

SELFIE GUIDE

FOR SCHOOL COORDINATORS

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INTRODUCTION

This guide explains how the SELFIE tool can be set up and used in your school. It is organised into three sections:

- Section 1 - how to set up and manage SELFIE in your school.
- Section 2 - how to interpret and apply the results.
- Section 3 - how to contact the SELFIE team or find more about the tool.

About SELFIE

SELFIE is a free, online self-reflection tool for schools developed by the European Commission, with a panel of European education experts, to support schools in their use of digital technologies for teaching and learning.

It uses questionnaires to collect the views of school leaders, teachers and students, on an anonymous and voluntary basis, and compiles the results in an interactive report that can identify strengths and weaknesses. SELFIE can be taken every year to enable a school to monitor its progress over time and can be taken up to three times during any one academic year.

For the purposes of SELFIE, there are three questionnaires, one for each of the three user groups: school leaders, teachers and students.

SELFIE does not measure or compare the knowledge or skills of any user nor does it assess or benchmark schools in any way.

Most questions are answered using a 5-point scale with 1 the lowest rating and 5 the highest. There are several different scales used in SELFIE depending on the wording of the question. There are also a small number of questions that users are asked to reply to in their own words.

The second part contains examples - from a fictitious school - to help you interpret the results and make the most of the SELFIE school report for your school.

SECTION 1: SETUP AND CONFIGURATION

If you would like to use SELFIE in your school, the first step is to assign a person or small team to coordinate the exercise (the 'school coordinator').

HOW DO I REGISTER FOR SELFIE?

In order to use SELFIE, you must first create an account for your school through the link you can find at <https://ec.europa.eu/education/schools-go-digital>.

You should use an e-mail account which you have access to (eg the official e-mail address of the school) rather than a personal one. If the school coordinator changes it means your school can keep the same address for SELFIE.

HOW DO I LOG IN?

Once registered, you will be able to log into SELFIE by going to <https://ec.europa.eu/education/schools-go-digital> or <https://schools-go-digital.jrc.ec.europa.eu> and using the school's email address and the newly created password.

This will take you to the **School Profile** page on which you will be asked to provide some information about your school, most of which is optional, such as an additional email address. Please check your school profile at least once per year and make updates if needed (right side of the main SELFIE menu).

HOW DO I NAVIGATE WITHIN SELFIE?

Tabs at the top of the screen allow you to navigate between different areas: **About SELFIE, Set-up, Results, Certification, Resources, Upcoming Sessions, Data Protection** and **School Profile**.

HOW DO I SET SELFIE UP FOR MY SCHOOL?

You can only set up for the current SELFIE session. This means if you are logging in during the time period of session 1, you can't set up in advance for session 2.

There are three SELFIE sessions per school year (see dates under **Upcoming Sessions** on main menu). In each of these sessions, schools can run SELFIE once per education level (eg for a larger school SELFIE can be run during each session once in primary and once in secondary).

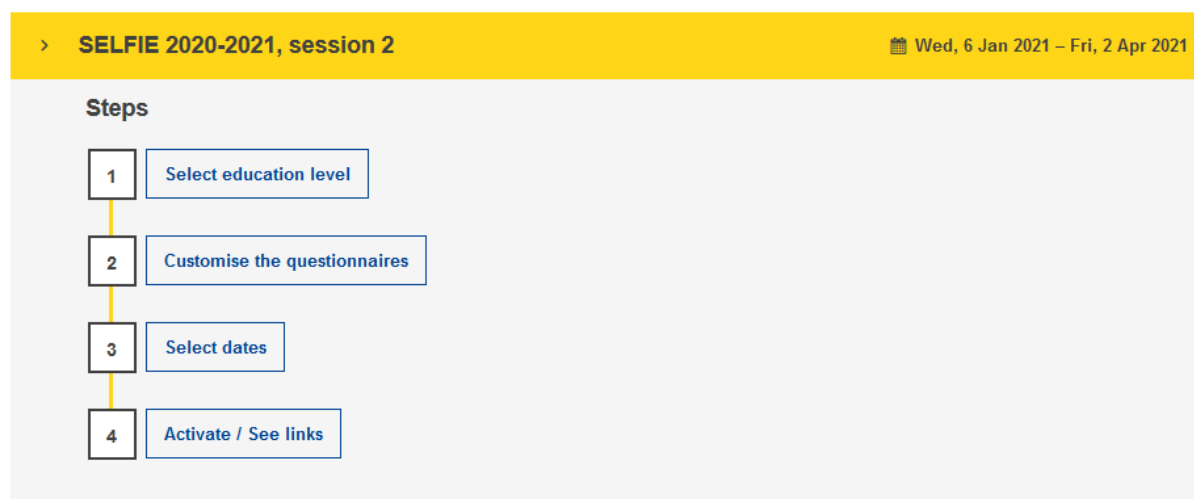
-Session 1: mid-August to end December

-Session 2: mid-January-April

-Session 3: April-July

The **Set-up** tab takes you to the **Your Self-Reflections**. It shows the four steps to set up SELFIE for your school.

Your self-reflections



Steps 1-4 can be saved and edited at any point until you activate the links to send to teachers, schools leaders and students. **After the links have been activated no further changes to the set-up are possible.** The set-up is only valid for the current session. If you run SELFIE again in your school (eg in one year's time) you will need to complete the set up again. The same log in and account for your school can of course be used.

HOW DO I CHOOSE WHO WILL TAKE PART IN SELFIE?

Choose an education level to survey by selecting **Set Up>Step 1: Select education level** and choose one of five options:

1. primary education
2. lower secondary education
3. upper secondary general education
4. upper secondary vocational education
5. post-secondary non-tertiary education

You can choose more than one education level to survey at any one time.

WHAT INFORMATION DO I NEED TO ADD ABOUT PARTICIPANTS?

You will need to enter the total number of school leaders, teachers and students, and the numbers that will be invited to take part in SELFIE.

You can find guidance on how many staff and students should take part in SELFIE in the section [What are the minimum participation rates?](#)

Definitions

In this context, the term **school leader** refers to the school head/principal or deputy head/principal but it can also include those in senior management or leadership roles. School heads and deputy heads should be considered as school leaders even if they also have teaching duties.

The term **teacher** includes teachers and other professional staff who are directly involved in teaching students. Any teacher who has worked in the school for at least one academic year should be invited to participate. Those class teachers with management or leadership responsibilities can be included either as a school leader or as a teacher or as both. In the latter case, they would complete two questionnaires, one as a school leader and one as a teacher.

The term **student** refers to a pupil enrolled in the school. For ISCED 1 (primary), only students who are aged 9 and over are considered eligible, as children below this age may not fully understand the wording of the questions.

The "**Save set up**" button (bottom right of screen) saves your changes. You will then be redirected to the 'Steps' menu. If you make changes at this point the button changes to "**Update the set-up**".

AM I ABLE TO CUSTOMISE THE QUESTIONNAIRES?

Customise the questionnaires from the 'Steps' menu allows you to add optional questions or to create your own questions.

