European Commission

SELFIEforTEACHERS

Teacher's name: Elpiniki Dimosthenous

Education sector: School Education (Primary and Secondary)

Group: not applicable

Self-reflection started: 14/11/2024

Self-reflection completed: 14/11/2024

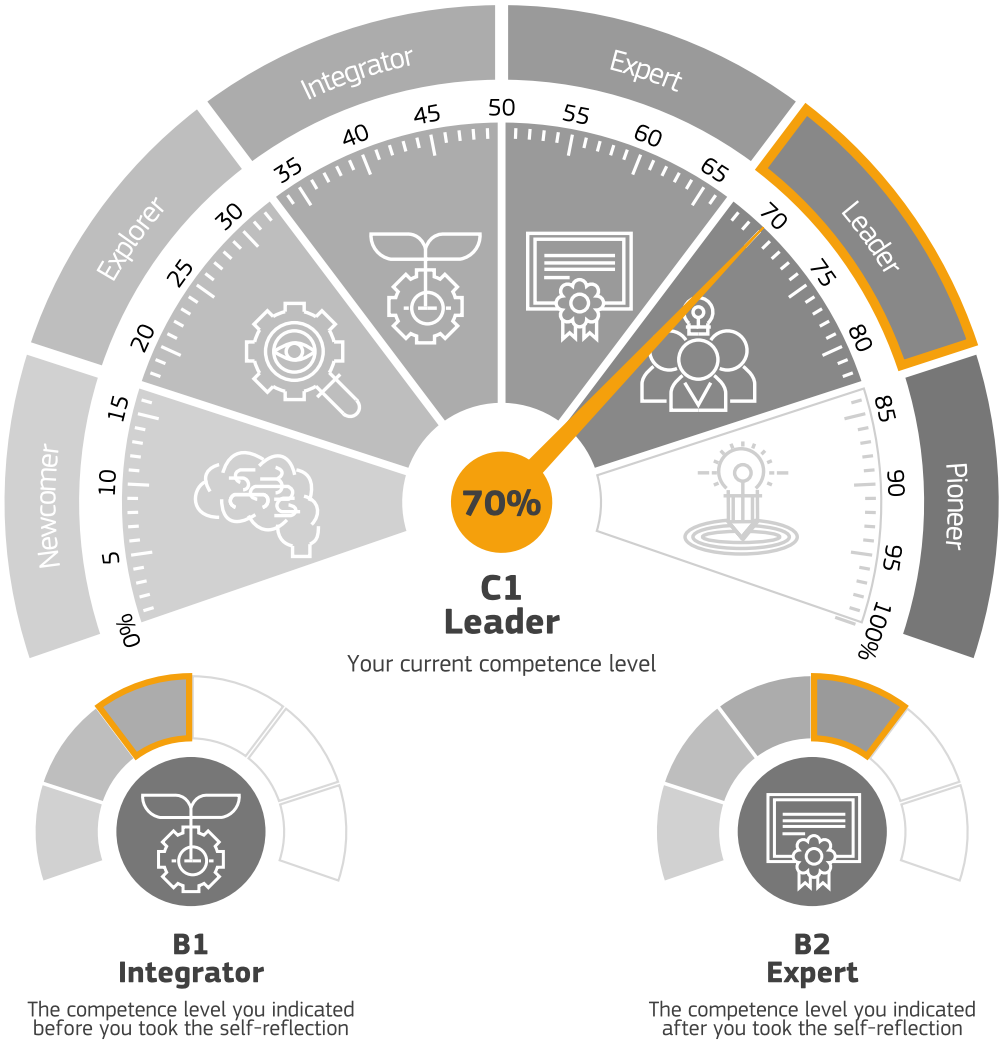
Dear colleague,

Thank you for using SELFIEforTEACHERS!

