European Commission

SELFIEforTEACHERS

SELFIEforTEACHERS Results and Feedback Report

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School Education (Primary and Secondary) - Individual self-reflection

Self-reflection completed on Tuesday, 31 May 2022

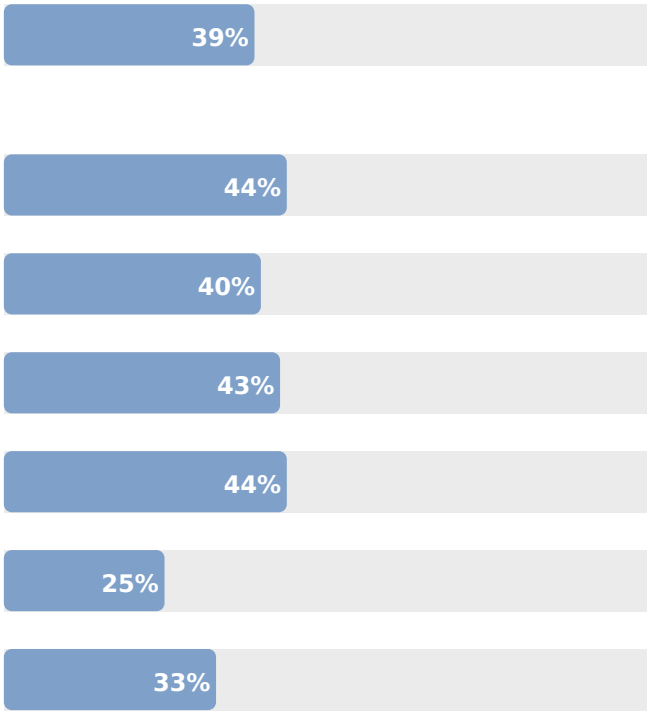
Thank you for your participation! The feedback report gives you the results of your self-reflection and suggestions to further develop your digital competence. Based on these results you can plan your learning pathways towards the use of digital technologies in your professional practice. We wish you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

Below you will find your overall competence proficiency level

Summary of results

Your self-reflection overall results 75

Maximum score 192



Feedback per item

Area 1 – Professional Engagement

Proficiency level for this area: 44%

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

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

3 out of 6 points

There is a variety of technologies that help people to communicate across an organisation. Each has different strengths and weaknesses. You can optimise communication by selecting the most appropriate technologies for the specific communication context, target and goal. Try to identify the most typical communication needs in your organisation and analyse the *affordances* and limitations of available digital communication tools so as to select the most suitable and effective one(s).

[Suggestions to level up]: **Analyse the affordances and limitations of digital communication technologies for effective communication and interaction** (e.g. develop a personal effective, efficient and safe communication practice).

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

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

3 out of 6 points

You should now be able to administer *online learning environments* in line with ethical considerations and data management strategy in compliance with the main principles of the General Data Protection Regulation (*GDPR*). You might want to consult other colleagues and follow existing practices or even consult the Data Protection Officer in your organisation. Start analysing the specificities of your own professional context and any particular implications that you might need to consider. For example, some online tools and environments have age restrictions while some others might require the user to accept sharing contact details with third parties. This process will ensure that you choose an online learning environment that best responds to the *ethical considerations* and data management strategy of your working context.

[Suggestions to level up]: **Analyse the features of online environments and tools in reference to your ethical considerations and data management strategy** (e.g. security, users and data management, access policy, hosting of data).

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

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

3 out of 6 points

Reaching the point where you use *various* digital technologies to collaborate and interact with colleagues in your school and beyond will allow you to enrich your teaching practices with new ideas and a collective approach for professional development. Reflect on how the digital collaborative tools you are using are facilitating and supporting your collaborations. Reflect on how you can best benefit from these interactions. Are you learning from your peers and are you bringing in your expertise so that they can learn from you?

[Suggestions to level up]: **Analyse and select *digital technologies* for effective collaboration and interaction based on their *affordances* and limitations** (e.g. use online collaborative spaces to engage with peers in the joint production of teaching resources that each of you can refine for their purposes and thus learn from each other, or implement a joint project where your students interact with students from different contexts).

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

3 out of 6 points

Reaching the point where you use *various digital resources* to support your professional practice and to support and enhance your students' learning, will allow you to enrich your teaching practices with new ideas and pedagogies. Reflect on how the digital tools you are using allow your students' active engagement in their learning process and what kind of pedagogies are needed to employ in your teaching. Start analysing the available technologies to see whether and how they can support innovative pedagogies and learning.

