technologies in the following areas?	
Preparing lessons		Preparing lessons by editing or creating a variety of digital resources (for instance slide show, images, audio or video) <sup>9</sup>	
Class teaching		Class teaching using a variety of devices (such as interactive whiteboards, video projectors) and resources (for instance online quizzes, mind maps, simulations) <sup>9</sup>	
Feedback and support		Assessing or providing personal feedback and support to students <sup>9</sup>	
Communication		Communicating with students and parents <sup>9</sup>	
Percentage of time for digital teaching		For what percentage of teaching time have you used digital technologies in class in the past 3 months? <sup>10</sup>	

<sup>8</sup> School experience in the use of Virtual Learning Environments; School access to well organised online of digital resources; “Bring Your Own Device” policy; Teachers’ participation in professional networks; Teachers’ participation in professional development programs; Teachers collaborate within the school on digital technology use and creation of resources; School collaborations with other schools and organisations; School has a digital strategy; Well-organised, regular communication with families and/or guardians; Other

<sup>9</sup> Not at all confident; Not confident; A little bit confident; Confident; Very confident; Prefer not to say

<sup>10</sup> 0-10%; 11-25%; 26-50%; 51-75%; 76-100%; Prefer not to say

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Time use			How often do you do the following (At school; Outside school)?
Technology at school			Use technology <b>at school</b> for school-related work <sup>11</sup>
Technology at home for schoolwork			Use technology <b>at home</b> for school-related work <sup>11</sup>
Technology outside school for learning			Use technology <b>outside school</b> for learning activities not related to school <sup>11</sup>
Technology at home for fun			Use technology <b>at home</b> for fun activities <sup>11</sup>
No technology outside school			Take part in activities <b>outside school</b> in which no technology is used <sup>11</sup>
*Student access to devices outside school			Are you able to access digital devices (computer, laptop, tablet, mobile phone) <b>at home?</b> <sup>12</sup>
*Student technical knowledge			When lessons take place <b>at home</b> with digital technologies... <sup>13</sup>

<sup>11</sup> Never or hardly ever; At least once a month but not every week; At least once a week but not every day; Up to one hour every day; More than one hour every day; Prefer not to say

<sup>12</sup> I don't have access to a digital device to use for my school work; I have access to a digital device but it is not suitable to use for my school work; There is a shared digital device at home which I can use for my school work but it is not always available when I need it; There is a shared digital device at home which I can use for my school work when I need it; I have access to a digital device that is suitable to use for my school work

<sup>13</sup> I know how to use the software/apps without help; I ask my family/and or guardian to help me use the software/apps; I ask friends to help me use the software/apps; I ask my teachers or the school to help me use of the software/apps; I don't have anyone who can help me with the software/apps; I don't ask for help even if I need it; I find help on the internet; I have connectivity problems; I would like to use digital technologies to have more contact with my fellow students; I have been given information on how I should use digital devices; It is difficult to find a quiet space when using digital devices for learning; I am often distracted when using digital devices for learning

## Finally, your feedback on SELFIE

Item title	SCHOOL LEADER	TEACHER	STUDENT
Overall score	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?
Recommending SELFIE	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	
Suggestions for improvement	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.

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<sup>14</sup> Not at all likely; Not very likely; Somewhat likely; Very likely; Extremely likely; Prefer not to say





# Questionnaires for upper-secondary vocational schools



## Area A: Leadership

This area relates to the role of leadership in the school-wide integration of digital technologies and their effective use for the school's core work: teaching and learning.

Answer options: five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
A1	Digital strategy	In our school, we have a <b>digital strategy</b>	In our school, we have a <b>digital strategy</b>	
A2	Strategy development with teachers	We develop the <b>digital strategy</b> for our school together <b>with the teachers</b>	Our school leaders <b>involve us teachers in</b> the development of the <b>school's digital strategy</b>	
A3	New ways of teaching	We support teachers to try out <b>new ways of teaching with digital technologies</b>	Our school leaders support me in trying out <b>new ways of teaching with digital technologies</b>	
A6	Involving companies in strategy	In our school, <b>companies we collaborate with are involved</b> in the development of the school's digital strategy	In our school, <b>companies we collaborate with are involved</b> in the development of the school's digital strategy	
A4 OP	Time to explore digital teaching	<i>In our school, teachers have <b>time to explore</b> how to improve their teaching with digital technologies</i>	<i>In our school, I have <b>time to explore</b> how to improve my teaching with digital technologies</i>	
A5 OP	Copyright and licensing rules	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	

<sup>1</sup> This code is also used in the SELFIE school report to identify the questions

## Area B: Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

**Answer options:** five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT
B1	Progress review	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	
B2	Discussion on the use of technology	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we talk with teachers about the <b>advantages and disadvantages</b> of using technology for learning
B3	Partnerships	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	
B4_OP	Synergies for Blended Learning	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	<i>In our school, we <b>collaborate with other schools</b> or organisations to support the use of digital technologies</i>	

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C1	Infrastructure	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	
C2	Digital devices for teaching	In our school, there are <b>digital devices to use for teaching</b>	In our school, there are <b>digital devices for me to use for teaching</b>	
C3	Internet access	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, I have <b>access to the Internet for learning</b>
C5	Technical support	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, technical support is available when I <b>face problems with technology</b>
C7	Data protection	In our school, there are <b>data protection</b> systems in place	In our school, there are <b>data protection</b> systems in place	
C8	Digital devices for learning	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there <b>are computers or tablets for me to use</b>
C17	Database of training opportunities	In our school, students have access to a <b>database of in-company training opportunities</b>	In our school, students have access to a <b>database of in-company training opportunities</b>	In our school, I have access to a <b>database of traineeships, apprenticeships and other opportunities</b>
C10 OP	Devices for students	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school there are <b>portable devices</b> for me to take home when needed</i>
C11 OP	Digital divide: Measures to identify challenges	<i>In our school we have measures in place to <b>identify challenges</b> that arise with blended learning , related to students learning needs and socio-economic background</i>	<i>In our school we have measures in place to <b>identify challenges</b> that arise with remote teaching and blended learning, related to students' learning needs and socio-economic background</i>	