Question types

Each of the three questionnaires is already populated with a set of **core questions** organised into eight common practice areas:

- Area A: Leadership
- Area B: Collaboration and networking
- Area C: Infrastructure and equipment
- Area D: Continuing Professional Development
- Area E: Pedagogy: Supports and Resources
- Area F: Pedagogy: Implementation in the classroom
- Area G: Assessment Practices
- Area H: Student Digital Competence

Optional questions, can be added to the core set of questions in order to tailor the questionnaires precisely to your school's needs.

You can also create up to 10 of **your own questions** (school specific questions) from scratch.

Before selecting or creating questions, it is advisable to download and carefully read through the **complete list of core and optional questions** of SELFIE for school leaders, teachers and students as well the **questions for Remote Teaching and Learning**, which can support you in creating your school specific questions. The files are available in the **Customise the questionnaires** section of the tool and in the **Resources** section.

You will need to choose the language in which you want to download the statements list from the drop-down menu.

Customise the questionnaires


In SELFIE some questions are fixed and others optional. You can also choose to create up to ten questions for your school. Note: Once links are generated no further changes can be made to the set-up (participation numbers, customisation, dates)

Select below the education level for which you want to customise the questionnaire.

Education level	Your start and end dates
Select one option ▼	—



Printable version

Below you can download all SELFIE core and optional questions in a PDF file. Questionnaires for lower and upper secondary schools are identical, as are questions for upper-secondary vocational and adult schools. You can select the language in which you want to download the PDF.

 SELFIE 2020-2021, session 2 Questionnaire English (PDF)	Download 
--	--

Available languages (30) ▼

Below you can download a file with a list of questions related to Remote teaching and learning.

 SELFIE Remote Teaching and Learning English (PDF)	Download 
---	---

Available languages (27) ▼

[Back](#)

HOW DO I ADD AN OPTIONAL STATEMENT?

Add optional questions by selecting **Manage optional statements** and then selecting the education level. The optional statements are shown by area (eg leadership, infrastructure). Add questions by checking the box next to each question.

Once you have selected all questions for your school click on the **“Save selected questions”** button (bottom of page). Then click on **“Back”** to continue customising the questionnaire.

You will need to **repeat this process for all education levels** that you have selected to survey. The education level can be changed using the dropdown menu.

HOW DO I CREATE MY OWN STATEMENTS?

You can create up to ten questions by selecting the **Manage your own statements** option, choosing the education level, and entering the question and help text that you want to display.

You will need to create a version of each statement and accompanying help text for each user group. The help text should be a statement of highly effective practice, i.e. it should provide a description of the circumstances under which the question or statement would attract a five-point rating.

Additional statements will need to be worded in line with the agreement answer scale so that users can respond by selecting one of the following options: *Strongly disagree – In my experience, this is not true at all / Disagree / Slightly agree / Agree / Strongly agree – In my experience, this is very true.*

Add custom statement

Create here a custom question for the survey of the selected education level. Please provide the statement and help text and indicate which group should answer (school leaders, teachers, students or a mix, but at least one is mandatory). Make sure the question/statement works with the following rating scale:

1	2	3	4	5	N/A
Strongly disagree - In my experience, this is not true at all	Disagree	Slightly agree	Agree	Strongly agree - In my experience, this is very true	Not applicable N/A

Education level	Your start and end dates
Primary level	24 Sep 2019 – 14 Oct 2019

School Leader	Teacher	Student
Statement <div>In our school robotic devices are used in teaching and</div> <small>The text of the question</small>	Statement <div>In our school I teach with robotic devices.</div> <small>The text of the question</small>	Statement <div>In our school I learn with robotic devices</div> <small>The text of the question</small>
Help <div>A range of robotic devices, such as [provide the name(s) of devices used in your school] are used by teachers to engage students in, for example, computer science, maths, science or language activities.</div>	Help <div>Most teachers include the use of robotic devices such as [provide the name(s) of devices used in your school] to enhance learning in subjects such as computer science, maths, science or language development.</div>	Help <div>In my school I have used robotic devices such as [provide the name(s) of devices used in your school] in subjects such as computer science, maths, science or in languages.</div> <small>(optional field)</small>

[Cancel](#) [Save](#)

Add your own statement or question for school leaders, teachers and/or students by entering your text in the 'Statement' box. Enter the help text which users will see ('Help' box) and **"Save"** your questions (blue button). A new blank question box will open. You can add up to 10 questions/statements. Once you have finished go **"Back"** to preview your questionnaires with the optional and custom statements you have added. Once you have previewed your questions, you can then return to the Steps menu to edit or complete your set-up.

Before you create your own statements, check the core and optional statements list to avoid duplicates. You can also download the pdf **Remote teaching and learning questions**, available in the section **Customise your questionnaire** and in the section **Resources**. This file includes a list of suggested questions on remote teaching and learning. You can download the file in your language, select the question that suits your school's needs, and copy and paste the texts into the "Statement" and "Help" text boxes.

Questions can be edited at any time using the **"Edit"** tab until the point where you generate the links for participants. Once links are generated **no further changes are allowed**. If you leave the **Customise your questionnaire** screen, your set-up is automatically saved until the end of the current SELFIE session. The set-up and the customised questions are not saved, however, for future sessions. If you wish to use the same customised questions in future sessions you should 1) save them in a different type of document (e.g. a word processor document) upon the setting up or 2) copy them from the PDF school report of the previous session.

HOW DO I SELECT DATES?

To choose dates, go to **Set-up>Step 3: Select dates**. Choose the education level, and then on the calendar, click on the start date and end date. When you move the cursor to the right from the start date, all eligible end dates will show in light blue.

The timeslot to take the survey must be between one and three weeks. Participants will no longer be able to answer or access the questions after the closing date.

Once **Set-up>Step 4>Activate/see links** is finalised and links are generated, THE DATES CANNOT BE EXTENDED, REDUCED OR CHANGED.

HOW DO I GENERATE AND DISTRIBUTE THE LINKS?

In the **Set-up** menu, go to **Step 4: Activate/see links**. Check your questions before activating the links. Check the period you have selected and confirm that it fits into your school calendar. Once the links are activated no further changes can be made. Once activated three links are generated: one each for school leaders, teachers and students. Copy the links by clicking on the copy icon, then do a right click+paste to insert it where needed (eg in an email to staff and students). You can also preview the questions to see how they will appear for staff and students.

WHAT SHOULD I ADVISE THE PARTICIPANTS?

The participants before answering the questionnaire need to know the time frame selected by the school coordinator. They will have two hours to submit their answers. The session expires at **23:59 Central European Time** of the last day of the time frame selected. After that, they won't be able to submit their answers and a message will appear indicating that the session has expired.

HOW DOES A USER TAKE THE QUESTIONNAIRE?

The participants access the questionnaires through the **links** created in SELFIE. **Participation** should be **on a voluntary basis** and will be **anonymous**.

Users do not need to login to SELFIE and do not require a username or password. The links can be copied and distributed by email or by being published, for example, on the school's shared drive.

School leaders and teachers who work across education levels, for example, in both primary and lower secondary, will need **to complete a questionnaire for each level**.

Once a participant clicks on the link, from an email for example, the questionnaire will open exactly as it did in the preview. At this stage the user **can change** the **language** in which SELFIE is displayed using the drop down menu, **however this should be done at the outset as doing it after the survey has started will delete the answers**.