[Suggestions to level up]: **Analyse and select digital technologies for effective teaching and learning based on their *affordances* and limitations** (e.g. use *online learning environments* to engage students in *active learning* within and beyond the classroom, use digital tools to facilitate management of learning outcomes).

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

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

3 out of 6 points

Sharing reflections with colleagues and receiving their feedback is important to understand how you can improve your professional practice. Using various reflection methods and taking advantage of *digital technologies* to share feedback can enhance further your reflective learning. Technology is changing all the time so make sure to keep updated on new tools or improvements to ones you are already using. Make sure that you use the insights gained to the benefit of your students and their learning. Also share your expertise with colleagues and discuss with them how to jointly improve learning across your school.

[Suggestions to level up]: **Analyse and select digital technologies which can allow you to gather feedback from your colleagues. Use their *feedback* and suggestions in your teaching practice accordingly** (e.g. analysing peers' feedback, using *mind mapping tools* and other tools that *support* annotations, audio commentaries, e-journals).

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

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

2 out of 6 points

When able to recognise possible risks and threats for your reputation and your school's related to your digital activity, you can mitigate such risks by following your digital footprint and maintaining a positive digital profile. Make sure you are aware of data management policies of the *digital technologies* you are using and always manage the privacy settings to your own preferences (the default ones may not suit your case). For example, you can define in privacy settings with whom to share information, whether people can tag you or not in a photo, what kind of cookies to allow and so on.

[Suggestions to level up]: **Use mitigating measures to maintain a positive digital profile** (e.g. going through the provided terms of use, tracing your *digital footprint* often, managing your privacy settings).

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

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

3 out of 6 points

Using various options for *professional learning* provides opportunities to select the ones most beneficial, valuable and interesting for meeting your learning needs. You can consider why you use a specific format of training. What do you like about it? What did not convince you? If there is a specific training provider or website that you liked, check out what else they offer and what other users recommend. Settle on a topic that really interests you and widen the scope of your search, including also communities devoted to the topic and asking others for recommendations. The most important thing is for you to better understand what is available, and what mode of training is works best for you. That way, whenever you have a concrete training need, you can easily identify an online training opportunity that will work for you.

[Suggestions to level up]: **Identify your learning needs and define your learning goals so as to analyse and select the resources and activities that best suit them** (e.g. reflect on your learning needs and look for a webinar, an online community or a repository that can satisfy them).

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

2 out of 6 points

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

Exploring professional learning opportunities on the use of *digital technologies* in education can help you identify the ones that you need in order to satisfy your learning needs and aims. You can now identify various learning opportunities that you can participate in as a first step of your professional learning on the use of digital technologies in teaching and learning.

[Suggestions to level up]: **Try out *various* formal and informal *professional learning* activities about using digital technologies in education to develop your digital competence** (e.g. hands-on training on innovative pedagogical approaches supported by digital technologies, online learning approaches and distance learning, digital assessment).

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

2 out of 6 points

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

Being able to explore the different aspects for *computational thinking* will allow you to incorporate it in your teaching practice and guide your students through computational thinking processes. Computational thinking can facilitate your understanding of the world around you, as for example to be able to spot where information processing is used in everyday life.

[Suggestions to level up]: **Use *various* digital tools to explore solutions to a problem** (e.g. visual programming tools, authoring tools and editors).

Area 2 – Digital Resources

Proficiency level for this area: 40%

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

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

3 out of 6 points

Using various online tools and portals allows you to access a variety of diverse educational resources, thus being able to choose the best for any given purpose. Once you have a good inventory of resources, concentrate on comparing options to find a resource that does not only fit but is in line with pedagogical values.

[Suggestions to level up]: **Analyse and select *digital resources* based on criteria that meet specific teaching and learning aims** and is also accurate, reliable, engaging and appealing to students.

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

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

2 out of 6 points

Exploring the use of digital technologies to create educational resources is essential for developing effective practices. Ask your colleagues for apps or programmes that they use to identify the best one for you. You can start now to understand your students' needs and then use digital tools to create educational resources that allow to address them appropriately.

[Suggestions to level up]: **Use *various digital technologies*, based on their affordance, so as to create digital educational resources that meet learners' need.** This includes using interactive and engaging formats such as multimedia presentations, games and online activities that can be realised within the constraints of your educational setting.

