SELFIEforTEACHERS

Self-reflection Feedback report

IMANOL URRESTI

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

Self-reflection completed on Wednesday, 26 January 2022

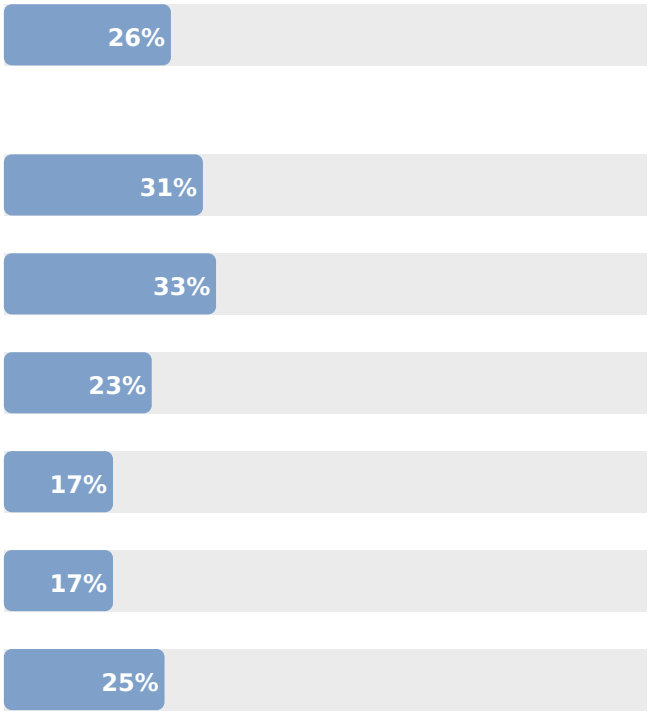
Thank you for your participation! The feedback report gives you the results of your self-reflection and suggestions to further develop your digital competence. Based on these results you can plan your learning pathways towards the use of digital technologies in your professional practice. We wish you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

Below you will find your overall competence proficiency level

Summary

Your digital competence level 50

Maximum score 192



Responses by question

Area 1 – Professional Engagement

Proficiency level for this area: 31%

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.

1 out of 6 points

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

Being aware that there are ethical considerations in the management of data is important when starting using online learning environments. Questions such as what kind of personal data is necessary to collect, who has access to it, whether or not and to whom to share it with and so on are important aspects to understand data management strategies and address ethical considerations of data use. Make sure you are aware of the general principles of the General Data Protection Regulation in the context of being a teacher and common teaching/learning practices (GDPR). Ask your school if there is a GDPR policy, and if so ensure you are familiar with it. You can start exploring features of online learning environments in reference to data management and how they address ethical issues, especially when dealing with students' and teachers' data.

[Suggestions to level up]: **Start trying features of online learning environments related to ethical considerations and data management strategy** (e.g. users' data management, access policy, terms of use, privacy issues).

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

1 out of 6 points

Being aware that reflection on your professional practice with the use of digital technologies can enhance your teaching is an important first step for you to develop your digital competence. Start by asking yourself:
-How can I use digital technologies with an added value?
-What can I achieve with them that I could not achieve in traditional ways?
-What can I change to improve the match between the technology I select and the set learning objectives?
Then, explore some tools (e.g. online diaries, tools for notes taking) to start reflecting on your practice.

[Suggestions to level up]: **Start trying different methods to support your reflection on your teaching practice and reflective learning with the use of digital technologies** (e.g. use online self-reflection tools, keep a reflection diary, explore reflective digital story telling).

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

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

1 out of 6 points

More or less everyone has some kind of digital activity in their personal lives. It is important to be aware that your digital activity leaves traces to a digital footprint that might have implications for your reputation. For example, personal choices that you made on online tools and websites, photos and opinions that you posted on social networks could be shared with others because you agreed on the user policy of the tool. Make sure that you acknowledge such risks and threats so as to avoid your online data to be exposed without your wanting so. You can start identifying possible risks and threats for your reputation by starting a web search on your name and see what “the web says” about you.

[Suggestions to level up]: **Recognise possible risks and threats for you and your school’s reputation relating to your digital activity** (e.g. personal data and content shared or published without your consent).

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.

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).*

2 out of 6 points

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.

Your response: I am not aware of this competence.

0 out of 6 points

Using digital technologies in your professional practice can offer new opportunities and enhance your work. A first step to develop your digital competence is awareness. You can initiate discussions with your colleagues or other people that have some expertise on this competence and search for more information about it and what it means to you as a teacher.

