

Reflection on digitalisation aspects of self-assessment tool based on SELFIE

Stefania Bocconi

National Research Council of Italy,
Institute for Educational Technology (CNR-ITD)



P R O F F O R M A N C E

SELFIE: AN ONLINE, EASY-TO-USE SELF-REFLECTION TOOL FOR **SCHOOLS**



Self-reflection on Effective Learning by Fostering
Innovation through Educational Technologies

EDUCATIONAL POLICY

Digital Education Action Plan

Launched in Jan 2018

Making **better use** of digital technology for teaching and learning

The Digital Education Action Plan proposes three priorities:

PRIORITY 1: MAKING BETTER USE OF DIGITAL TECHNOLOGY FOR TEACHING AND LEARNING

To fill today's gap between the use of digital technology in everyday life and in education, the Commission, working with Member States and stakeholders, will:

- Launch a new online tool, **SELFIE**, to help schools and vocational education and training institutions use new technologies more effectively.
- ◆ Encourage the uptake of **high speed broadband** through the EU network of Broadband Competence Offices which will run an information campaign for schools, in particular in disadvantaged regions.
- Support the **digital readiness** of both general and vocational schools with the aim of reaching one million teachers, trainers and learners by the end of 2019 in all EU Member States and the Western Balkans.
- ◆ Provide a framework for **digitally-certified qualifications** that is fully aligned with the European Qualifications Framework.

16,500

primary and secondary schools will get ultra-fast broadband access in Spain thanks to the Connected Schools Programme, co-financed by the European Regional Development Fund