The user can then navigate through the various sections of the questionnaire and submit their answers at the end. It is recommended that younger students complete the questionnaires as a whole class activity with a teacher.

For **students** this should take **no more than 20 minutes** and for **teachers no more than 40**. However, the **questionnaire must be completed within two hours** of starting.

Once the survey has been submitted, a **Get Participation Certificate** link will appear. Clicking on this will open a printable certificate **signed by European Commission**, which the user can personalise, if he or she wishes to do so, by adding his or her name.

The name entered is NOT stored as participation in SELFIE is anonymous. Please remind staff and students that certificates cannot be generated at a later date as no data on individual users is stored. The link to the certificate is temporary and cannot be stored, for example, in an e-mail.

SELFIE can be used on a **variety of devices** such as personal computers, laptops, tablets and smartphones. It also **works on all main browsers** including Mozilla Firefox, Chrome, Internet Explorer, Edge, Opera, and Safari.

SELFIE is **securely hosted on European Commission servers** and it is covered by personal data protection, privacy statements and copyright legislation. Further information can be accessed at https://ec.europa.eu/education/tools/selfie/privacy_en and in the **Data Protection** section of the main menu.

WHAT ARE THE MINIMUM PARTICIPATION RATES?

As SELFIE will use the information obtained from the questionnaires to create a snapshot of where the school is in relation to its use of digital technologies, in principle, the greater the number of questionnaires submitted, the more accurate and useful this information will be.

Minimum participation rates have been established in order to guide schools in this respect. The tables below provide the minimum percentage participation rates for school leaders, teachers and students per education level (e.g. primary, lower-secondary). For example, if there are 5 school leaders in primary, then the minimum participation rate is 80%, which means that at least 4¹ school leaders have to participate to reach the minimum threshold. In the case of teachers, if there are 100 teachers in, for example, the upper secondary school level, at least 33% need to participate. For students, if there are 200 students in, for example, a lower-secondary school, the minimum participation rate is 40%, meaning that 80 students should participate.

It is also highly recommended to have an equal number of students/classes per grade to guarantee accurate results per education level.

School leaders

Number of eligible school leaders per education level	% minimum participation rate
Up to 5 school leaders	80%
6-10 school leaders	70%
11-30 school leaders	60%
Above 30 school leaders	50%

Teachers

Number of eligible teachers per education level	% minimum participation rate
Up to 10 teachers	80%
11-30 teachers	60%
31-45 teachers	50%
46-125 teachers	33%
126-200 teachers	25%

¹ In case the conversion of the percentage to persons is a decimal number, you can round it to the lower integer.

201-500 teachers	20%
above 500 teachers	10%

Students

Number of eligible students per education level	% minimum participation rate
Up to 50 students	60%
51 to 150 students	50%
151 to 250 students	40%
251 to 500 students	30%
501 to 750 students	25%
751 to 1000 students	20%
More than 1000 students	10%

For all three user-groups, schools can of course include more than just the minimum number indicated in the tables above and this is highly recommended.

There are 4 levels of participation achievable in a SELFIE self-assessment exercise:

- **High participation:** Each of the three user groups (teachers, school leaders and students) achieves the minimum participation rate as indicated in the tables above, or the participation of two user groups is high and that of the third group is close to the recommended rate.
- **Medium participation:** Participation of at least two out of three user groups is lower than that recommended.
- **Incomplete participation:** At least one out of three user groups has not participated in which case, a **watermark** in the results section indicates that participation has been incomplete.
- **No participation:** No users have submitted a questionnaire.

AM I ABLE TO MONITOR PARTICIPATION RATES?

You will be able to monitor in real time the numbers of school leaders, teachers and students who have completed the survey, once the process is underway. This information will only appear **once the links to the questionnaires have been generated** and will be displayed as an **interactive bar chart** on the SELFIE dashboard. Hovering over the bars will provide information for the level being surveyed including the user group, the number of users who have been invited to take part and the percentage completion rate as well as the recommended minimum number for each user group. You can **Download** this bar chart in png or pdf format.

HOW DO I VIEW THE RESULTS?

Once the deadline for replying to the SELFIE questions has been reached, the results for the school are automatically available in the **Results** section in the main menu. This will open the **SELFIE School Report** screen.

In this screen you can compare results with a previous SELFIE exercise.

Results are only available at the end of the timeslot you chose for SELFIE. This is the case even if participation rates are reached before the final date.

To view results from a previous session, select the session name using the selector in the **Results/SELFIE school report** page. If more than one education level has been surveyed, they will be listed here. If you ran SELFIE in both primary and lower secondary, you will need to select the level that you want to view results for.

Once checked, the screen will expand to show the following sections:

- How to use the report
- SELFIE areas
- Statements added by your school
- Additional areas

The first section shows the timeslot within which this SELFIE has been taken, together with an overview of the final participation rates. The second, third and fourth section display the actual results using interactive graphics.

You can download a pdf with an extract from the results at the bottom of the interactive school report. Please note that this pdf is an extract of the full results for your school. If you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

Go to [Section 2: Making the most of the SELFIE School Report](#) within this guide for detailed information on how to view, interpret and use the SELFIE results.

Each school and only that school will have access to the information displayed and it will be up to the school to decide how to use the results. Policy makers and researchers will be able to receive aggregated and anonymised data from your country/region but they will not be able to see the results from individual schools or participants.

CERTIFICATION

Once the timeslot for taking the questionnaires has closed, **the school coordinator(s) will be able to download a certificate for himself/herself** by going to the main menu and selecting **Certification**. The SELFIE coordinator(s) can generate a printable PDF certificate by entering his/her name in the “**Certificate for you**” section (right side of screen). School leaders, teachers and students can also personalise, download and print their own **certificate of participation once they have taken and submitted their questionnaire**.

In any case, the names entered to personalise the certificates are NOT stored as **participation in SELFIE is always anonymous**.

HOW DO I OBTAIN THE OPEN DIGITAL BADGE FOR MY SCHOOL?

See the **Certification** section for details on how to get an open badge for your school.

Any school that has participated in SELFIE has the opportunity to obtain an **open digital badge**. Open badges are tokens of recognition or accomplishment issued online by organisations usually to reward an individual's achievements. **The SELFIE open badge however is a badge for schools**; it is school specific and can be used on the school's blog, websites, and social media applications or within the school email signature. It will display the school name or the short form of the school name if it has been entered in the school profile.

SELFIE open badges are issued **in collaboration with the Spanish Ministry of Education, Culture and Sports**. In particular, to get the digital/open badge you must first register with Insignias INTEF Open Badge Backpack of the Spanish Ministry of Education, Culture and Sports (available in Spanish and English). You need to create an account for your school and then use the account login credentials to retrieve the badge.

To create an account you will need to go to <https://insignias.educacion.es/en> and input **the same email address that you used to log into the SELFIE tool**. You will receive an account registration authorisation link by email to the school's email account. If this does not appear please check the spam folder.

The link within the email will take you to a login page and then to an account details page where you will need to provide **the name of your school** (as to appear in the open badge) and **the same school email address that you used to log into SELFIE with**. You will then be asked to type a new password and to retype it to confirm.