Area 2 – Digital Resources

Proficiency level for this area: 33%

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

3 out of 6 points

Developing a range of options that use various, appropriate technologies for content creation is important to develop quality materials that meet learning requirements and students' needs. This includes, for example, identifying students' needs and preferences, providing appropriate educational stimulus and feedback, using an appropriate mix of media for the learning objective (for example graphics, animation, photographs, video, sound) to engage the learner with the educational purposes.

[Suggestions to level up]: **Apply design principles and processes for creating digital resources that meet teaching and learning aims.** Consider asking colleagues for recommendations to identify and apply the best tools and practices for your purposes, when creating digital resources for your teaching needs. Try always to reflect on the use of your digital products and readjust them as necessary.

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

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

1 out of 6 points

Being aware that, according to their licenses of use, digital resources can be modified and adapted to improve and support educational activities is an important starting point. There is a wealth of digital resources available that allow you to adapt them to your teaching needs. Try to locate portals with open educational digital resources that have no copyright or limited restrictions and allow their use and even modification (e.g. resources under Creative Commons licences, or copyright free).

[Suggestion to level up]: **Start trying ways to modify and adapt existing digital resources to keep the contents up to date or to improve and enhance them.** Consider, for example, editing a presentation, modifying an image, changing format of a video, editing quizzes, adapting general settings.

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*.

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

1 out of 6 points

Being aware that copyright rules apply to digital contents used for educational purposes is an important initial step towards understanding the possibility of using copyright materials as part of your teaching and learning experience. You can for example, always cite the author's name and link to the original source of the digital content.

[Suggestions to level up]: **Start trying ways to attribute the creator of resources used for education purposes**, understanding whether your use of a digital resource is permitted or whether a relevant licensing scheme applies.

Area 3 – Teaching and learning

Proficiency level for this area: 23%

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

2 out of 6 points

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)*.

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.

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

1 out of 6 points

Being aware that digital technologies can be used to provide and receive feedback and opportunities to reflect on teaching and learning practices is an important first step towards using such technologies as part of your guidance and feedback activity as a teacher. You can start exploring different digital tools that will allow you and your students to get some immediate feedback, as for example an online quiz or an online poll. These tools will capture the current learning (e.g if your students understood the new concepts you were explain) and provide you with insights on how to proceed with your teaching.

[Suggestions to level up]: **Consider exploring how digital technologies can be used to provide guidance and support to students on their learning activities and achievements in simple but meaningful ways**. This can include for instance automated/immediate feedback to their work, links to online Q&A, online tutorials, using digital chat.

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

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

2 out of 6 points

Collaborative learning activities should be designed or adapted to meet the students' learning requirements in a meaningful way. Explore students learning contexts that make use of digital technologies to support and enhance collaborative activities such as sharing and co-authoring documents and class presentations, contributing to forums, wikis. Be aware that exploring straightforward activities adapted to meet diversity and inclusion requirements is usually better than attempting to orchestrate more complex tasks at this initial stage of using digital technologies to support and enhance collaborative activities.

[Suggestions to level up]: **Explore the possibilities of 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. Tasks focused on researching and investigating set topics that involve collaboration to document, present, and otherwise share findings can work well.

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

1 out of 6 points

Being aware that digital technologies can be used to enhance students' self-regulated learning processes and so fostering active and autonomous learning will help you think about learning activities that support this type of learning. This can help strengthen their capacity and willingness to keep on learning throughout their lives, which, for life in the 21st century, is of crucial importance. Consider in particular how increased independence allows a learner to plan their learning more effectively, including personal goal setting and recording progress – and how digital technologies can help them in this.

[Suggestions to level up]**: Explore the possibilities of encouraging your students to plan their own learning using digital tools that support planning work, scheduling using digital calendars, goal setting and recording progress using digital journals.** Investigate how they can use digital tools that support planning and scheduling learning using digital calendars, and how they can start building capability for personal goal setting and recording progress using digital journals. For example, ask them to identify how a particular learning goal can be reached and to design a plan to reach it, thinking about how technology can assist in the process.

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

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

1 out of 6 points

Being aware that technologies constantly emerge which can be used for education is an important first step towards identifying and using such technologies as part of providing novel learning experiences and content.