## Area C: Infrastructure and Equipment

Answer options: five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
C12 OP	Digital divide: Support to address challenges	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with blended learning, related to students' learning needs and socio-economic background</i>	
C13 OP	Bring your own device	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, I can bring and use <b>my own portable device</b> during lessons</i>
C14 OP	Physical spaces	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	
C15 OP	Assistive technologies	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	
C16 OP	Online libraries/repositories	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries with learning materials</b> for my schoolwork</i>

## Area D: Continuing Professional Development – Part 1

This area looks at whether or not the school facilitates and invests in the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
D1	CPD needs	We discuss with our teachers their <b>CPD needs</b> for teaching with digital technologies	Our school leaders discuss with us our <b>CPD needs</b> for teaching with digital technologies	
D2	Participation in CPD	Our <b>teachers have opportunities to participate in CPD</b> for teaching and learning with digital technologies	I have <b>opportunities to participate in CPD</b> for teaching and learning with digital technologies	
D3	Sharing experiences	We support our teachers to <b>share experiences</b> within the school community about teaching with digital technologies	Our school leaders support us to <b>share experiences</b> within school about teaching with digital technologies	
D4	CPD opportunities	Our teachers have <b>CPD opportunities</b> in the use of digital technologies, <b>specific to the courses they teach</b>	I have <b>CPD opportunities</b> on the use of digital technologies, <b>specific to the vocational courses</b> I teach	

## Area D: Continuing Professional Development - Part 2

**Answer options:** Not at all useful; Not useful; A little bit useful; Useful; Very useful; Did not participate

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
-	Usefulness of CPD activity		If you have participated within the last year in any of the following CPD activities on the pedagogical use of digital technologies, please indicate their usefulness to you	
-	Face-to-face professional learning		Face-to-face courses, seminars or conferences outside school	
-	Online professional learning		Online courses, webinars or online conferences	
-	Learning through collaboration		Learning from other teachers within your school through online or offline collaboration	
-	Learning through professional networks		Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning)	
-	In-house mentoring/coaching		In-house mentoring or coaching, as part of a formal school arrangement	
-	Other in-house training		Other in-house training sessions organised by the school (for instance workshops by the ICT Coordinator or observing colleagues teaching)	
-	Study visits		Study visits (for instance to other schools, businesses or organisations)	
-	Accredited programmes		Accredited programmes (for instance short accredited courses, degree programmes)	
-	Other CPD opportunities		Other CPD opportunities related to teaching with digital technologies (please specify) [text box]	
Open	Examples of effective CPD activity	Please give an example of a CPD activity on the pedagogical use of digital technologies you found particularly effective for you		

## Area E: Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
E1	Online educational resources	Our teachers <b>search online for</b> digital educational <b>resources</b>	I <b>search online</b> for digital educational resources	
E2	Creating digital resources	Our teachers <b>create digital resources</b> to support their teaching	I <b>create digital resources</b> to support my teaching	
E3	Using virtual learning environments	Our teachers use <b>virtual learning environments with students</b>	I use <b>virtual learning environments with students</b>	Our teachers use <b>online platforms</b> , to which we can also contribute, to facilitate our learning
E4	Communicating with the school community	Our teachers use digital technologies for <b>school-related communication</b>	I use digital technologies for <b>school-related communication</b>	
E5 OP	Open educational resources	<i>Our teachers use <b>open educational resources</b></i>	<i>I use <b>open educational resources</b></i>	
Open	Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for learning



## Area F: Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
F1	Tailoring to students' needs	Our teachers use digital technologies to <b>tailor their teaching</b> to students' individual needs	I use digital technologies to <b>tailor my teaching</b> to students' individual needs	In our school, teachers give us <b>different activities</b> to do using technology that <b>suit our needs</b>
F3	Fostering creativity	Our teachers use digital learning activities that <b>foster students' creativity</b>	I use digital technologies to <b>foster students' creativity</b>	In our school, I use technology for <b>creative activities</b>
F4	Engaging students	Our teachers set digital learning activities that <b>engage students</b>	I set digital learning activities that <b>engage students</b>	In our school, I <b>participate more</b> when we use technology
F5	Student collaboration	Our teachers use digital technologies to facilitate <b>student collaboration</b>	I use digital technologies to facilitate <b>student collaboration</b>	In our school, we use technology for <b>group work</b>
F6	Cross-curricular projects	Our teachers engage students in using digital technologies for <b>cross-curricular projects</b>	I engage students in using digital technologies in <b>cross-curricular projects</b>	In our school, we use technology for <b>projects</b> that combine <b>different subjects</b>
F8 OP	Career guidance	<i>In our school, we use digital technologies for <b>career guidance</b></i>	<i>In our school, we use digital technologies for <b>career guidance</b></i>	<i>In our school, we use technology for <b>career guidance</b></i>

## Area G: Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
G1	Assessing skills	Our teachers use digital technologies to <b>assess students' skills</b>	I use digital technologies to <b>assess students' skills</b>	In our school, our teachers use digital technologies to <b>assess my skills</b>
G3	Timely feedback	Our teachers use digital technologies to provide <b>timely feedback</b> to students	I use digital technologies to provide <b>timely feedback</b> to students	In our school, we use technology to get <b>timely feedback</b> on our learning
G5	Self-reflection on learning	Our teachers use digital technologies to enable students to <b>reflect on their own learning</b>	I use digital technologies to enable students to <b>reflect on their own learning</b>	In our school, I use technology to <b>understand my strengths and weaknesses</b> as a learner
G6	Feedback to other students	Our teachers use digital technologies to enable <b>students</b> to provide <b>feedback on other students' work</b>	I use digital technologies to enable students to provide <b>feedback on other students' work</b>	In our school, I use technology to <b>provide feedback to other students</b>
G7 OP	Digital assessment	<i>We support teachers in using digital technologies for <b>assessment</b></i>	<i>Our school leaders support me in using digital technologies for <b>assessment</b></i>	
G8 OP	Documenting learning	<i>Our teachers enable students to use digital technologies to <b>document what they have learned</b> relevant to their qualification</i>	<i>I enable students to use digital technologies to <b>document what they have learned</b> relevant to their qualification</i>	<i>In our school, I use technology to <b>keep a record of what I have learned</b> relevant to my field of study</i>
G9 OP	Using data to improve learning	<i>Our teachers <b>use digital data</b> about individual students to improve their learning experience</i>	<i>I <b>use digital data</b> about individual students to improve their learning experience</i>	
G10 OP	Valuing skills developed outside school	<i>Our teachers <b>value digital skills</b> that students have developed outside school and work-based settings</i>	<i>I <b>value digital skills</b> that students have developed outside school and work-based settings</i>	<i>Our teachers <b>value digital skills</b> that I have developed outside school or workplace</i>