Once this is done, you will need to send an email to JRC-EAC-SELFIE-TOOL@ec.europa.eu confirming that you have completed the steps to register for the badge **including the following information:**

-subject: Open Badge request for [name of your school][country]

-name of your school as registered in SELFIE and INTEF

-e-mail you used to register in INTEF with

It can take up to one month to receive a badge. You will receive an email from the Insignias INTEF Open Badge Backpack stating that the open badge has been issued to your school.

To retrieve the badge, log in using the school's email address and the password that you created during registration, select **My badges** then use *Right Click* and *Save Image as* from the drop-down menu to download the badge as an image or you can use the social media buttons displayed here to share it.

SECTION 2: MAKING THE MOST OF THE SELFIE SCHOOL REPORT

GETTING STARTED

The **SELFIE school report** can be accessed from the **Results²** section within the SELFIE tool. Results are only available at the end of the timeslot you chose for SELFIE. This is the case even if participation rates are reached before the final date.

The report can be viewed on a range of digital devices (e.g. laptop, personal computer and tablet) but for ease of use it is **best viewed on a device with a larger screen**. The three user groups are colour-coded throughout the result (**school leaders** [blue], **teachers** [red], **students** [yellow]). Colours are also used to show the eight areas of SELFIE (e.g. Leadership, Collaboration and Networking, Infrastructure and Equipment etc.).

The results in the report provide a snapshot of where your school is at in relation to its use of digital technology for learning. The report is created from the information provided by the students, teachers and school leaders in your school when they answered the questions and statements. The results can be used for **self-reflection**, to start a **discussion** within the school community and to create an **action plan** to improve the use of digital technologies for better teaching and learning.

In principle, the greater the response rates in SELFIE the more accurate and useful this information will be. If the school has had a low level of participation, the results should be viewed with caution, as they may not be entirely representative of the school situation. In the case where one of the user groups (school leaders, teachers or students) has not participated, the report will show (with a watermark) that the results are incomplete.

Please note that only the school coordinator(s) in your school has access to your school's results. The school coordinator can share the results with the school community or others, as she or he deems appropriate.

The results are shown for the SELFIE areas, for the statements that the school has added to the questionnaires and also for additional areas within SELFIE. These are displayed in three separate sections.

When you select "view", the results are displayed below on the same page. You only have to simply scroll down. No new page will be opened.

At the bottom of the same page you can download a pdf with an extract of the full results for your school, selecting the language you prefer. So as school coordinator you can download the school report in different languages, if you need to share the results in a multi language school community. Please note that this pdf is an extract of the full results for your school. If you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

SELFIE AREAS

OVERVIEW

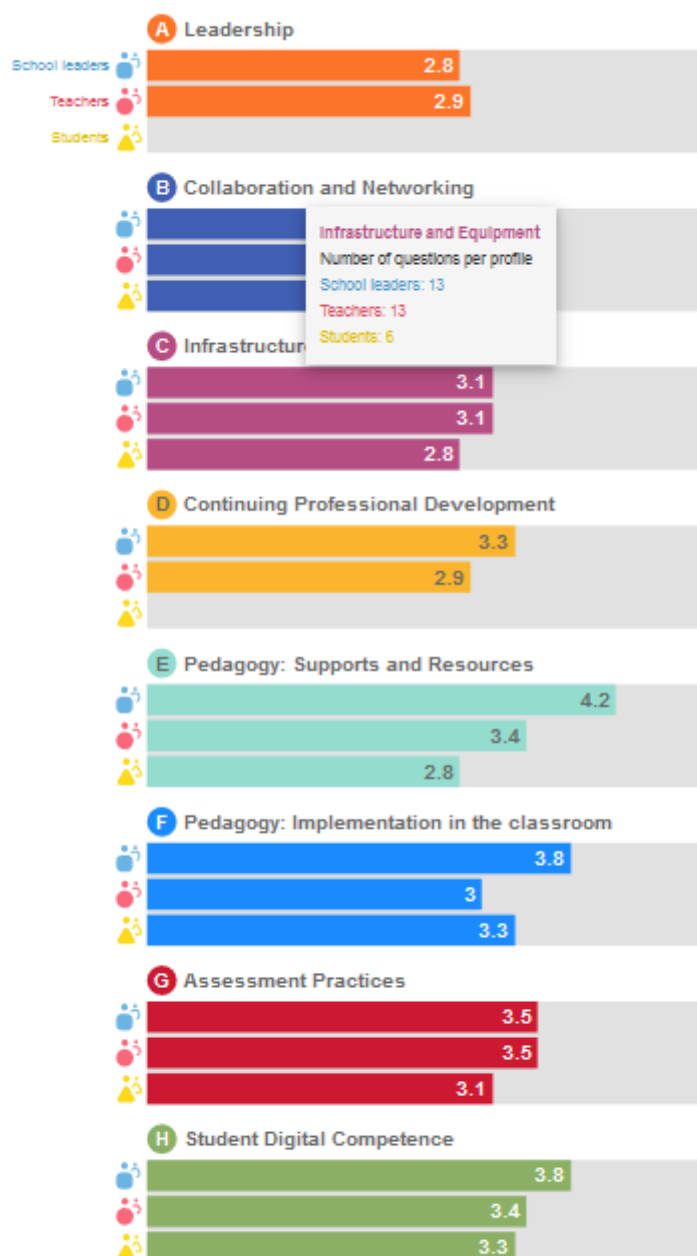
The **Overview of areas** section of the report shows the average rating for each of the eight areas by user group. If you hover over the coloured bars a popup window appears that shows the number of questions in that area that have been answered by each user group.

² A separate report is available for each self-reflection exercise you run in your school.

Example: In this fictitious school, **Infrastructure and Equipment** contained thirteen questions for school leaders and teachers, six for students and was given a rating of between 2.8 and 3.1 out of 5.

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas.



📄 PNG

📄 PDF

This section shows the average rating for each statement within a given area (**Leadership, Collaboration and Networking, Infrastructure and Equipment**, etc.). If you hover over a coloured bar a pop-up window appears that shows you the questions that each group has answered.

To the right of each main bar, there are smaller blue, red and yellow horizontal bars. The main bar gives the average rating for the statement overall, the smaller bars give the average rating by user group.

The black arrow ► to the right of the bar reveals additional information, including the number of the users who responded to that statement, the scale used to rate the statement and the breakdown of the answers provided, expressed as a percentage.

The eight coloured dots (top) represent the eight areas in the SELFIE questionnaire. Clicking on a dot shows the results for that area. For example, clicking on the blue circle will display the statements for **Pedagogy: Implementation in the circle**, which are colour coded blue, while clicking on the red circle will display those for **Assessment Practices**.

Example: 13 students responded to question F5. 2 strongly disagreed, 2 disagreed, 4 slightly agreed and 5 agreed with the statement that in their school "We use technology for group work".

SELFIE 2020-2021, session 2
Lower secondary level (8 Jan 2021 – 14 Jan 2021)

Results per area

The bar charts below show the average responses for each statement/question of the selected area.

You can sort the statements by score and position.