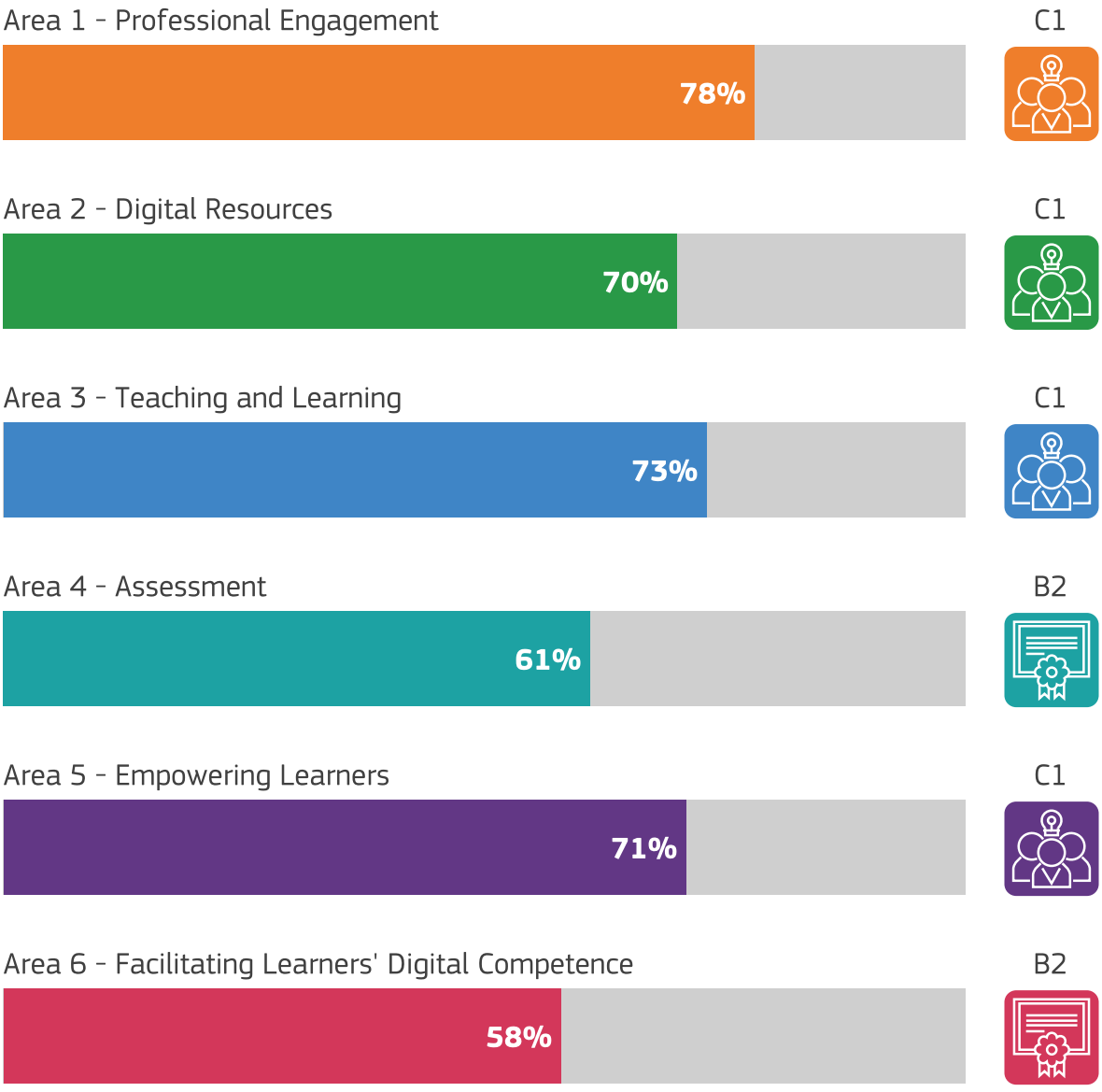
This report gives you the results of your self-reflection with feedback and suggestions to further develop your digital competence. Based on this feedback you can plan your learning pathways towards the use of digital technologies in your professional practice. We wish you a constructive journey!

Individual results

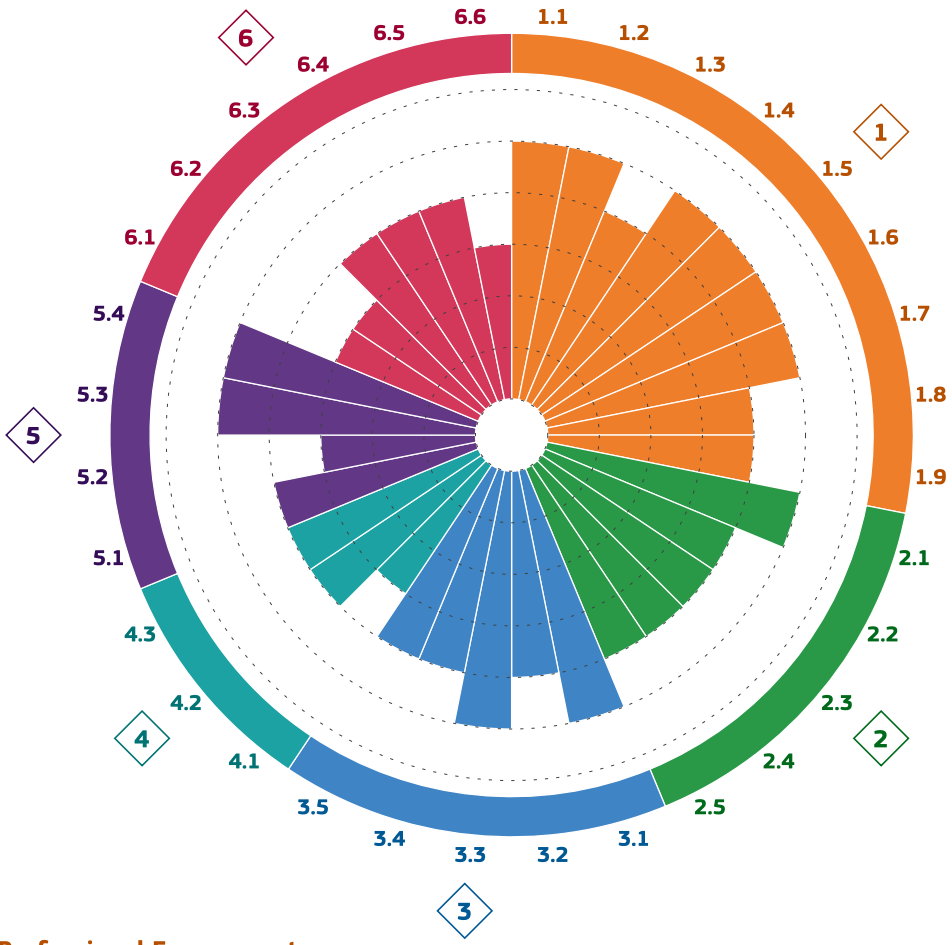
Overall results



Results by area



Results by item



1 Professional Engagement

2 Digital Resources

3 Teaching and Learning

4 Assessment

5 Empowering Learners

6 Facilitating Learners' Digital Competence

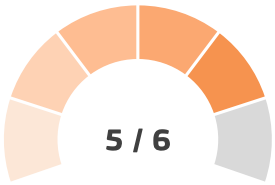
Feedback per item

Area 1 – Professional Engagement

Leader (C1)