tems through foresight

#EUDigitalEducation
#DigitalSingleMarket

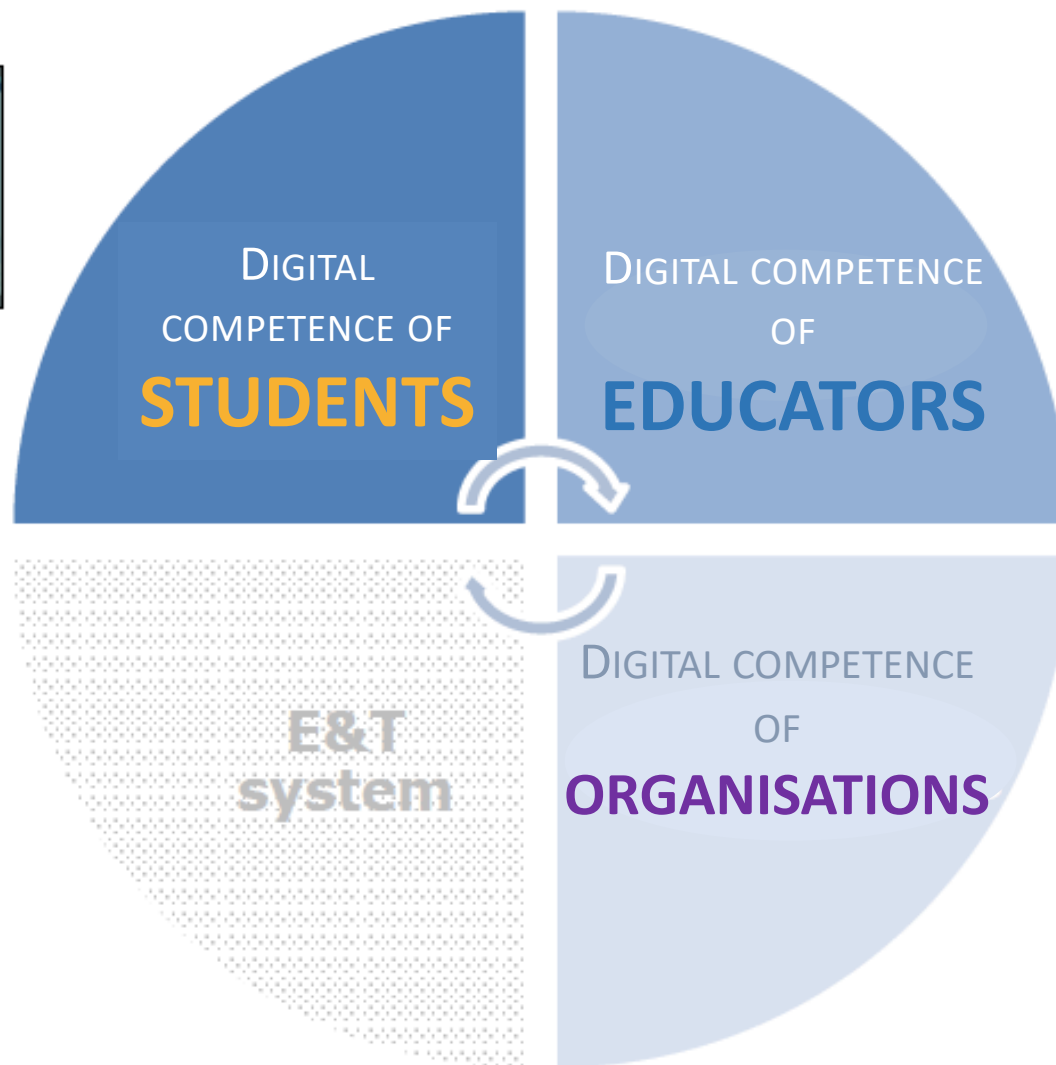


[EC-JRC] EU DIGITAL COMPETENCE FRAMEWORKS



DIGCOMP 2.1

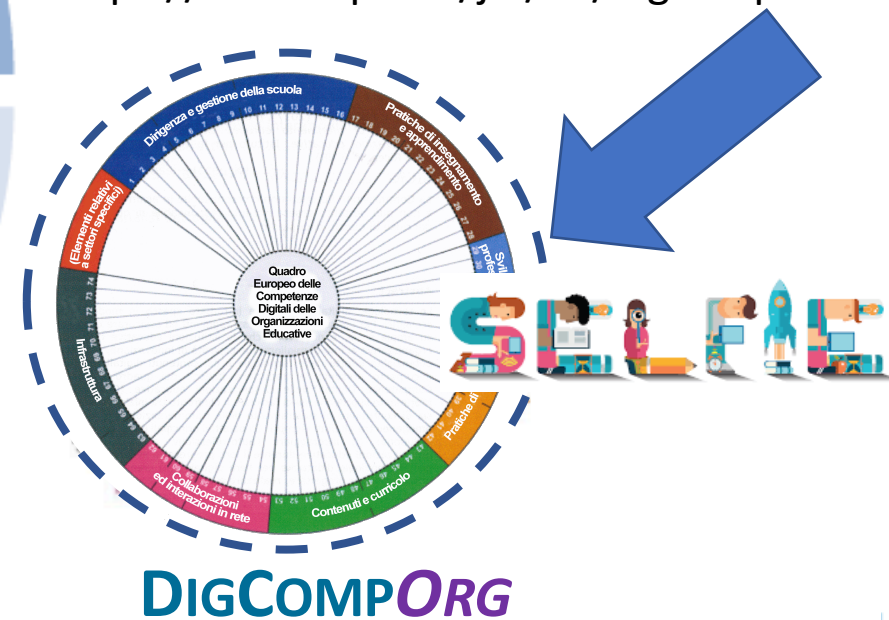
<https://ec.europa.eu/jrc/en/digcomp>



DIGCOMP^{EDU}



<https://ec.europa.eu/jrc/en/digcompedu>



DIGCOMP^{ORG}