Please select an area:



F. Pedagogy: Implementation in the classroom

Sort by / Highest score ▼

Pedagogy: Implementation in the classroom

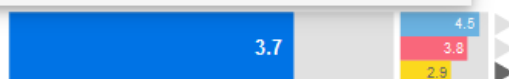
Question F5

School leaders: Our teachers use digital technologies to facilitate student collaboration

Teachers: I use digital technologies to facilitate student collaboration

Students: In our school, we use technology for group work

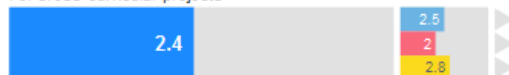
Average: 3.7



F3. Fostering creativity



F6. Cross-curricular projects



Students 👤



13 out of 13 students answered this question

Strongly disagree - We do not do this 1
Disagree 2
Slightly agree 3
Agree 4
Strongly agree - We do this really well 5

↓ PNG

↓ PDF

Each segment of the wheel represents a question in SELFIE. If you hover over each coloured segment you can see the statement and the results.

The light grey segments in the graphic indicate core questions that are not applicable for this user group. Dark grey segments indicate optional questions that were not selected for this user group.

Clicking on the coloured icons shows the results by user group. The blue icon is for school leaders, the red for teachers and yellow for students.

Example:

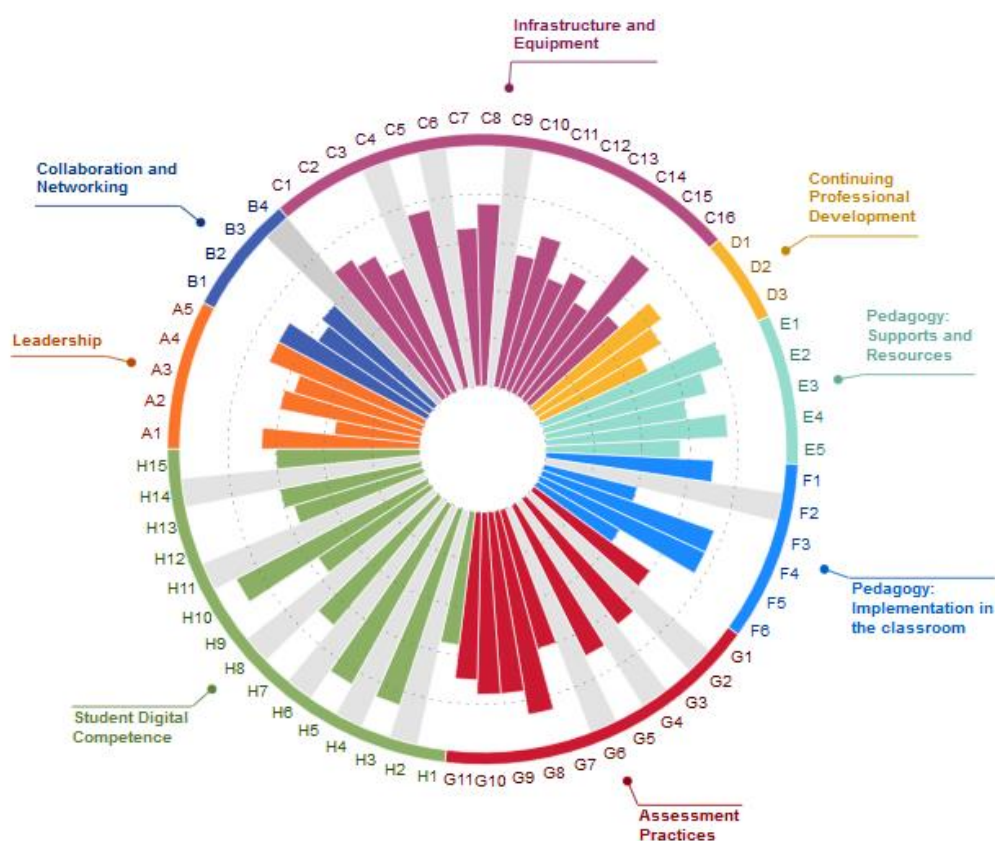
Results per user

The wheel below shows average responses per user group for all statements.

Please select a user profile:



Teachers

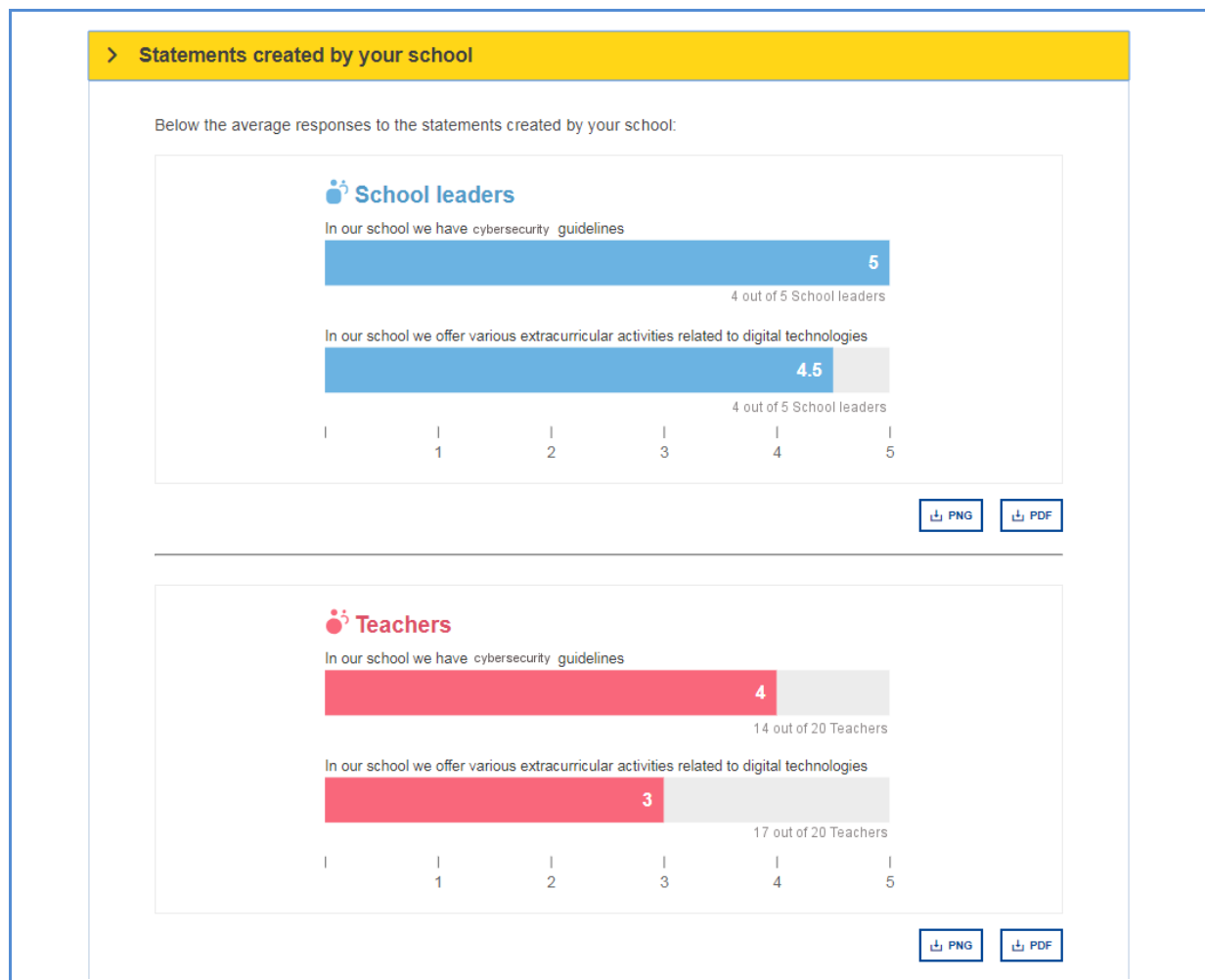


[PNG](#)

[PDF](#)

The results for the statements added/created by the school are shown as three bar charts, one for each user group. Each bar chart shows an average rating for each statement and indicates the number of users who responded to that statement.