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

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

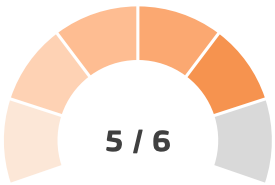


By supporting and providing advice to colleagues on the use of *digital technologies* for effective *organisational communication* you will be able to extend your own digital competence on organisational communication and contribute to the development of innovative organisational communication practices in your school. Try to engage teachers in your school in using digital tools for communication and provide them with guidance for most effective uses.

[Suggestions to level up]: **Work with colleagues on developing a common digital communication strategy for the whole school and its *wider community*.**

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

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

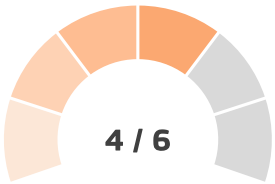


By supporting other colleagues towards the implementation of a data management policy and a code of ethical conduct when managing online learning environments, extends your own competence while at the same time facilitates the engagement of the school community into a culture that promotes respect for personal data as well as safety and security issues. It will also lead to awareness on possible misuse of data by third parties, especially when data management policies are not transparent. You can *support* your school to gather good practices on data management on a more practical level for everyday practice as well as to initiate an effort to develop a school level data policy and code of ethical conduct when using online learning environments. Moreover, to consider accessibility issues to online learning that students might face.

[Suggestions to level up]: **Propose and advocate for school level data policy and code of ethical conduct in *online learning environments*** (e.g. personal data management, accessibility for all, security, privacy).

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

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

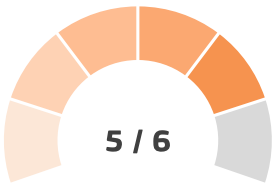


Being able to analyse *digital technologies* based on their *affordances* and limitations can help in the selection of the most appropriate collaborative tools to satisfy goals and needs. You may also want to work with colleagues and engage them in collaborative tasks with partners within the school and its *wider community*. Support them to select the collaborative tools that best fit the task purpose and participants' needs and preferences.

[Suggestions to level up]: **Anticipate your colleagues' collaboration skills and provide support and advice so as to reach effective, efficient, and inclusive collaborations at school level and beyond** (e.g. lead collaborative tasks for colleagues to participate in co-creation of *learning designs*, implementation of joint projects).

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

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

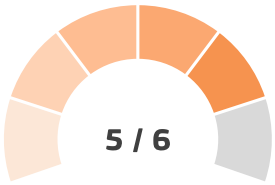


Supporting other colleagues to use *digital technologies* in their professional practice, extends your own competence while at the same time facilitates the engagement of the school community in collaborating and sharing teaching and learning practices. This can lead your school towards pedagogical innovation. You can facilitate your school as a whole to become aware of the potential for innovative teaching and learning with the use of digital technologies. You can initiate communities of practice in your school, to share ideas and pedagogical approaches using the available digital technologies in your school, as well as suggesting new ones that can *support* your professional aims.

[Suggestions to level up]: **Drive innovation and change across your school by proposing innovative digital technologies to be used in your school** (e.g. new apps, infrastructure, *emerging technologies*).

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

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

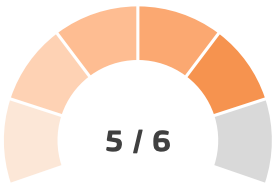


Supporting other colleagues in their own reflection of their teaching practice using digital technologies will extend your own competence in this area. It also facilitates the engagement of the school community into collaborating and sharing practices that can lead your school to become a better learning organisation. You can facilitate your school as a whole to become aware of the potential to innovate teaching and learning with the use of digital technologies by initiating communities of practice, and using tools and environments to support reflections on your combined experiences of teaching through digital technologies.

[Suggestions to level up]: **Drive innovation and change across your school using *digital technologies* to *support* teaching and learning** (e.g. organise lesson studies and reflect on the lesson implementation, initiate coaching and mentoring activities to newcomers).

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

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

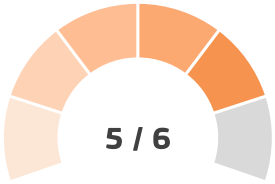


By supporting other colleagues to maintain a positive digital profile, extends your own competence while at the same time facilitates the engagement of the school community into a culture that promotes leading a safe and legal digital life, while contributing positively, ethically and responsibly in the digital world. You can contribute to the adoption of a vision for your school that inspires people to lead a responsible and constructive digital behaviour that reflects a positive digital profile for the whole school.

[Suggestions to level up]: **Initiate and promote a vision for your school that enables the contribution to positive and responsible participation in the digital world** (e.g. provide transparent data and content management procedures, develop an ethics code of conduct).