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

Answer options: five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
H1	Safe behaviour	In our school, students learn how to <b>behave safely online</b>	In our school, students learn how to <b>behave safely online</b>	In our school, I learn how to <b>behave safely online</b>
H2	Responsible behaviour	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, I learn how to <b>behave responsibly and respect others</b> when I am online
H3	Checking quality of information	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, I learn how to check that the information I find online is <b>reliable and accurate</b>
H4	Giving credit to others' work	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, I learn <b>how to use others' work</b> I have found online
H5	Creating digital content	In our school, students learn to <b>create digital content</b>	In our school, students learn to <b>create digital content</b>	In our school, I learn how to <b>create digital content</b>
H6	Learning to communicate	In our school, students learn to <b>communicate using digital technologies</b>	In our school, students learn to <b>communicate using digital technologies</b>	In our school, I learn how to <b>communicate using technology</b>
H7 OP	Digital skills across subjects	<i>We ensure that students develop their <b>digital skills across subjects</b></i>	<i>Our school leaders ensure that students develop their <b>digital skills across subjects</b></i>	<i>In our school, I use technology in <b>different subjects</b></i>
H8 OP	Learning coding or programming	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, I learn <b>coding or programming</b></i>
H9 OP	Solving technical problems	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, I learn how to <b>solve technical problems</b> when using technology</i>
H10 OP	Skills for vocational qualification	<i>In our school, students develop <b>digital skills related to their vocational qualification</b></i>	<i>In our school, students develop <b>digital skills related to their vocational qualification</b></i>	<i>In our school, I develop <b>digital skills specific to my field of study</b></i>

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Age	Age <sup>2</sup>	Age <sup>2</sup>	What year were you born?
Gender	Gender	Gender	Gender
Work experience in education	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	Including this school year, how many years of work experience do you have in education in total? <sup>3</sup>	
Adoption of technology	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	Which best describes your approach to using digital technologies for teaching and learning? <sup>5</sup>	
Negative factors for technology use	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>6</sup>	
*Negative factors for technology use at home (Remote Teaching and Learning)	Is remote teaching and learning with digital technologies negatively affected by the following factors? <sup>7</sup>	Is remote teaching and learning with digital technologies negatively affected by the following factors? <sup>7</sup>	

<sup>2</sup> Under 25; 25-29; 30-39; 40-49; 50-59; 60 or more; Prefer not to say

<sup>3</sup> Less than 1 year; 1-2 years; 3-5 years; 6-10 years; 11-15 years; 16-20 years; More than 20 years; Prefer not to say

<sup>5</sup> I tend to use digital technologies after the majority of my colleagues; I tend to use digital technologies at the pace of the majority of my colleagues; I tend to be an early adopter where I see clear benefits; I am usually among the innovators who try out new technologies; Prefer not to say

<sup>6</sup> Lack of funding; Insufficient digital equipment; Unreliable or slow internet connection; School space restrictions; Limited or no technical support; Lack of time for teachers; Low digital competence of teachers; Low digital competence of students; Other

<sup>7</sup> Limited student access to digital devices; Limited student access to reliable internet connection; Low digital competence of families; Teachers lacking time to develop material for blended teaching; Teachers lacking time to provide feedback to students ;Difficulties in engaging students; Difficulties in supporting families and/or guardians in helping students with blended learning; Other

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Positive factors for technology use at home (blended learning)	Is remote teaching and learning with digital technologies, positively affected by the following factors? <sup>8</sup>	Is remote teaching and learning with digital technologies affected positively by the following factors? <sup>8</sup>	
Confidence in using technology		How confident are you in the use of digital technologies in the following areas?	
Preparing lessons		Preparing lessons by editing or creating a variety of digital resources (for instance slide show, images, audio or video) <sup>9</sup>	
Class teaching		Class teaching using a variety of devices (such as interactive whiteboards, video projectors) and resources (for instance online quizzes, mind maps, simulations) <sup>9</sup>	
Feedback and support		Assessing or providing personal feedback and support to students <sup>9</sup>	
Communication		Communicating with students and parents <sup>9</sup>	
Percentage of time for digital teaching		For what percentage of teaching time have you used digital technologies in class in the past 3 months? <sup>10</sup>	

<sup>8</sup> School experience in the use of Virtual Learning Environments; School access to well organised online of digital resources; “Bring Your Own Device” policy; Teachers’ participation in professional networks; Teachers’ participation in professional development programs; Teachers collaborate within the school on digital technology use and creation of resources; School collaborations with other schools and organisations; School has used SELFIE to reflect on technology use; School has a digital strategy; State, region provides support or guidance; Well-organised, regular communication with families and/or guardians; Other

<sup>9</sup> Not at all confident; Not confident; A little bit confident; Confident; Very confident; Prefer not to say