Example: Two questions were added to the school leader questionnaire and to the teacher questionnaire. Of the two questions to the school leaders, the first was given an average rating of 5, the second was given an average rating of 4.5



ADDITIONAL AREAS

This section displays the ratings for the following additional areas in SELFIE:

1. Usefulness of Continuing Professional Development (CPD) activity
2. Teacher confidence in the use of technology
3. The percentage of time spent teaching through digital technology
4. Approach to the adoption of new technologies
5. Factors inhibiting the use of technology
6. *Negative factors for technology use at home
7. *Positive factors for technology use at home
8. Student use of technology within and outside of school

9. *Student access to devices outside school
10. *Student technical knowledge

With * are marked the questions related to remote teaching and learning.

For 1, 2, 3, 4, and 8, the average rating for each individual statement is given and hovering over the coloured bars displays the wording for that statement.

To the right of each bar is a small grey arrow. Clicking on this reveals the scale that has been used to rate that statement along with the breakdown of the answers provided, expressed as a percentage.

Example: Of the 4 teachers who gave a response, 1 rated the usefulness of **Study visits** as *Not at all useful*, 1 as *Not useful* and 2 as *A little bit useful*.

Usefulness of CPD activity

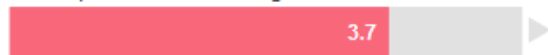
What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

You can sort the statements by score.

Sort by / Highest score ▼

Teachers

Online professional learning



Learning through collaboration



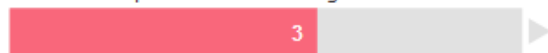
Other in-house training



Accredited programmes



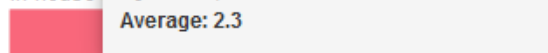
Face-to-face professional learning



Learning through professional networks



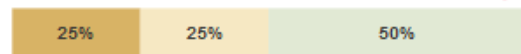
In-house



Study visits



Teachers: Study visits (for instance to other schools, businesses or organisations)
Average: 2.3



4 out of 4 teachers answered this question

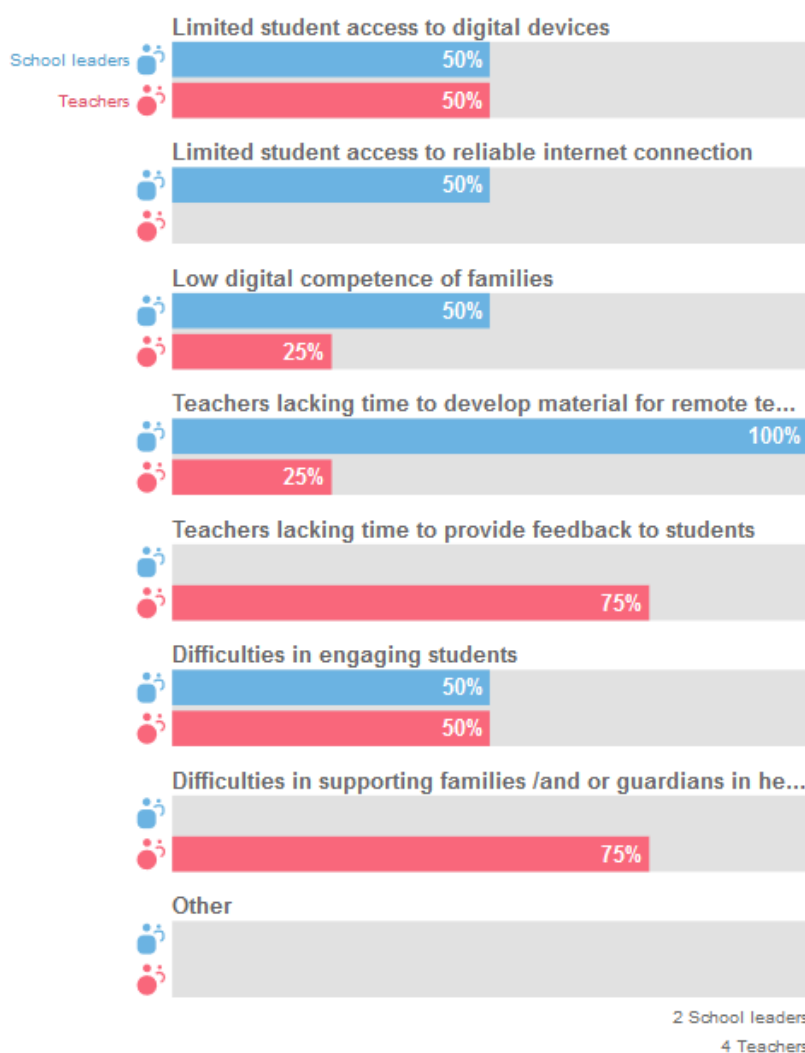
- Teachers
- Not at all useful 1
 - Not useful 2
 - A little bit useful 3
 - Useful 4
 - Very useful 5

For 5, 6 and 7, **Negative and positive Factors**, two bars represent each statement, one for school leaders and one for teachers. Each of these represents the **percentage** of people in that user group who believe that this is one of the factors inhibiting the use of technology in their school.

Example: 50% of school leaders believe that limited access to digital devices, limited access to reliable internet connection and difficulties in engaging students are among the negative factors for technology use at home. It is a question related to Remote Teaching and Learning.

*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?



[PNG](#)

[PDF](#)

APPLYING THE RESULTS

The SELFIE school report can be used as a **basis for reflection and discussion** within the whole school community. As the average rating in a given area or for a given statement is an indicator of how well the school is using digital technologies for learning, the results can be used **to identify strengths and weaknesses** and include these in an **action plan**. This action plan should form **part of the school's overall development plan** if it exists.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

OVERVIEW OF AREAS

In the example below, in the **Overview of areas** section, **Leadership** was given a **low rating** compared to the other areas by the school leaders group. This is therefore an area that this school may wish to explore further and target to improve.

One of the areas that attract the **highest rating** overall is **Student Digital Competence**. This is a strength that could be investigated further to identify why this is working well and what could be improved further.