1.7 Professional learning (through digital technologies). Using *digital technologies* for one's own professional learning.

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

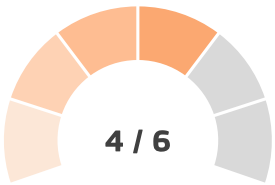


While providing *support* and advice to other colleagues on using digital technologies for their *professional learning*, you extend your own competence and at the same time facilitate the engagement of the school community into a culture of continuous professional development supported by the digital technologies. Through their own use of digital technologies for learning, teachers can transfer these skills into their teaching practice with their students. Learning through digital technologies, that is using digital technologies as a medium for learning, entails a learning outcome in addition to the content to conquer. You can facilitate your school to become aware of the potential of using digital technologies for teachers' professional learning. You can initiate a strategy in your school that can support the provision of training through digital technologies to better meet the learning needs identified.

[Suggestions to level up]: **Drive innovation and change across your school by proposing innovative digital technologies to be used for teachers' professional learning** (e.g. online learning communities, online repositories with learning resources, MOOCs, *digital badges*).

1.8 Professional learning (about digital technologies). Engaging in professional learning activities for the development of teachers' digital competence.

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

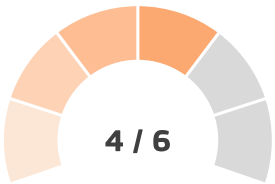


Analysing and selecting the online *professional learning* opportunities on the use of *digital technologies* in education, will facilitate the development of your overall competence as an educator. This process will allow you to better meet your learning needs by improving your weak areas and further exploiting your strong ones. If you keep up this consistent focus on ongoing self-led professional development, you can make sure to continuously advance your competence and confidence in using digital technologies to *support* pedagogies that enhance the quality of education you provide to your students. Use this competence to support and provide advice to colleagues in your school and beyond.

[Suggestions to level up]: **Engage in learning communities and exchange with other colleagues learning experiences on the use of digital technologies for teaching and learning that you consider of value to support yours and their professional learning** (e. g. training opportunities on digitally-enhanced innovative pedagogies, organise informal sessions and microteaching with colleagues on digital assessment).

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

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



Being able to analyse technological responses allows you to select the right responses to your needs as well as to avoid automated assigned actions that you might not agree with. For example, you will be able to understand why a web search can lead to you seeing related advertisements on future websites. It is important to extend this competence to your colleagues and students as part of their own digital competence.

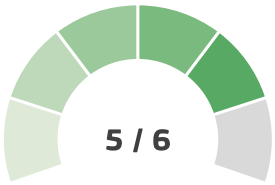
[Suggestions to level up]: **Lead *computational thinking* activities in your school to *support* the development of your colleagues' and students' digital competence** (e.g. organise programming classes, competitions, and *hackathons*).

Area 2 – Digital Resources

Leader (C1)

2.1 Searching and selecting. Using searching and selection criteria to identify *digital resources* for teaching and learning.

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

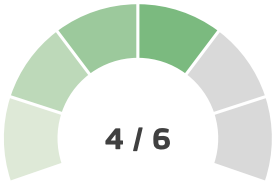


There is value in knowing and understanding that *digital technologies* allow the generation and use of digital testing reports, digital polls/surveys outcomes, recordings of learning activities, and *learning analytics*. Consider how you can readjust your selection criteria to gain value from reflection on, and redesign of, teaching and learning based on *evidence* captured through digital technologies.

[Suggestions to level up]: **Propose strategies and tools to help colleagues search for and select *digital resources* in line with curriculum requirements and learning aims.** Share your knowledge and expertise on accessing digital resources with as many colleagues as possible to foster innovation at the organisational level. You can start with something simple, like pools of keywords, selection checklists or digital resources evaluation rubrics, which you share with all colleagues, via e-mail or at staff meetings. You will soon be able to identify interested colleagues and together you can make your knowledge valuable for improving teaching across the whole school.

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

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

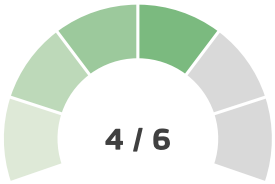


Applying design principles and processes when creating *digital resources*, ensuring not only to focus on teaching and learning aims, but also on your students' learning needs and preferences while adopting engaging and interactive solutions, is a characteristic of expert usage. Exchange and sharing with colleagues the digital resources you create, provide opportunities for deep learning and can help you to reflect and readjust your digital contents accordingly.

[Suggestions to level up]: **Work and share with colleagues the digital resources you create to collect their *feedback* and readjust them accordingly.** For example, you can consider incorporating or expanding learner-centred pedagogical approaches taking advance of the *affordances* of the *digital technologies* used.

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

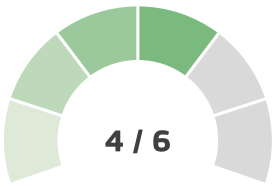
Your response: I **select** existing digital resources, taking into consideration copyright and distribution licences, to **modify** and **adapt** them to meet teaching and learning aims *(e.g. open educational resources, content under Creative Common Licence, content free of copyright, editable resources).*



Selecting existing digital resources by considering their particular *copyright* and licensing scheme makes it possible to modify and adapt them to better meet student needs before building them into teaching and learning activity. Consider also adapting the resource in multiple ways to include local case studies and/or examples appropriate to students' context.