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

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

2 out of 6 points

Exploring ways to modify existing digital resources provides you with a lot of possibilities to augment the contents, combine them with other materials, and generally adapt them. The flexibility of digital resources allows you to think about your curriculum in new ways as well as address specific student needs through effective planning.

[Suggestion to level up]: **Find opportunities to use a variety of *digital technologies* based on their *affordances* to modify and repurpose *digital resources* so as to meet teaching and learning aims.** For example, you can customise content for an online lesson, use e-book editors to change pictures/readings mirroring students' context and experience.

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

2 out of 6 points

Exploring ways to store, manage and access your digital education content on local and online spaces is an initial step for developing effective practices in managing your educational content. You can now start, for example, to tag and mark-up various mediums of digital content, such as word documents, slides and audio notes, and clustering them.

[Suggestions to level up]: **Use *various* digital tools systematically to store, organise and facilitate access to educational digital content.** Choosing a logical and consistent way to organise your digital content allows you and others to easily locate and use them.

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

3 out of 6 points

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

Sharing digital resources choosing the most appropriate channels for private, limited or public use, by understanding main issues to consider when using copyrighted material for your teaching and learning activities or when fair use for educational purposes apply, is a characteristic of expert usage. You can make it easier for others to re-use tools, data, or other content that you create by assigning different formats of Creative Commons (CC) license. This can include, for example, a 'By-Attribution, Non-Commercial' Creative Commons license.

[Suggestions to level up]**: Select and apply *copyright licences* when sharing *digital resources* that you create, supporting open educational resources.** 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. Other types of *Creative Common licences* allow for commercial use or do not require re-user to attribute the creator.

Area 3 – Teaching and learning

Proficiency level for this area: 43%

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

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

2 out of 6 points

Exploring the use of *digital technologies* to support and/or enhance your teaching is essential for developing effective practices. The next step is to involve your students in digital activities in class, thus amplifying your repertoire of teaching practices and giving them opportunity to learn through technology.

[Suggestions to level up]: **Extend your teaching and involve your students in more digital activity based on software programs and suites, mobile apps and tools, online and cloud-based resources, and / or if possible, use instructional and interactive technologies such as whiteboards.** A good starting point is to think about using the tools you are currently using in different ways and whether you can integrate other digital tools, for example mobile phones or other personal devices, into your teaching and their learning.

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 teeachers and learners.

3 out of 6 points

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

Using various technologies systematically to provide opportunities for *feedback* and guidance allows you to teach more strategically by choosing and combining various *digital technologies* to provide students with feedback and opportunities for reflection on their learning, in real-time and /or asynchronously. This can include in-class polls/ voting, chat apps, discussion forums, or video responses. You can now also start exploring digital tools that engage students in a reflection and assessment process.

[Suggestions to level up]: **Work to select and employ digital technologies that provide opportunities for students to engage in self- and peer-assessment and in the design of their learning.** This can include opportunities for scaffolded reflection, analysis of recordings of learning, activities, and shared online documents.

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

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

3 out of 6 points

There are considerable possibilities for using various *digital technologies* to support and enhance your students' collaborative learning in face to face and/ or online settings. For instance, co-authoring on a team-based task where individuals take on complementary roles and responsibilities can offer both challenges and learning opportunities beyond the technical. By considering the obstacles and challenges students will face in the activity, meaningful collaboration can be structured.

[Suggestions to level up]: **Investigate the possibilities offered by *learning designs* that incorporate digital technology**. By selecting digital technologies designs based on their *affordances* and using these to enhance and support your students' collaborative learning, in face to face and/or online settings, you will find value for both your teaching and their learning. Valuable ways to enhance and support your students' collaborative learning, in face to face and/ or online settings, include: tasks that call for co-design and/or co-creation, having them do peer assessment and group reflection, project building, sharing of learning outcomes to tasks.

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

3 out of 6 points

Use with your students a variety of *digital technologies* that foster self-regulated and *autonomous learning*. Focus on self-directed learning and how digital technologies can facilitate and make this easier for the student. For instance, encourage them to try planning and recording learning in online learning environments, making use of collaborative tools and spaces, and using learning journals or e-portfolios to document progress towards their learning goals. Brainstorming and activity planning software that can initiate this process is widely and freely available.