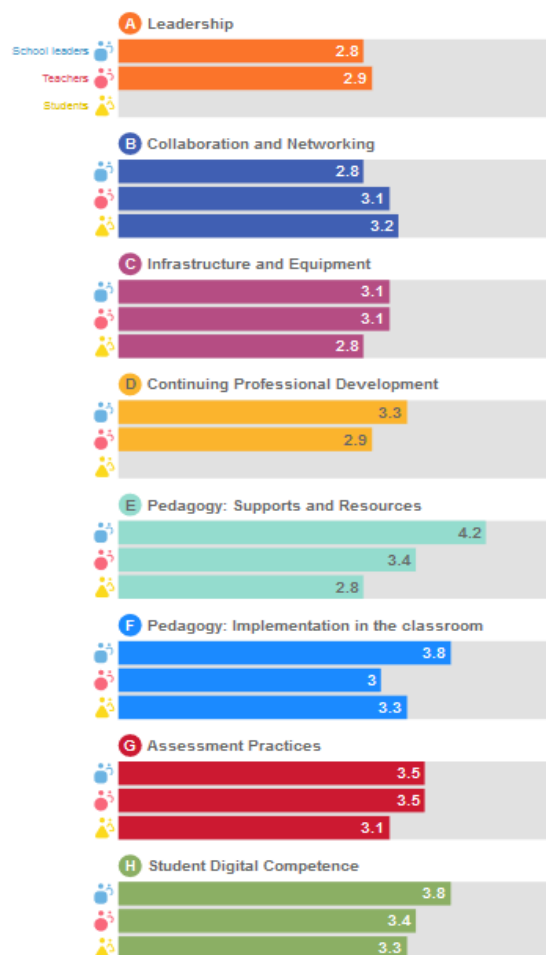
For **Pedagogy: Support and Resources**, school leaders rate this area very high, teachers relatively low, while students rate it quite low. Therefore, this area presents a **difference** of opinions, so this could be further investigated to see the reasons for that. If you can explain why there is a gap this could help identify follow-up steps.

Another area where opinions differ relates to **Pedagogy: implementation in Classroom**. In the example below, school leaders rate practice in the school higher than the teachers and students do. It would be worth investigating why this is so.

Example:

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas.



Taking the situation with regard to **Infrastructure and Equipment** this can be investigated further through the **Results per area** section which shows three statements that have attracted lower ratings:

C10. Devices for students

"In our school there school owned and managed portable devices that students can take home when needed."

C13. Bring your own device

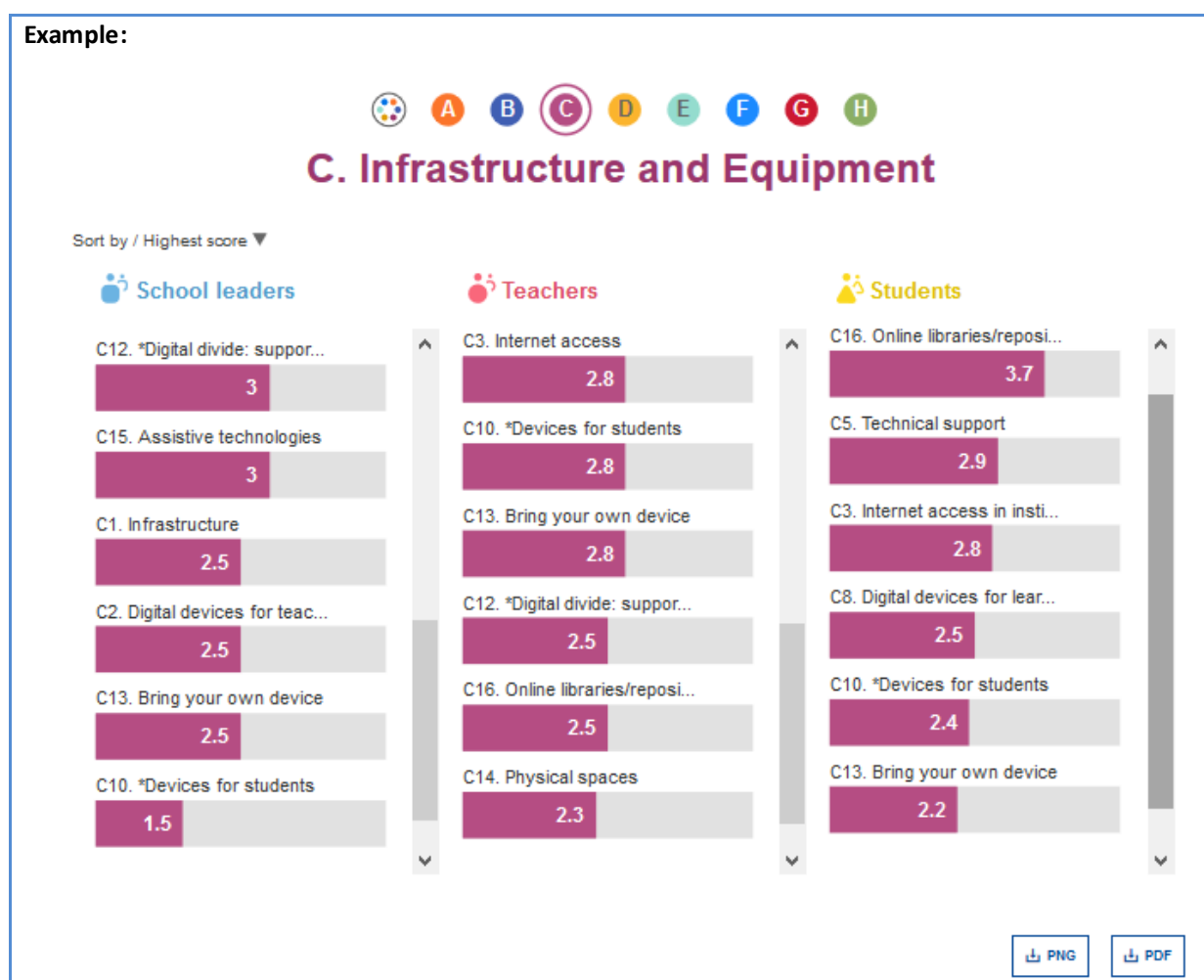
"In our school, I can bring and use my own portable device during lessons."

C14. Physical spaces

"In our school physical spaces support teaching and learning with digital technologies."

Each of these three statements, C10, C13 and C14 can be explored further in the interactive graphic through the bar chart to the right. The lower ratings for these three particular statements show that there is an issue in this school with the hardware provision for teaching and learning. This is one area that this school could consider including in an improvement or action plan.

Example:



Before developing an action plan, **school leaders, teachers and students** should be brought together, to **discuss the strengths and weaknesses** identified in the SELFIE school report.

One suggested approach is to use **key images from the report as a stimulus for discussion** by displaying them on an interactive whiteboard or projector and to jointly decide on one or two things to focus on.

The next steps would then be to:

- Identify what you want to achieve (the **objective**)
- Identify how to measure if you have achieved this or not (the **measures**)
- Define the **actions** needed to achieve this and:
 - The **resources** required
 - The **finance** required
 - **Who** should be involved
 - The **timeframe**
- **Create the improvement/action plan** using this information

STEPS TO CREATE AN ACTION PLAN

This is an example for illustration purposes only. It uses information from a SELFIE school report created from data that is neither real nor representative of a real school.

STEP 1: DECIDE ON AN AREA TO FOCUS ON

In the example used in this guide the area that has been identified for improvement is **Infrastructure and equipment** as the statements in this area were given the lowest ratings.

STEP 2: FOR EACH AREA, SPECIFY A STATEMENT FOR IMPROVEMENT

As **C10 Devices for students** has been identified as a particular weakness, we will use this as the focus for improvement in this example.