<sup>10</sup> 0-10%; 11-25%; 26-50%; 51-75%; 76-100%; Prefer not to say

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT
Time use			How often do you do the following (At school; Outside school)?
Technology at school			Use technology <b>at school</b> for school-related work <sup>11</sup>
Technology at home for schoolwork			Use technology <b>at home</b> for school-related work <sup>11</sup>
Technology outside school for learning			Use technology <b>outside school</b> for learning activities not related to school <sup>11</sup>
Technology at home for fun			Use technology <b>at home</b> for fun activities <sup>11</sup>
No technology outside school			Take part in activities <b>outside school</b> in which no technology is used <sup>11</sup>
Student access to devices outside school			Are you able to access digital devices (computer, laptop, tablet, mobile phone) <b>at home</b> ? <sup>12</sup>
Student technical knowledge			When lessons take place <b>at home</b> with digital technologies... <sup>13</sup>

<sup>11</sup> Never or hardly ever; At least once a month but not every week; At least once a week but not every day; Up to one hour every day; More than one hour every day; Prefer not to say

<sup>12</sup> I don't have access to a digital device to use for my school work; I have access to a digital device but it is not suitable to use for my school work; There is a shared digital device at home which I can use for my school work but it is not always available when I need it; There is a shared digital device at home which I can use for my school work when I need it; I have access to a digital device that is suitable to use for my school work

<sup>13</sup> I know how to use the software/apps without help; I ask my family/and or guardian to help me use the software/apps; I ask friends to help me use the software/apps; I ask my teachers or the school to help me use of the software/apps; I don't have anyone who can help me with the software/apps; I don't ask for help even if I need it; I find help on the internet; I have connectivity problems; I would like to use digital technologies to have more contact with my fellow students; I have been given information on how I should use digital devices; It is difficult to find a quiet space when using digital devices for learning; I am often distracted when using digital devices for learning

## Finally, your feedback on SELFIE

Item title	SCHOOL LEADER	TEACHER	STUDENT
Overall score	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?
Recommending SELFIE	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	How likely is it that you would recommend SELFIE to a colleague? <sup>14</sup>	
Suggestions for improvement	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.

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<sup>14</sup> Not at all likely; Not very likely; Somewhat likely; Very likely; Extremely likely; Prefer not to say



# **Questionnaires for upper-secondary vocational schools, work-based learning version**



## Area A: Leadership

This area relates to the role of leadership in the school-wide integration of digital technologies and their effective use for the school's core work: teaching and learning.

Answer options: five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
A1	Digital strategy	In our school, we have a <b>digital strategy</b>	In our school, we have a <b>digital strategy</b>		
A2	Strategy development with teachers	We develop the <b>digital strategy</b> for our school together <b>with the teachers</b>	Our school leaders <b>involve us teachers in</b> the development of the <b>school's digital strategy</b>		
A3	New ways of teaching	We support teachers to try out <b>new ways of teaching with digital technologies</b>	Our school leaders support me in trying out <b>new ways of teaching with digital technologies</b>		
A4 OP	Time to explore digital teaching	<i>In our school, teachers have <b>time to explore</b> how to improve their teaching with digital technologies</i>	<i>In our school, I have <b>time to explore</b> how to improve my teaching with digital technologies</i>		<i>In our company, I have <b>time to explore</b> how to improve my training with digital technologies</i>
A5 OP	Copyright and licensing rules	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>	<i>In our school, we apply <b>copyright and licensing rules</b> when using digital technologies for teaching and learning</i>		
A6	Involving companies in strategy	In our school, <b>companies we collaborate with are involved</b> in the development of the school's digital strategy	In our school, <b>companies we collaborate with are involved</b> in the development of the school's digital strategy		As a company, we are involved in the development of the <b>school's digital strategy</b>

## Area B: Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

**Answer options:** five-point scales and not applicable (N/A)

Item Code <sup>1</sup>	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
B1	Progress review	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	In our school, we <b>review our progress</b> in teaching and learning with digital technologies	In our school, we talk with teachers about the <b>advantages and disadvantages</b> of using technology for learning	
B2	Discussion on the use of technology	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies	In our school, we discuss the <b>advantages and disadvantages</b> of teaching and learning with digital technologies		
B3	Partnerships	In our school, we use digital technologies in our <b>partnerships</b> with other organisations	In our school, we use digital technologies in our <b>partnerships</b> with other organisations		
WBL B5	Communication	In our school, we use digital technologies to regularly communicate with our training companies	In our school, I use digital technologies to regularly communicate with my training companies		In our company, I use digital technologies to regularly communicate with the school
WBL B6	Organisation of alternance	In our school, we use digital technologies to organise the alternance of students between school and company	In our school, I use digital technologies to organise the alternance of students between school and company		In our company, I use digital technologies to organise the alternance of students between school and company
B4_OP	Synergies for Blended Learning	<i>In our school, we <b>collaborate with other schools or organisations</b> to support the use of digital technologies</i>	<i>In our school, we <b>collaborate with other schools or organisations</b> to support the use of digital technologies</i>		<i>In our company we <b>collaborate with other companies or organisations</b> to support the use of digital technologies</i>

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

**Answer options:** five-point scale and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINERS
C1	Infrastructure	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies	In our school, the digital <b>infrastructure</b> supports teaching and learning with digital technologies		In our company, the <b>digital infrastructure</b> supports training with digital technologies
C2	Digital devices for teaching	In our school, there are <b>digital devices to use for teaching</b>	In our school, there are <b>digital devices for me to use for teaching</b>		In our company, there are <b>digital devices for me</b> to use for training
C3	Internet access	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, there is <b>access to the Internet</b> for teaching and learning	In our school, I have <b>access to the Internet for learning</b>	
WBL C4	Internet access in company			In our company, I have <b>access to the internet</b> for learning	
C5	Technical support	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, <b>technical support</b> is available in case of problems with digital technologies	In our school, technical support is available when I <b>face problems with technology</b>	
WBL C6	Technical support in company			In our company, <b>technical support</b> is available when I face problems with digital technologies	

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

Answer options: five-point scale and not applicable (N/A)