[Suggestions to level up]: **Develop *learning designs* which engage your students in seeking out different technological solutions to develop self-regulating learning skills, and their own learner autonomy.** Encourage and support them to be creative and active in their learning to think about how they use digital technologies to initiate, support and record their learning activity and outcomes. Find ways to encourage your students to take the initiative in their learning, to be creative in how they respond to new learning situations, to engage in self-reflection so as to plan and guide them through. Think about the types of information and data they will produce and how this might be used – particularly any data automatically generated in a structured way that give you and your students a more detailed understanding of their learning pathway and achievements. Consider how this might be used to realign their learning activity.

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

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

2 out of 6 points

Exploring the possibilities offered for teaching and learning by *emerging technologies* can be a good way to identify which can provide students with novel learning experiences and new kinds of learning to foster the development of digital and transversal skills, as well as a strong sense of the ethical aspects of accessing and using such technologies.

[Suggestions to level up]: **Work to select and employ emerging technologies in your *learning designs* to engage my students in novel learning opportunities, while taking into account any relevant ethical implications**. This can include the use of emerging technologies to assist in simulating /modelling, gaming, *computational thinking*, creative and innovative thinking, data-driven decision making. Try to adapt your choice of technology to your students' requirements. Always focus on the pedagogical value of the technology not its novelty and work from this perspective.

Area 4 – Assessment

Proficiency level for this area: 44%

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).*

3 out of 6 points

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

2 out of 6 points

Exploring the possibilities offered for assessment by *digital technologies* is a good way to approach gathering *evidence* of your students learning and identifying any difficulties they may be having.

[Suggestions to level up]: **Work to identify and build into your assessment activity *various* digital technologies that can help you to collect and analyse evidence on students' individual and/or group learning outcomes and learning processes**. This should include selecting technologies appropriate to the type of assessment you are designing; for instance, online polls, forms, surveys, *learning analytics*, spreadsheets can all be used as part of either *formative* or *summative assessment* activity.

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

3 out of 6 points

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

It is a sign of confident usage to develop approaches to assessment technologies that centre on selecting and including such technologies in your learning designs in order to provide timely feedback for learners, including through the use of automated feedback.

[Suggestions to level up]: **Work to select and embed in your *learning designs* appropriate assessment technologies to aid giving, receiving, and analysing *feedback*.** Aim to do so in ways that continuously inform your teaching and their learning. For example use online polls and surveys, dashboards for managing grades and feedback, and *e-portfolios*, to provide context-specific feedback.

Area 5 – Empowering learners

Proficiency level for this area: 25%

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

2 out of 6 points

All kinds of resources, both digital and analogue, should always be adapted to students' context and needs. With reference to digital resources, you should always bear in mind that even highly digital competent students sometimes struggle with technical or operational issues. Actually, the more complex the tasks you set and more varied the environments you use, the more likely they are to face advanced technical problems, e.g. how to change settings. Therefore, it is important to discuss these issues beforehand or when they occur and to provide advice on how to solve them while using digital resources.

[Suggestions to level up]: **Start using digital tools and resources that can *support* your teaching goals and activities.** Discuss practical or technical difficulties with students when using *digital resources* and explore possible solutions. This could include the examination of the *affordances* of each solution in order to choose the most appropriate one for a given situation.

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

2 out of 6 points

You are now aware and have tried available means (e.g. tools, apps, platforms) in order to find out which ones better suits the needs of your students. In this respect you know which kind of resources are more accessible or appealing to your students. A next step would be to apply this knowledge to your own teaching, and to address different learning needs and preferences in the way that you present information or encourage differentiated use of in-class activities.

[Suggestions to level up]: **Explore the *affordances* of different *digital technologies* to better address different learning needs and preferences when teaching.** Get involved in professional communities and exchange ideas on how to better address the needs of your students with the use of digital technologies.

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

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

1 out of 6 points

You are now aware of some digital tools that can be used to engage your students in active learning. You can start involving your students to, for example, search the internet for information or ask them to take photos or videos exemplifying the subject of study. Later on, they may share the information they found and discuss in small groups. In this way, you will find that there is more room for creativity than you thought.

[Suggestions to level up]: **Start exploring *digital technologies* that engage your students and get them to explore their learning pathway.** You can ask them for example which digital tools they use, how they search for information, how they evaluate the accuracy of what is brought to them, how they index the available information and finally how they present it.