[Suggestions to level up]: **Reflect on and redesign existing *digital resources* so as to integrate them into interactive, learner-centred activities.** Try to add digital technology features that can *support* your teaching practice, such as modifying a paper quiz to an online assessment, providing more choice for students in receiving immediate *feedback* or integrate existing resources in a virtual learning space.

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



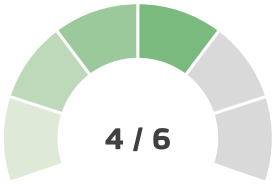
Your response: I **define** and **apply** protection and security measures for the storage, management and access of digital content *(e.g. applying strong passwords to sensitive content, assigning access limitation rights, use encryption protocols, have regular backups, select storage and online services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

Defining and applying protection and security measures is an important aspect to store, manage and access digital content, protecting your devices with robust passwords, assigning access limitation rights according to targeted users, having regular backups, selecting storage and online services based on their data policy, terms of use, safety and security.You can start developing procedures to access and use your storage space to contribute and enhance your practice.

[Suggestions to level up]: **Design and develop a strategy to ensure easy, equitable and secure management of and access to digital content for your students and colleagues.** This includes, for example, categorizing digital content, planning what, where and how to deliver them, presenting data in a way that makes it easy for your students and colleagues to access them.

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

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



Selecting and applying *copyright* licences when sharing digital resources that you create, make it easier for others to re-use tools, data, or other content that you create. Experiment with different formats of Creative Commons (CC) licence. This can include, for example, a 'By-Attribution, Non-Commercial' Creative Commons license that means anyone can use your digital content in any way they like, so long as they attribute it to you and don't use it for commercial purposes. Consider sharing digital resources you create or collect under licences that do not prohibit their distribution and use, while aligning them with the curriculum and teaching and learning needs. Such an effort, can facilitate easy and equal access to resources for students and colleagues, as well as a collection for resources that better meets the needs of your school.

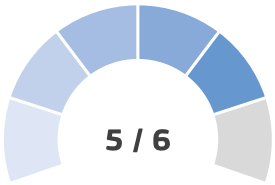
[Suggestions to level up]: **Design and develop a comprehensive strategy for sharing *digital resources, content curation* and reusability of resources to facilitate easy and equal access for students and colleagues.** The strategy can include, for example, ways to select and organise digital content by grouping the resources in helpful ways, adding value by providing annotations to help your students' understanding, giving context to the information.

Area 3 – Teaching and learning

Leader (C1)

3.1 Teaching. Designing, developing and *support* learning with the use of *digital technologies* to enhance learning outcomes.

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

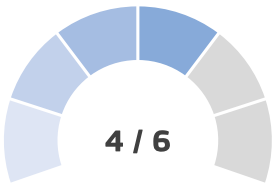


Consider how you can work with your students to readjust your teaching and *learning design* in order to foster students' involvement in enhancing your teaching practices and their learning approaches. Consider building the agreed use of technology into activities such as involving students as coaches, the use of emerging technologies, modelling and advice, lesson-study. Reflection is key to this. Your students should gain confidence in their ability to help select and adapt technology suited to the learning requirements at hand.

[Suggestions to level up]: **Share and take the lead in initiating and promoting the design and sharing of innovative teaching and learning practices with *digital technologies* in your school and its wider community.** Consider opportunities such as online workshops, supporting colleagues learning design with the use of digital technologies, micro-teaching and co-teaching, reflective discussions on the effectiveness of the use of digital technologies. Engage in technology supported networks with other schools and educational *stakeholders*, locally, nationally and internationally.

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

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

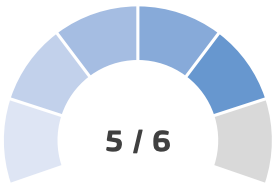


Developing *feedback* and guidance approaches which reflect the methodical selection and employment of *digital technologies*, to provide opportunities for students to engage in self- and peer-assessment and the design of their learning, is an important aspect of building trust and developmental learning. Reflect on how your practices can be enhanced by providing opportunities for students to engage in self- and peer-assessment and the design of their learning.

[Suggestions to level up]: **Readjust your approach and practice to allow reflection on and redesign of teaching and learning, based on *evidence* captured through digital technologies.** Consider building learning technology into activities that allow the use of digital testing reports, digital polls/surveys outcomes, recordings of learning activities, and *learning analytics*.

3.3 Collaborative Learning. Using *digital technologies* to foster and enhance learner collaboration for individual and *collective learning*

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

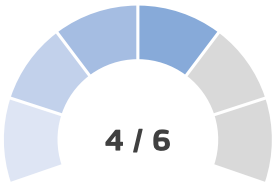


Allow and encourage your students to reflect on and adjust their use of *digital technologies* for personal and/or collaborative learning. Encourage them to take more of a lead in editing and developing content, co-creating project artefacts, structuring and participating in collaborative projects, taking part in virtual exchanges, using digital tools for task and time management, communication and sharing with team activities. This will help build strong digital confidence and capability across a range of learning activities. Incorporate as much as possible actions to make sure the same learning opportunities are available to all. If some of your students are disadvantaged, take action to allow them to include them (e.g. by making available equipment or assistive technologies).