C7	Data protection	In our school, there are <b>data protection</b> systems in place	In our school, there are <b>data protection</b> systems in place		In our company, there are <b>data protection</b> systems in place
C8	Digital devices for learning	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there are school-owned/managed <b>digital devices for students to use</b> when they need them	In our school, there <b>are computers or tablets for me to use</b>	
WBL C9	Digital devices for learning in company			In our company, I can learn <b>operating the relevant (digital) equipment</b>	In our company, students are allowed to work with the <b>relevant (digital) equipment</b> for learning purposes
C17	Database of training opportunities	In our school, students have access to a <b>database of in-company training opportunities</b>	In our school, students have access to a <b>database of in-company training opportunities</b>	<b>VET:</b> In our school, I have access to a <b>database of traineeships, apprenticeships and other opportunities</b>	
C10 OP	School owned devices for students	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school, there are <b>school owned and managed portable devices</b> that students can take home when needed</i>	<i>In our school there are <b>portable devices</b> for me to take home when needed</i>	<i>In our company there are <b>company owned and managed portable devices</b> that students can take home when needed</i>
C11 OP	Digital divide: Measures to identify challenges	<i>In our school we have measures in place to <b>identify challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>	<i>In our school we have measures in place to <b>identify challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>		<i>In our company we have measures in place to <b>identify challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>

## Area C: Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection, technical support or physical space). This can enable and facilitate innovative teaching, learning and assessment practices.

**Answer options:** five-point scale and not applicable (N/A)

C12 OP	Digital divide: Support to address challenges	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>	<i>In our school we have a plan in place to <b>help teachers deal with challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>		<i>In our company we have a plan in place to <b>help trainers deal with challenges</b> that arise with Blended Learning, related to students' learning needs and socio-economic background</i>
C13 OP	Bring your own device	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, students bring and use their <b>own portable devices</b> during lessons</i>	<i>In our school, I can bring and use <b>my own portable device</b> during lessons</i>	<i>In our company, students can <b>bring and use their own portable device</b></i>
C14 OP	Physical spaces	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>	<i>In our school, <b>physical spaces</b> support teaching and learning with digital technologies</i>		
C15 OP	Assistive technologies	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>	<i>In our school, students in need of special support have access to <b>assistive technologies</b></i>		<i>In our company, students in need of <b>special support</b> have access to assistive technologies</i>
C16 OP	Online libraries/repositories	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries or repositories</b> with <b>teaching and learning materials</b></i>	<i>In our school, there are <b>online libraries with learning materials</b> for my schoolwork</i>	<i>In our company, there are <b>online libraries or repositories</b> with teaching and learning materials relevant to the occupations that we train for</i>
WBL C18	Simulation	<i>In our school, students make use of <b>simulation tools</b> and settings to simulate the real working environment for learning purposes</i>	<i>In our school, students make use of <b>simulation tools</b> and settings to simulate the real working environment for learning purposes</i>		<i>In our company, students make use of <b>simulation tools</b> and settings to simulate the real working environment for learning purposes</i>

## Area D: Continuing Professional Development – Part 1

This area looks at whether or not the school facilitates and invests in the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINERS
D1	CPD needs	We discuss with our teachers their <b>CPD needs</b> for teaching with digital technologies	Our school leaders discuss with us our <b>CPD needs</b> for teaching with digital technologies		
D2	Participation in CPD	Our teachers have <b>opportunities to participate in CPD</b> for teaching and learning with digital technologies	I have <b>opportunities to participate in CPD</b> for teaching and learning with digital technologies		I have opportunities to participate in CPD to better integrate digital technologies in training
D3	Sharing experiences	We support our teachers to <b>share experiences</b> within the school community about teaching with digital technologies	Our school leaders support us to <b>share experiences</b> within school about teaching with digital technologies		Our management supports us to share experiences within the company about training with digital technologies
D4	CPD opportunities	Our teachers have <b>CPD opportunities</b> in the use of digital technologies, <b>specific to the courses they teach</b>	I have <b>CPD opportunities</b> on the use of digital technologies, <b>specific to the vocational courses</b> I teach		

## Area D: Continuing Professional Development - Part 2

Answer options: Not at all useful; Not useful; A little bit useful; Useful; Very useful; Did not participate

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINERS
-	Usefulness of CPD activity		If you have participated within the last year in any of the following CPD activities on the pedagogical use of digital technologies, please indicate their usefulness to you		
-	Face-to-face professional learning		Face-to-face courses, seminars or conferences outside school		
-	Online professional learning		Online courses, webinars or online conferences		
-	Learning through collaboration		Learning from other teachers within your school through online or offline collaboration		
-	Learning through professional networks		Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning)		
-	In-house mentoring/coaching		In-house mentoring or coaching, as part of a formal school arrangement		
-	Other in-house training		Other in-house training sessions organised by the school (for instance workshops by the ICT Coordinator or observing colleagues teaching)		
-	Study visits		Study visits (for instance to other schools, businesses or organisations)		
-	Accredited programmes		Accredited programmes (for instance short accredited courses, degree programmes)		
-	Other CPD opportunities		Other CPD opportunities related to teaching with digital technologies (please specify) [text box]		
Open	Examples of effective CPD activity	Please give an example of a CPD activity on the pedagogical use of digital technologies you found particularly effective for you			

## Area E: Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINERS
E1	Online educational resources	Our teachers <b>search online for</b> digital educational <b>resources</b>	I <b>search online</b> for digital educational resources		I <b>search online</b> for digital educational/training resources
E2	Creating digital resources	Our teachers <b>create digital resources</b> to support their teaching	I <b>create digital resources</b> to support my teaching		I create digital resources to support my training
E3	Using virtual learning environments	Our teachers use <b>virtual learning environments with students</b>	I use <b>virtual learning environments with students</b>	Our teachers use <b>online platforms</b> , to which we can also contribute, to facilitate our learning	I use virtual learning environments with students
E4	Communicating with the school community	Our teachers use digital technologies for <b>school-related communication</b>	I use digital technologies for <b>school-related communication</b>		
E5 OP	Open educational resources	<i>Our teachers use <b>open educational resources</b></i>	<i>I use <b>open educational resources</b></i>		
Open	Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for learning	Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for training