[Suggestions to level up]: **Consider exploring how emerging technologies such as virtual and augmented reality or AI can be used to provide students with novel learning experiences and new kinds of learning to foster the development of useful transversal skills, as well as a strong sense of the ethical aspects of accessing and using such technologies.**

Area 4 – Assessment

Proficiency level for this area: 17%

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

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

1 out of 6 points

Being aware that digital technologies can be used to support formative and summative assessment is the first step in rethinking how to better understand what your students have learned and what they have not yet understood well, and how digital technologies can help in this.

[Suggestions to level up]: **Start trying using digital technologies to enable and enhance your assessment of your students' learning**. Consider, for example, how digital technologies can be used to support assessment, either formative or summative or both. This could involve exploring the value of online quizzes, games, digital forms, mobile apps, assessment platforms as well as asking your students to use such tools to self-assess their learning, in class or at home.

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

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

1 out of 6 points

Knowing that digital technologies can collect data on students' learning processes and the outcomes of those processes is an important first step towards using such technologies as part of your assessment practices.

[Suggestions to level up]: **Explore how technologies can be used to gather evidence on your students' individual and/or group learning activities.** This can include using digital quizzes, online polls, learning surveys, and various types of learning analytics as integral elements of the assessment process. The focus of this should be to gather and analyse evidence of learning and to identify any learning difficulties.

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

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

1 out of 6 points

Being aware that technologies can be used to provide feedback for learners (including automated feedback) is an important first step towards building into your practice ways to provide such feedback to your students in ways that can aid planning of future learning.

[Suggestions to level up]: **Consider exploring how digital technologies can be used to support the integration of feedback and reflection on students' learning into their practice**. This could involve using blogs, wikis, video-based feedback or other digital annotation on assignments in order to help students see how they can improve.

Area 5 – Empowering learners

Proficiency level for this area: 17%

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

1 out of 6 points

Digital technologies pose challenges to students. On the other hand, exploring the advantages and disadvantages of the available tools as well as their affordances could direct them to overcome the difficulties posed by technology itself and lead them to choose the appropriate ones to address their needs. In such a context, you could help students to explore ways to overcome technology limitations as well as adjust the task to enable them to participate in digital assignments.

[Suggestions to level up]: **Explore students' digital context and start using available resources and tools.** Aim to assign tasks that best reflect their reality providing examples of available digital technologies.

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

1 out of 6 points

Although all students are required to do the same activities, you should consider who needs additional support and who needs to be more challenged. Treating them equally does not mean offering them the same treatment, but offering them the treatment they need to reach the required learning objective and expand their potential. Combining different digital technologies during teaching-learning processes and implementing a variety of different learning activities can result in effective learning for all students.

[Suggestions to level up]: **Start trying different digital learning activities for students who need additional support** (e.g. adapting the levels of difficulty in assessment activities, analyse with students activities not solved correctly).

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]: S**tart 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: 25%

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

1 out of 6 points

Being aware of learning activities and resources that can enhance students' search, evaluation and management of information in digital environments is important for the development of their information and data literacy. To meaningfully address information and data literacy into your lessons, you can explore different activities to help students learn how to find, analyse, interpret and evaluate online information and data.

[Suggestions to level up]: **Start trying learning activities that encourage students to search, evaluate and manage information and data in digital environments.** You could try presenting 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.

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

1 out of 6 points

Being aware that digital technologies can positively and negatively affect students' safety and wellbeing will help you explore learning activities that empower students to use digital technologies safely.

[Suggestions to level up]: **Start trying learning activities that foster students' awareness of the benefits and drawbacks of using digital technologies.** This could include asking students to identify online behaviour (of their own or of others) that makes them happy or sad, or discussing existing data protection rules to ensure they are aware of them.

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

2 out of 6 points

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).*

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.

1 out of 6 points

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

Being aware that digital technologies can help students to understand and solve problems will help you explore learning activities with that purpose. It is important to enable students to formulate their problems in planning their learning, communicating their ideas or understanding course content, to identify the concrete barriers encountered, and to encourage them to think about ways of overcoming them. For you this means you must be open to the different ways in which students overcome obstacles and come up with solutions. Even if you may find them inefficient, arbitrary, scientifically dubious or in other respects unorthodox. You can, and should, encourage students to work on the flaws of their appropriation strategies, while appreciating that they took the first step to overcome an important obstacle to their learning.

[Suggestions to level up]: **Start trying learning activities that encourage students to use digital technologies to employ strategies for understanding and solving problems** (e.g. brainstorming, mapping, visualisation tools, etc. to analyse a problem and develop a possible solution).

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.