STEP 3: REVIEW THE STATEMENTS PROVIDED TO EACH USER GROUP

The statement **C10 Devices for students** that school leaders and teachers responded to was:

"In our school, there are school owned and managed portable devices that students can take home when needed."

For students it was:

"In our school, there are portable devices for me to take home when needed."

STEP 4: DEFINE OBJECTIVES AND MEASURES

Objective:

By the end of this academic year, students will have access to a pool of tablets available for them to take home when needed.

Measure:

8% of the students don't have access to a digital device to use for their school work. 15% of the students have access to a digital device but it is not suitable to use for their school work. 39% of the students report that there is a shared digital device at their home but it is not always available when they need it.

There can be more than one objective or measure.

The action plan should define exactly what needs to be done in order to ensure that the objective is achieved. In our example this is to ensure that by the end of the year, school will have a number of portable devices for the students to take home when needed. It should identify the activities, the resources needed in terms of finance and people while also defining the timescales.

As we want to address this problem within a year, **this action plan is for one academic year only**. The following year may have a different objective and a different action plan. **The action plan could be integrated into an improvement plan for digital technology or into the whole school development plan.**

Schools may wish to **target more than one area** for improvement in which case **each area would have a separate action plan**.

The example below is **simplified for illustration purposes**.

Activities	Resources	Financing	Personnel	Timeframe
Identify the budget needed.			School head	By 1 Sep
Research the options available.			ICT leadership team	By 15 Oct
Rating the devices and decide which to buy			ICT leadership team	21 Oct
Buy devices		€7000	Principal/School coordinator	By 7 Nov
Train students to use them			ICT leadership team	
Create timetable for use across the school year			School coordinator	By 21 Nov
Trial use			All teaching staff	1 Dec – 30 June
Obtain and analyse feedback	SELFIE		School coordinator	15 May – 31 May

Once agreed, the details contained within the plan should be made available throughout the **school community** so that everyone who has taken part in SELFIE is aware of the positive impact of their involvement.

In our example and once the action plan has been implemented, if the feedback from teachers and students indicates that 75% of teachers are in fact using the new devices for teaching and learning at least three times per week for at least an hour then the outcome will have been met.

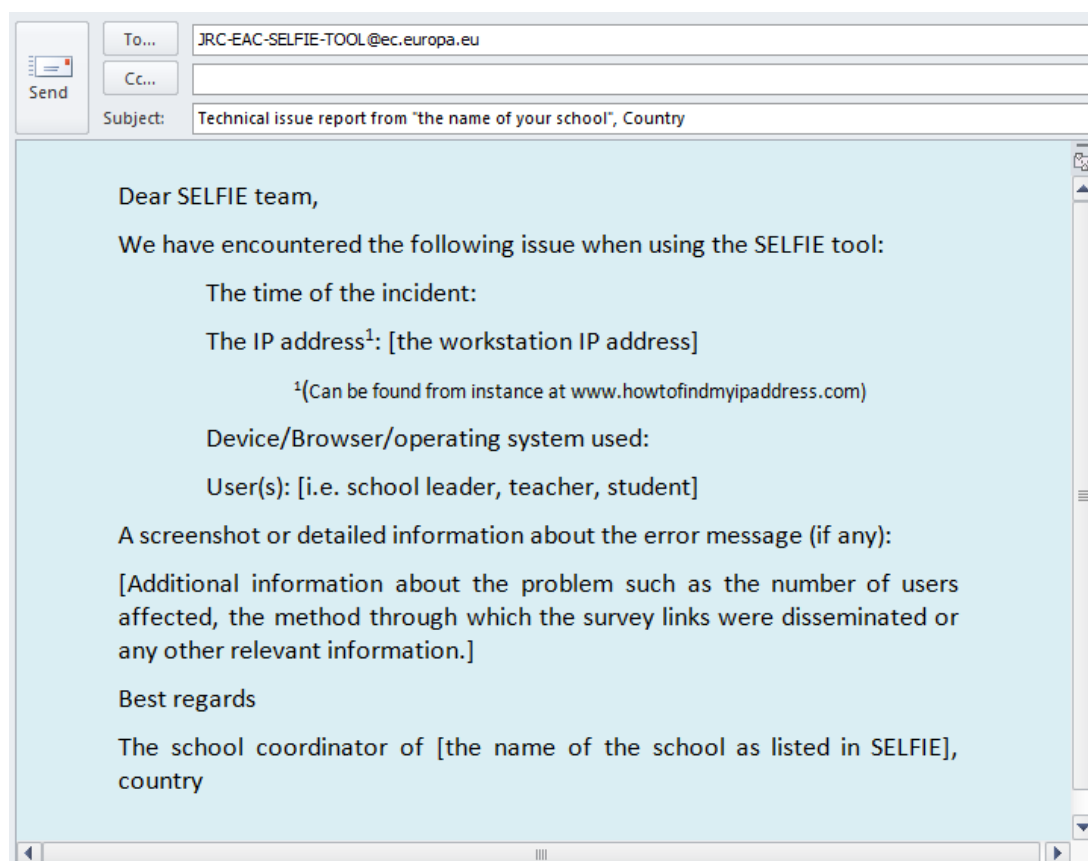
When SELFIE is taken the following year, the average rating for this statement should be much higher. The school can then repeat the cycle, identifying different weaknesses and updating the action plan in order to improve them.

SECTION 3: CONTACT THE SELFIE TEAM AND FIND OUT MORE

HOW CAN I CONTACT THE SELFIE TEAM?

Should you wish to contact the SELFIE team, for instance to report a technical issue, ask questions or propose improvements, please send an email to **JRC-EAC-SELFIE-TOOL@ec.europa.eu**

To report a technical issue, please include the following **specific information**:



The screenshot shows an email composition window. The 'To' field is filled with 'JRC-EAC-SELFIE-TOOL@ec.europa.eu'. The 'Subject' field is filled with 'Technical issue report from "the name of your school", Country'. The email body contains the following text:

Dear SELFIE team,

We have encountered the following issue when using the SELFIE tool:

The time of the incident:

The IP address¹: [the workstation IP address]

¹(Can be found from instance at www.howtofindmyipaddress.com)

Device/Browser/operating system used:

User(s): [i.e. school leader, teacher, student]

A screenshot or detailed information about the error message (if any):

[Additional information about the problem such as the number of users affected, the method through which the survey links were disseminated or any other relevant information.]

Best regards

The school coordinator of [the name of the school as listed in SELFIE],
country

When asking questions or proposing improvement, please include a relevant subject in the subject field such as **Answers needed** or **Suggested improvements**.

HOW TO FIND OUT MORE ABOUT SELFIE?

The SELFIE website (<https://ec.europa.eu/education/schools-go-digital>) and the **Resources** section includes videos and other material on using SELFIE. The **Data privacy statement** explains how SELFIE data is collected, stored and used. In the **News** section of the website, you can find the most recent information about events and resources related to SELFIE and the use of digital technologies for learning in the digital age.

Sign up for the **SELFIE newsletter** to hear about new features, events and stories from schools using the tool. Also, through the **hashtag #SELFIE_EU** you can take part in the discussions about the tool in Twitter. Stay tuned!