## Area F: Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
F1	Tailoring to students' needs	Our teachers use digital technologies to <b>tailor their teaching</b> to students' individual needs	I use digital technologies to <b>tailor my teaching</b> to students' individual needs	In our school, teachers give us <b>different activities</b> to do using technology that <b>suit our needs</b>	
WBL F2	Tailoring to students' needs in company			In our company, in-company trainers use digital technologies to tailor the training to our individual needs	In our company, I use digital technologies to <b>tailor the training</b> to students' individual needs
F3	Fostering creativity	Our teachers use digital learning activities that <b>foster students' creativity</b>	I use digital technologies to <b>foster students' creativity</b>	In our school, I use technology for <b>creative activities</b>	I use digital technologies to foster students' creativity
F4	Engaging students	Our teachers set digital learning activities that <b>engage students</b>	I set digital learning activities that <b>engage students</b>	In our school, I <b>participate more</b> when we use technology	
F5	Student collaboration	Our teachers use digital technologies to facilitate <b>student collaboration</b>	I use digital technologies to facilitate <b>student collaboration</b>	In our school, we use technology for <b>group work</b>	
F6	Cross-curricular projects	Our teachers engage students in using digital technologies for <b>cross-curricular projects</b>	I engage students in using digital technologies in <b>cross-curricular projects</b>	In our school, we use technology for <b>projects</b> that combine <b>different subjects</b>	
WBL F7	Work experience			In our company, I <b>gain experience</b> in using digital technologies, which makes me more prepared for my future <b>profession</b>	I engage students in using digital technologies, which makes them more prepared for their future <b>profession</b>
F8 OP	Career guidance	<i>In our school, we use digital technologies for <b>career guidance</b></i>	<i>In our school, we use digital technologies for <b>career guidance</b></i>	<i>In our school, we use technology for <b>career guidance</b></i>	

## Area G: Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
G1	Assessing skills	Our teachers use digital technologies to <b>assess students' skills</b>	I use digital technologies to <b>assess students' skills</b>	In our school, our teachers use digital technologies to <b>assess my skills</b>	
WBL G2	Assessing skills in company			In our company, digital technologies are used to <b>assess my skills</b>	I use digital technologies to <b>assess students' skills</b>
G3	Timely feedback	Our teachers use digital technologies to provide <b>timely feedback</b> to students	I use digital technologies to provide <b>timely feedback</b> to students	In our school, we use technology to get <b>timely feedback</b> on our learning	
WBL G4	Timely feedback in company			In our company, digital technologies are used to get <b>timely feedback</b> on my learning	I use digital technologies to provide <b>timely feedback</b> to students
G5	Self-reflection on learning	Our teachers use digital technologies to enable students to <b>reflect on their own learning</b>	I use digital technologies to enable students to <b>reflect on their own learning</b>	In our school, I use technology to <b>understand my strengths and weaknesses</b> as a learner	
G6	Feedback to other students	Our teachers use digital technologies to enable <b>students</b> to provide <b>feedback on other students' work</b>	I use digital technologies to enable students to provide <b>feedback on other students' work</b>	In our school, I use technology to <b>provide feedback to other students</b>	
G7 OP	Digital assessment	<i>We support teachers in using digital technologies for <b>assessment</b></i>	<i>Our school leaders support me in using digital technologies for <b>assessment</b></i>		

## Area G: Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

**Answer options:** five-point scales and not applicable (N/A)

G8 OP	Documenting learning	<i>Our teachers enable students to use digital technologies to <b>document what they have learned</b> relevant to their qualification</i>	<i>I enable students to use digital technologies to <b>document what they have learned</b> relevant to their qualification</i>	<i>In our school, I use technology to <b>keep a record of what I have learned</b> relevant to my field of study</i>	<i>I enable students to use digital technologies to <b>document what they have learned</b> relevant to their field of study</i>
G9 OP	Using data to improve learning	<i>Our teachers use <b>digital data</b> about individual students to improve their learning experience</i>	<i>I use digital <b>data about</b> individual students to improve their learning experience</i>		
G10 OP	Valuing skills developed outside school	<i>Our teachers <b>value digital skills</b> that students have developed outside school and work-based settings</i>	<i>I <b>value digital skills</b> that students have developed outside school and work-based settings</i>	<i>Our teachers <b>value digital skills</b> that I have developed outside school or workplace</i>	
WBL G11	Co-design of assessment	<i>In our school, we use digital technologies to <b>design</b> assessment practices <b>with training companies</b></i>	<i>In our school, I use digital technologies to <b>design</b> assessment practices <b>with training companies</b></i>		<i>I use digital technologies to design assessment practices <b>with the schools</b></i>

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

**Answer options:** five-point scales and not applicable (N/A)

Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
H1	Safe behaviour	In our school, students learn how to <b>behave safely online</b>	In our school, students learn how to <b>behave safely online</b>	In our school, I learn how to <b>behave safely online</b>	
WBL H2	Safe behaviour in company			In our company, I learn how to <b>behave safely online</b>	In our company, students learn how to <b>behave safely online</b>
H3	Responsible behaviour	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, students learn how to <b>behave responsibly</b> when they are online	In our school, I learn how to <b>behave responsibly and respect others</b> when I am online	
H4	Checking quality of information	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, students learn how to check that the information they find online is <b>reliable and accurate</b>	In our school, I learn how to check that the information I find online is <b>reliable and accurate</b>	
WBL H5	Checking quality of information in company			In our company, I learn how to check that the information I find online is <b>reliable and accurate</b>	In our company, students learn how to check that the information they find online is <b>reliable and accurate</b>
H6	Giving credit to others' work	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, students learn <b>how to give credit to others' work</b> they have found online	In our school, I learn <b>how to use others' work</b> I have found online	
H7	Creating digital content	In our school, students learn to <b>create digital content</b>	In our school, students learn to <b>create digital content</b>	In our school, I learn how to <b>create digital content</b>	