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

1 out of 6 points

Digital technologies can *support* and enhance teaching and learning.. Being aware that there are *various* digital tools and environments that can support on-site and distance learning allows you to choose the most appropriate tools for instruction and plan learning activities for your students to follow irrespective of space and time.

[Suggestions to level up]: **Start exploring available technologies for distance teaching and learning.**

Area 6 – Facilitating learners' digital competence

Proficiency level for this area: 33%

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

2 out of 6 points

When exploring learning activities that encourage students to search, evaluate and manage information and data in *digital environments*, start including reflection on the reliability of information retrieved online in an assignment task, for example in a revision activity.

[Suggestions to level up]: **Implement learning activities requiring students to compare the accuracy of 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.

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

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

2 out of 6 points

Exploring learning activities that encourage students to communicate and collaborate with you and each other is essential for developing effective practices for communication and collaboration. The next step is to encourage students to communicate and collaborate more often. A good starting point is to think of students' learning needs and set up an online space that can best support these.

[Suggestions to level up]: I**mplement learning activities that require students to communicate and collaborate in digital contexts according to their learning needs.** This may include choosing tools that best support students' communication, then assigning them a concrete collaborative task they can work on. This way they get accustomed to the main principles of online collaboration in a closed and familiar social setting.

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

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

2 out of 6 points

Exploring learning activities that encourage students to create and modify digital content may boost their interest in and understanding of the topic at hand. Many students have access to a mobile phone or a camera at home. If they don't, you may be able to equip them with a school device or ask them to work in teams. Taking photos is an activity which all, even younger students are capable of and which can be linked to any subject (e.g. geometric shapes, number patterns in mathematics or correct or incorrect movements in sports). Just try it out. Ask your students about their opinion and the problems they faced and take these into account for your next experiment.

[Suggestions to level up]: **Ask your students to express and convey their ideas *creatively* by using digital tools.** This may include using digital tools and devices to create visualisations, simulations or digital stories.

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

2 out of 6 points

Exploring learning activities which focus on the benefits and drawbacks of using *digital technologies* will foster students' awareness of how such use may affect their physical, psychological and social well-being. One option could be to discuss together with them which personal data they make available through the tools and apps they use, and to whom. Let them manage the privacy settings of their social media in a way they feel comfortable with how they present themselves to the world and with the information they share online.

[Suggestions to level up]: **Let students explore ways to protect themselves from risks and threats to their physical, psychological**

and social well-being. This may include setting strong passwords or learning how to block or report individuals who make them feel uncomfortable.

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

2 out of 6 points

Exploring learning activities that require the use of *digital technologies* can be an important way to foster students' understanding of legal and ethical implications when using digital technologies. Students should be aware of the pitfalls and risks of being a digital consumer and creator, such as spamming, phishing, stalking, and know how to manage their *digital footprint* and protect their digital data by complying with data protection regulations and copyright law. They should also consider the social and cultural norms for communication in the environments they use and the online activities they engage in.

[Suggestions to level up]: **Implement learning activities that require students to act in a responsible and ethical way** (e.g. being critical towards online information, reacting to misinformation spread, behaving positively online, complying with data protection regulations and *copyright* law, respecting diversity and multiple opinions).

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

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

2 out of 6 points

Exploring learning activities that encourage students to use digital technologies for understanding and solving problems may boost their interest in the subject/topic - and in many cases also their understanding of it. Anticipate potential challenges and even actively trigger challenging learning situations. 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 than you thought.

[Suggestions to level up]: **Implement learning activities that require students to solve problems, by applying *problem solving* processes using *digital technologies*.** This could include asking students to find and organise information, analyse, infer, predict outcomes, make analogies and formulate ideas).

To better understand your personal competence profile, you should look at your performance by area. It should give you a first idea that can help you determine your relative weaknesses and strengths, while providing you with suggestions and ideas to further develop your digital practices.

- A1: up to 32/192 points, up to 17%
- A2: 33-64/192 points, 18-33%
- B1: 65-96/192 points, 34-50%
- B2: 97-128/192 points, 51-67%
- C1: 129-160/192 points, 68-83%
- C2: 161-192/192 points, 84-100%

Newcomer (A1) [up to 32/192 points, up to 17%]

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) [33-64/192 points, 18-33%]

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) [65-96/192 points, 34-50%]

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) [97-128/192 points, 51-67%]

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) [129-160/192 points, 68-83%]

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) [161-192/192 points, 84-100%]

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.