[Suggestions to level up]: **Seek out ways to initiate and promote the use of digital technologies within your school and its *wider community*, providing opportunities for collaboration towards individual and *collective learning* and development, beyond the classroom and the school.** Consider the opportunities that can be found in using synchronous and asynchronous online environments and tools, taking part in joint projects, organising online learning events in collaboration with students and/ or colleagues, co-designing and co-creating collaboration-centred learning material.

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

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

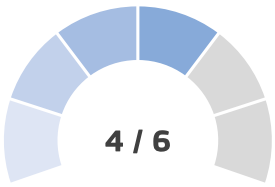


Develop learning designs which engage your students in developing self-regulating learning skills, and their own learner autonomy, and in using different technological solutions to assist in this. Encourage and support them to be creative and active in their learning and in how they think about and use *digital technologies* to initiate, support and record their learning activity and outcomes.

[Suggestions to level up]: **Consider how you might – together with your students – reflect on and redesign their learning in ways that encourage more active, creative and autonomous activities on their part in order to promote their *self-regulated learning* and learner autonomy through digital technologies.** For example, engage them in activities that show them how to identify their learning needs, set their learning goals, describe their strategy for achieving these goals, implement their learning tasks, gather *evidence* of their learning, reflect on it and share their learning outcomes – and how digital technologies can assist in this.

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

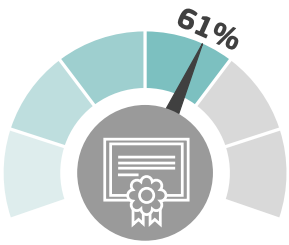
Your response: I **select and use** emerging technologies in my *learning designs* to engage my students in novel learning opportunities, while taking into account ethical implications *(e.g. immersive learning, computational thinking, addressing learner agency when interacting with AI).*



Using *various emerging technologies* to support the activities specified in your *learning designs* is a powerful way to engage students in novel learning opportunities that make good use of such technologies and provide meaningful teaching and learning experiences. By choosing technologies that offer particular learning *affordances*, the students can be provided with meaningful opportunities to explore immersive learning, *computational thinking*, and to develop understandings of the importance of learner agency when interacting with AI and other technologies using analytics or algorithms. This can include activities that advance understanding data-driven decision making, creative responses to subtle tactics to encourage innovative thinking in regards to technology as well as using technology.

[Suggestions to level up]: **Work with your students to select and employ emerging technologies that provide opportunities for them to engage in co-design and co-creation of their learning using emerging technologies in ways that address ethical implications as well as practical applications.** This can include activities that involve using augmented reality or 3-D expeditions, programming humanoid robots, customising search *algorithms*, addressing datafication and AI agency in decision making. Offer your students opportunities to exploit emerging technologies as they explore novel learning experiences and content, taking into consideration ethical implications.

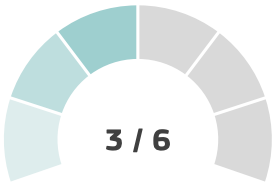
Area 4 – Assessment



Expert (B2)

4.1 Assessment strategies. Using *digital technologies* to support formative and summative assessment of learning.

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

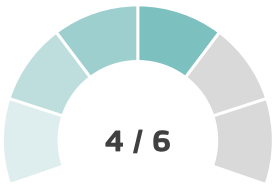


Developing a range of options that use various, appropriate technologies within *formative* and *summative assessment* activities to provide teacher-led and/or automated feedback broadens the range of learning-centred assessment strategies used in teaching contexts.

[Suggestions to level up]: **Work to select and use *digital technologies* to *support* specific aspects in your assessment "of", "for", and "as" learning and to capture in a communicable way the nature of that learning**. For instance, investigate the use of self-reflection rubrics, automated assignments that offer timely feedback to students, the generation through learning-tasks of shared documents that support peer reviewing/feedback.

4.2 Analysing *evidence*. Using *digital technologies* to collect and analyse evidence on students´ learning processes and outcomes.

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

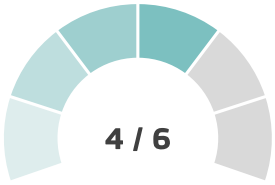


Using *various* assessment technologies and results dashboards to support your reflection on student learning and on your teaching helps to identify alternative ways of presenting materials for learning.

[Suggestions to level up]: **Work with your students to select and use assessment technologies that capture and present analyses of their learning data, based on which to plan their future learning.** Examples of such technologies include online reflective learning logs, using personal goal setting software, and personal dashboards.

4.3 *Feedback* and planning. Using digital technologies to provide feedback to learners, facilitating planning of further action.

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



Using various assessment technologies to support the activities specified in your *learning designs* is a powerful way to engage students in benefitting from receiving, giving, and analysing feedback.

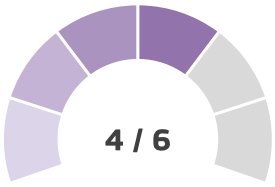
[Suggestions to level up]: **Work with your students to select and use *digital technologies* to collect and analyse *feedback* so that it contributes to planning further learning activity.** This can include making use of shared documents, blogs, *mind mapping tools*, reflective learning logs, learning journals, e-portfolios to assemble *evidence* of learning and plan future options based on future needs.