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

**Answer options:** five-point scales and not applicable (N/A)

H8	Learning to communicate	In our school, students learn to <b>communicate using digital technologies</b>	In our school, students learn to <b>communicate using digital technologies</b>	In our school, I learn how to <b>communicate using technology</b>	
WBL H9	Learning to communicate in company			In our company, I learn how to <b>communicate using digital technologies</b> at the workplace	In our company, students learn to <b>communicate using digital technologies</b> at the workplace
H10 OP	Digital skills across subjects	<i>We ensure that students develop their <b>digital skills across subjects</b></i>	<i>Our school leaders ensure that students develop their <b>digital skills across subjects</b></i>	<i>In our school, I use technology in <b>different subjects</b></i>	
H11 OP	Learning coding or programming	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, students learn <b>coding or programming</b></i>	<i>In our school, I learn <b>coding or programming</b></i>	
WBL H12	Learning coding or programming in company			<i>In our company, I learn <b>coding or programming</b></i>	<i>In our company, students learn <b>coding or programming</b></i>
H13 OP	Solving technical problems	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, students learn how to <b>solve technical problems</b> when using digital technologies</i>	<i>In our school, I learn how to <b>solve technical problems</b> when using technology</i>	
WBL H14	Solving technical problems in company			<i>In our company, I learn how to <b>solve work-related technical problems</b> when using digital technologies</i>	<i>In our company, students learn how to <b>solve work-related technical problems</b> when using digital technologies</i>
H15 OP	Skills for vocational qualification	<i>In our school, students develop <b>digital skills related to their vocational qualification</b></i>	<i>In our school, students develop <b>digital skills related to their vocational qualification</b></i>	<i>In our school, I develop <b>digital skills specific to my field of study</b></i>	
WBL H16	Skills for vocational qualification			<i>In our company, I develop <b>digital skills specific to my field of study</b></i>	<i>In our company, students develop <b>digital skills related to their field of study</b></i>
WBL H17	Entry level of digital competence		<i>Students entering our school have a <b>digital competence level</b> that is sufficient to learn the occupation-specific digital skills</i>		<i>Students entering our company have a <b>digital competence level</b> that is sufficient to learn the occupation-specific digital skills</i>

## Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

**Answer options:** five-point scales and not applicable (N/A)

	Future digital skills needs: occupational field	<i>Please indicate what you consider future digital skills needs (next 2-3 years) in relation to the occupational field you are involved in.</i>	<i>Please indicate what you consider future digital skills needs (next 2-3 years) in relation to the occupational field you are involved in.</i>
	Future digital skills needs: transversal	<i>Please indicate what you consider future digital skills needs (next 2-3 years) in relation to more transversal skills.</i>	<i>Please indicate what you consider future digital skills needs (next 2-3 years) in relation to more transversal skills.</i>

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
Age	What is your age?	What is your age?	What year were you born?	What is your age?
Gender	Are you...	Are you...	Are you...	Are you...
Work experience in education	Including this school year, how many years of work experience do you have in education in total? <sup>1</sup>	Including this school year, how many years of work experience do you have in education in total? <sup>1</sup>		Including this school year, how many years of work experience do you have in training students? <sup>1</sup>
Field of education		In which field of education do you work mostly as a teacher? <sup>2</sup>	In which field of education do you learn? <sup>2</sup>	In which field of education do you train learners mostly? <sup>2</sup>
Economic sector			In which economic sector is your work-based learning taking place? <sup>3</sup>	In which economic sector does the company operate? <sup>3</sup>
Company				Company name
Company size				What is the size of your company? <sup>4</sup>
Number of VET learners	How many VET students does the school have (average, per year)? <sup>5</sup>			How many VET students do you have in your company (average, per year)? <sup>6</sup>

<sup>1</sup> Less than 1 year; 1-2 years; 3-5 years; 6-10 years; 11-15 years; 16-20 years; More than 20 years; Prefer not to say

<sup>2</sup> Humanities and Arts; Social sciences, business and law; Science and IT; Engineering, manufacturing and construction; Agriculture; Health and welfare; Education: Pre-school, kindergarden and similar; Services

<sup>3</sup> Agriculture, Forestry and Fishing, Mining and Quarrying, Manufacturing, Electricity, Gas, Steam and Air Conditioning Supply; Water Supply; Sewerage, Waste Management etc.; Construction; Wholesale & Retail Trade; Repair of Motor Vehicles; Transportation and Storage; Accommodation and Food Service Activities; Information and Communication; Financial and Insurance Activities; Real Estate Activities; Professional, Scientific and Technical Activities; Administrative and Support Service Activities; Public Administration & Defence; Social Security; Education; Human Health and Social Work Activities; Crafts, Arts, Entertainment and Recreation; Other Service Activities

<sup>4</sup> Micro (up to 10 employees) ; Small (11-50 employees); Medium (51-250 employees); Large (more than 250 employees)

<sup>5</sup> Less than 100; 100-250; 251-500; 501-1000; 1001-5000; 5001-10000; 10001-25000; 25001-50000; more than 50000

<sup>6</sup> 1; 2; 3; 4-5; 6-10; 11-25; 26-50; 51-250; More than 250

## A bit about you

Adoption of technology	Which best describes your approach to using digital technologies for teaching and learning? <sup>7</sup>	Which best describes your approach to using digital technologies for teaching and learning? <sup>9</sup>	Which best describes your approach to adopting training with digital technologies? <sup>9</sup>
Negative factors for technology use	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>8</sup>	Is teaching and learning with digital technologies in your school negatively affected by the following factors? <sup>10</sup>	Is training with digital technologies in your company negatively affected by the following factors? <sup>9</sup>
Negative factors for technology use at home (Blended Learning)	Is blended learning with digital technologies negatively affected by the following factors? <sup>10</sup>	Is blended learning with digital technologies negatively affected by the following factors? <sup>12</sup>	Is blended learning with digital technologies negatively affected by the following factors? <sup>11</sup>

<sup>7</sup> I tend to use digital technologies after the majority of my colleagues; I tend to use digital technologies at the pace of the majority of my colleagues; I tend to be an early adopter where I see clear benefits; I am usually among the innovators who try out new technologies; Prefer not to say