Area 5 – Empowering learners

Leader (C1)

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

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

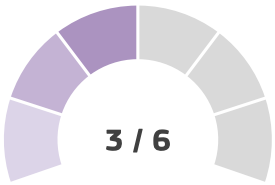


What is important is to be able to design activities for students according to their abilities. With this in mind you could define beforehand the characteristics of each one of the available tools, apps, platforms etc. and use those that better combine students' abilities with digital *Affordances* . Moreover, consider to what extent the solutions employed provide the desired outcomes. Discuss further solutions with your students and explore how you can combine their *Affordances* to allow diversity without leaving anyone behind.

[Suggestions to level up]: **Combine solutions and expand digital strategies that support inclusiveness. Engage and support colleagues and parents to develop inclusive practices** (e.g. encourage the participation of all students, engage parents to respond to student diversity).

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

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

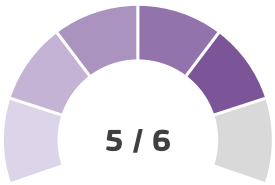


You can identify what kind of support each student needs and what kind of activities can help them. A next step for you would be to apply this principle throughout the teaching-learning process to design and tailor classroom activities to your students' learning needs and preferences (e.g. by bringing students together in group work activities to learn from each other). In this way, you allow all students to overcome their weaknesses and to build upon their strengths. Moreover, you may vary the format of activities used to address students' different experiences.

[Suggestions to level up]: **Design and implement activities that rely upon different teaching and learning approaches and embed differentiated and personalised activities in your teaching.** (e.g. peer teaching, coaching, use of critical friends).

5.3 Actively engaging learners. Using *digital technologies* to foster learners' active and creative engagement in their learning.

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

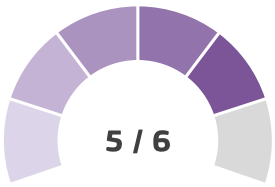


It is important that you support students' learning processes and you involve them in activities that expand their full potential. In order to keep improving your strategies, you can continuously reflect on the suitability of your strategies, the balance between student autonomy and guidance and the mechanisms you implement to allow them to follow their own learning rhythm. Moreover, consider how you can help all students to develop their strengths and work on their weaknesses, for example how they can learn from each other and from their mistakes and how their collaborative effort can be turned into a joint product.

[Suggestions to level up]: **Create an online collaborative space for you and your colleagues, where students can get involved in experiential learning activities**, such as coaching their peers, teachers and parents in digitally enhanced activities. You could start for example a *makerspace* in your school where students can design and create learning activities with the use of robotics or AI programmes.

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

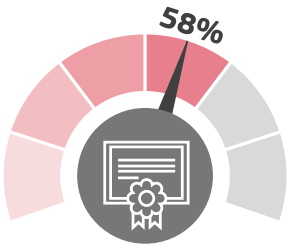
Your response: I **reflect on** and **redesign** teaching and learning for distance and blended learning contexts to ensure my students' active involvement in the learning process within and beyond the classroom *(e.g. online learning, hybrid learning, virtual labs, online collaborative tools, synchronous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



With the design of an online environment you can implement learning activities in a blended learning approach, both in and away from the classroom. Reflect on whether the available solutions for blended learning assist you to make the most of this approach and expand their potential by designing and implementing meaningful learning environments. The next step for blended learning would be to apply the solutions available according to the individual and differentiated profile of your students.

[Suggestions to level up]: **Initiate the development of a *blended learning* approach across the whole school.** Empower teachers' collaboration and decision-making for the optimum use of online learning.

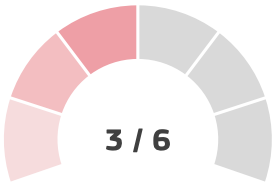
Area 6 – Facilitating learners' digital competence



Expert (B2)

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

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

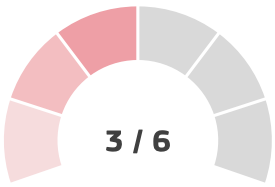


Implementing different learning activities to enable your students to judge the quality of information and data found online, independent of its source, will help them understand e.g. how to discern reliable and unreliable sources. You can, for example, present your students with a website or audio-visual content taken from the internet on a topic they have just studied and ask them to identify inaccuracies, missing information or bias by cross-checking it with other sources. This way you can, step-by-step, build up their capacity to assess information and opinion, to make informed choices and to value *evidence* and sound arguments.

[Suggestions to level up]: **Develop *learning designs* which *support* students to critically search, evaluate and manage information and data, through context analysis.** This could include analysing the choice of the information medium, the source, purpose, transparency of *algorithms* used to decide what kind of information and data is returned.

6.2 Communication and collaboration. Implementing learning activities that require learners to communicate and collaborate using *digital technologies*.

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

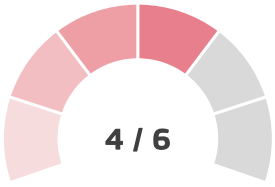


Now that your students are used to using shared online spaces to communicate and collaborate, you can start encouraging them to discover and develop together effective rules for communication and collaboration.

[Suggestions to level up]: **Develop *learning designs* which support students to communicate and collaborate respecting behavioural and communication norms.** This may include encouraging students to document their communication and collaboration rules and to reinforce them among themselves; and even challenging their rules by integrating tasks or variations that require different collaboration strategies or norms for communication.

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

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

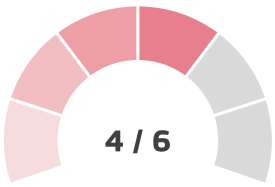


Now that your *learning designs* engage students in content creative design processes, reflect on and readjust them in view of further expanding your students' competences. Encourage them to try out new methods and digital formats, to introduce effects that surprise their audience or make them laugh, to use mistakes, misunderstandings, conflicts or different opinions as an incentive for study.

[Suggestions to level up]: **Encourage your students to share their (re)creations.** This may include using digital stories or *e-portfolios* for students to showcase their (re)creations.

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

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

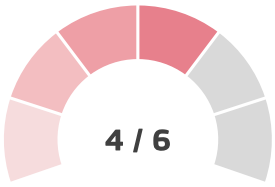


The next step is for you to reflect on and redesign your *learning designs* based on continuous developments in online risks and threats. This will enable students to follow and adopt positive practices towards their and their peers' physical, psychological and social well-being.

[Suggestions to level up]: **Reflect on and readjust your learning designs based on current developments in online risks and threats.** This could include discussing how companies collect and use personal data, how to identify fraud and phishing attempts or how social media may affect emotional and social relationships.

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

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

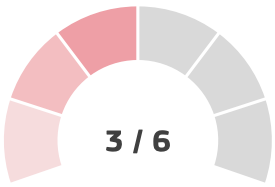


The next step is for you to reflect on and redesign your *learning design* with a view to further fostering students' responsible and ethical use of *digital technologies*. You can try this by engaging them in experiential and authentic situations.

[Suggestions to level up]: **Engage students in experiential and authentic situations.** This could include discussing concrete communication situations and considering how something posted online might be hurtful. Guide them through ways of respectfully sharing a difference of opinion in a comment, for example, and discuss with them the implications of their digital actions in their *digital reputation*.

6.6 *Problem solving*. Incorporating learning activities, where learners use *digital technologies* to understand and solve problems.

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



Implementing various learning activities that require students to solve problems, by applying *problem solving* processes using *digital technologies* is a way of encouraging students to overcome challenges and, in many cases, by designing a solution that they can experience as innovative. The next step for you would be to actively trigger such situations. Think about how you can embed a challenge into your subject teaching. Watch out for situations where students voice that there is something impossible to be known or asserted, or something too difficult to achieve - something desirable that they believe goes beyond their capacities or possibilities. Convert it into a challenge to be overcome - collectively by all students, or by a small group of students, or by individual students. Ask them to identify how this desirable goal could be obtained and design a plan to reach it, thinking about how technology can assist in the process. You will see that there are many opportunities for integrating digital problem-solving into your teaching and will increasingly know where to offer this approach and to which [student] groups. This way you can ensure that all students are offered opportunities for developing their digital problem-solving skills in your lessons.

[Suggestions to level up]: **Develop *learning designs* which engage students in seeking out different, innovative and creative technological solutions.** This could include letting students generate/test new ideas and solutions or simulations, modelling).

Proficiency levels explained

Newcomer (A1)

You are aware of how digital technologies can support and enhance your professional practice. The feedback you get from this self-reflection has identified a number of actions you can try. Select one or two to plan your next learning pathway, focusing on meaningfully enhancing your teaching strategies. As you do so, you'll find yourself moving to the next step of digital competence, the Explorer level.

Explorer (A2)

You have started exploring the potential of digital technologies and are interested in using them in order to enhance pedagogical and professional practice. You have tried using digital technologies in some areas and will benefit from more consistent use. You can increase your competence by using digital technologies in various contexts and for a range of purposes, integrating them into many of your practices. This will move you to the next step of digital competence, the Integrator level.

Integrator (B1)

You experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into your practices. You creatively use them to enhance diverse aspects of your professional engagement. You are eager to expand your repertoire of practices. You will benefit by increasing your understanding about which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Try to give yourself some more time for reflection and adaptation, complemented by collaborative encouragement and knowledge exchange, to reach the next step, Expert.

Expert (B2)

You use a range of digital technologies confidently, creatively and critically to enhance your professional activities. You purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. You are curious and open to new ideas, knowing that there are many things you have not tried out yet. You use experimentation and reflection as a means of redesigning, expanding, structuring and consolidating your repertoire of strategies. Share your expertise with other teachers and continue critically developing your digital strategies to reach the Leader level.

Leader (C1)

You have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. You rely on a broad repertoire of digital strategies from which you know how to choose the most appropriate for any given situation. You continuously reflect on and further develop your practices. Exchanging with peers, you keep updated on new developments and ideas and help other teachers seize the potential of digital technologies for enhancing teaching and learning. If you are ready to experiment a bit more, engaging students in expanding the potential of digital technologies at school level and beyond, you'll be able to reach an ultimate stage of competence, as a Pioneer.

Pioneer (C2)

You critically reflect on the adequacy of contemporary digital and pedagogical practices, in which you are a Leader. You are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. You experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. You lead innovation in your school and are a role model for other teachers. You expand your practices beyond the school community and engage stakeholders for further developments. Continue to be open to new ideas and keep up with the continuous technological and pedagogical advances to enhance your creative and innovative solutions.