<sup>8</sup> Lack of funding; Insufficient digital equipment; Unreliable or slow internet connection; School space restrictions; Limited or no technical support; Lack of time for teachers; Low digital competence of teachers; Low digital competence of students; Other

<sup>9</sup> Lack of funding; Insufficient digital equipment; Unreliable or slow internet connection; Students working space restrictions; Limited or no technical support; Lack of time for trainers; Low digital competence of trainers; Low digital competence of students; Other

<sup>10</sup> Limited student access to digital devices; Limited student access to reliable internet connection; Low digital competence of families; Teachers lacking time to develop material for blended teaching; Teachers lacking time to provide feedback to students; Difficulties in engaging students; Difficulties in supporting families in helping students with blended learning; Other

<sup>11</sup> Limited student access to digital devices; Limited student access to reliable internet connection; Low digital competence of families; Trainers lacking time to develop material for blended learning; Trainers lacking time to provide feedback to students; Difficulties in engaging students; Difficulties in supporting families in helping students with blended learning; Other



## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
Positive factors for technology use at home (Blended Learning)	Is blended learning with digital technologies, positively affected by the following factors? <sup>12</sup>	Is blended learning with digital technologies affected positively by the following factors? <sup>15</sup>		Is blended learning with digital technologies affected positively by the following factors? <sup>13</sup>
Confidence in using technology		How confident are you in the use of digital technologies in the following areas?		
Preparing lessons		Preparing lessons by editing or creating a variety of digital resources (for instance slide show, images, audio or video) <sup>14</sup>		Preparing training by editing or creating a variety of digital resources (for instance, online manuals, slide show, images, audio or video) <sup>16</sup>
Class teaching		Class teaching using a variety of devices (such as interactive whiteboards, video projectors) and resources (for instance online quizzes, mind maps, simulations) <sup>16</sup>		
Feedback and support		Assessing or providing personal feedback and support to students <sup>16</sup>		Assessing or providing personal feedback and support to students <sup>16</sup>

<sup>12</sup> School experience in the use of Virtual Learning Environments; School access to well organised online of digital resources; “Bring Your Own Device” policy; Teachers’ participation in professional networks; Teachers’ participation in professional development programs; Teachers collaborate within the school on digital technology use and creation of resources; School collaborations with other schools and organisations; School has a digital strategy; Well-organised, regular communication with families and/or guardians; Other

<sup>13</sup> The company has experience in the use of Virtual Learning Environments ; The company has access to well organised online of digital resources; “Bring Your Own Device” policy ; Trainers’ participation in professional networks; Trainers’ participation in professional development programs ; Trainers collaborate within the company on digital technology use and creation of resources; Company collaborations with other schools companies and organizations ; Existing digital strategy ; Well organized, regular communication with families; Other

<sup>14</sup> Not at all confident; Not confident; A little bit confident; Confident; Very confident; Prefer not to say

## A bit about you

Communication

Communicating with students and parents<sup>16</sup>

Communicating with students and parents<sup>16</sup>

Percentage of time for digital teaching

For what percentage of teaching time have you used digital technologies in class in the past 3 months?<sup>15</sup>

For what percentage of training time have you used digital technologies in class in the past 3 months? <sup>17</sup>

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<sup>15</sup> 0-10%; 11-25%; 26-50%; 51-75%; 76-100%; Prefer not to say

## A bit about you

Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
Time use			How often do you do the following (At school; Outside school)?	
Technology at school			Use technology <b>at school</b> for school-related work <sup>16</sup>	
Technology at home for schoolwork			Use technology <b>at home</b> for school-related work <sup>18</sup>	
Technology outside school for learning			Use technology <b>outside school</b> for learning activities not related to school <sup>18</sup>	
Technology at home for fun			Use technology <b>at home</b> for fun activities <sup>18</sup>	
No technology outside school			Take part in activities <b>outside school</b> in which no technology is used <sup>18</sup>	
Student access to devices outside school			Are you able to access digital devices (computer, laptop, tablet, mobile phone) <b>at home</b> ? <sup>17</sup>	
Student technical knowledge			When lessons take place <b>at home</b> with digital technologies... <sup>18</sup>	

<sup>16</sup> Never or hardly ever; At least once a month but not every week; At least once a week but not every day; Up to one hour every day; More than one hour every day; Prefer not to say

<sup>17</sup> I don't have access to a digital device to use for my school work; I have access to a digital device but it is not suitable to use for my school work; There is a shared digital device at home which I can use for my school work but it is not always available when I need it; There is a shared digital device at home which I can use for my school work when I need it; I have access to a digital device that is suitable to use for my school work

<sup>18</sup> I know how to use the software/apps without help; I ask my family/and or guardian to help me use the software/apps; I ask friends to help me use the software/apps; I ask my teachers or the school to help me use of the software/apps; I don't have anyone who can help me with the software/apps; I don't ask for help even if I need it; I find help on the internet; I have connectivity problems; I would like to use digital technologies to have more contact with my fellow students; I have been given information on how I should use digital devices; It is difficult to find a quiet space when using digital devices for learning; I am often distracted when using digital devices for learning

## Finally, your feedback on SELFIE

Item title	SCHOOL LEADER	TEACHER	STUDENT	IN-COMPANY TRAINER
Overall score	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?	If you were to review SELFIE. What score would you give it out of 10?
Recommending SELFIE	How likely is it that you would recommend SELFIE to a colleague? <sup>19</sup>	How likely is it that you would recommend SELFIE to a colleague? <sup>21</sup>		How likely is it that you would recommend SELFIE to a colleague? <sup>19</sup>
Suggestions for improvement	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.	How can we improve SELFIE further? Share your ideas and suggestions with us.
Relevance for work-based learning			Out of 10, how relevant were the questions for your work-based learning context?	Out of 10, how relevant were the questions for your work-based learning context?
Usefulness	What would SELFIE need to make it more useful for your school?			What would SELFIE need to make it more useful for your company?

<sup>19</sup> Not at all likely; Not very likely; Somewhat likely; Very likely; Extremely likely; Prefer not to say