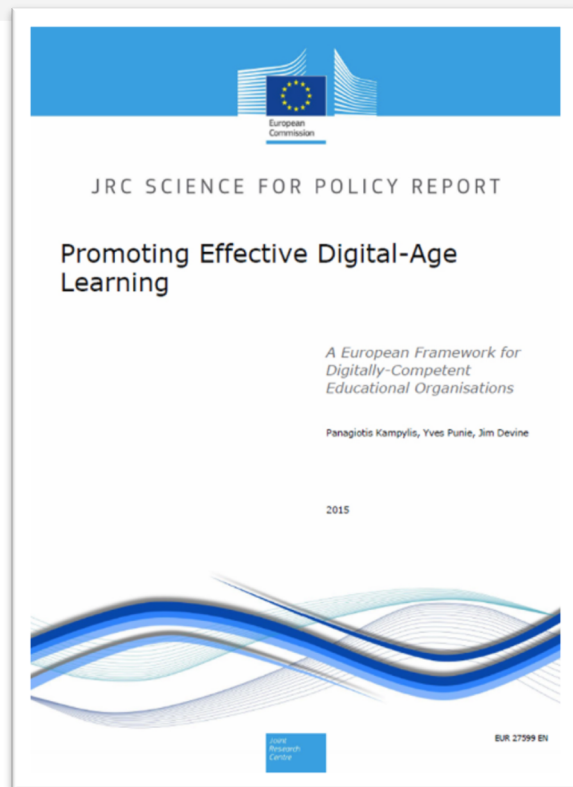
<https://ec.europa.eu/jrc/en/digcomporg/framework>

THE CONTEXT: DIGCOMPORG

SELFIE has been developed

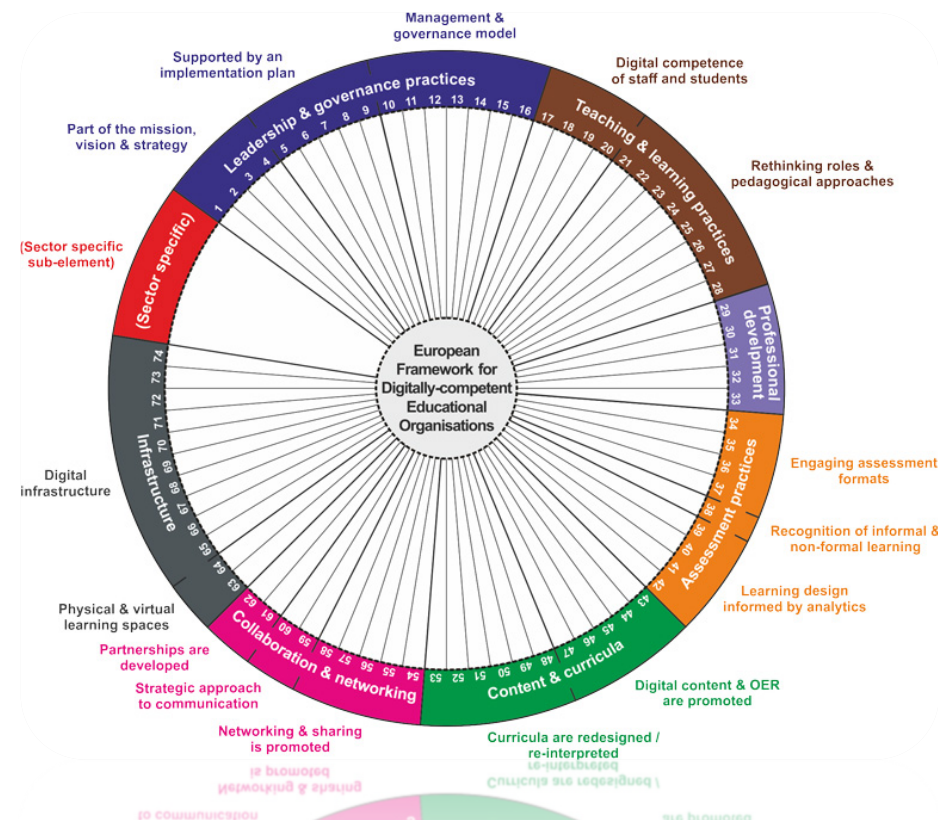
✓ by the **European Commission**, DG EAC and Joint Research Centre (JRC B.4)

✓ in collaboration with a team of international experts

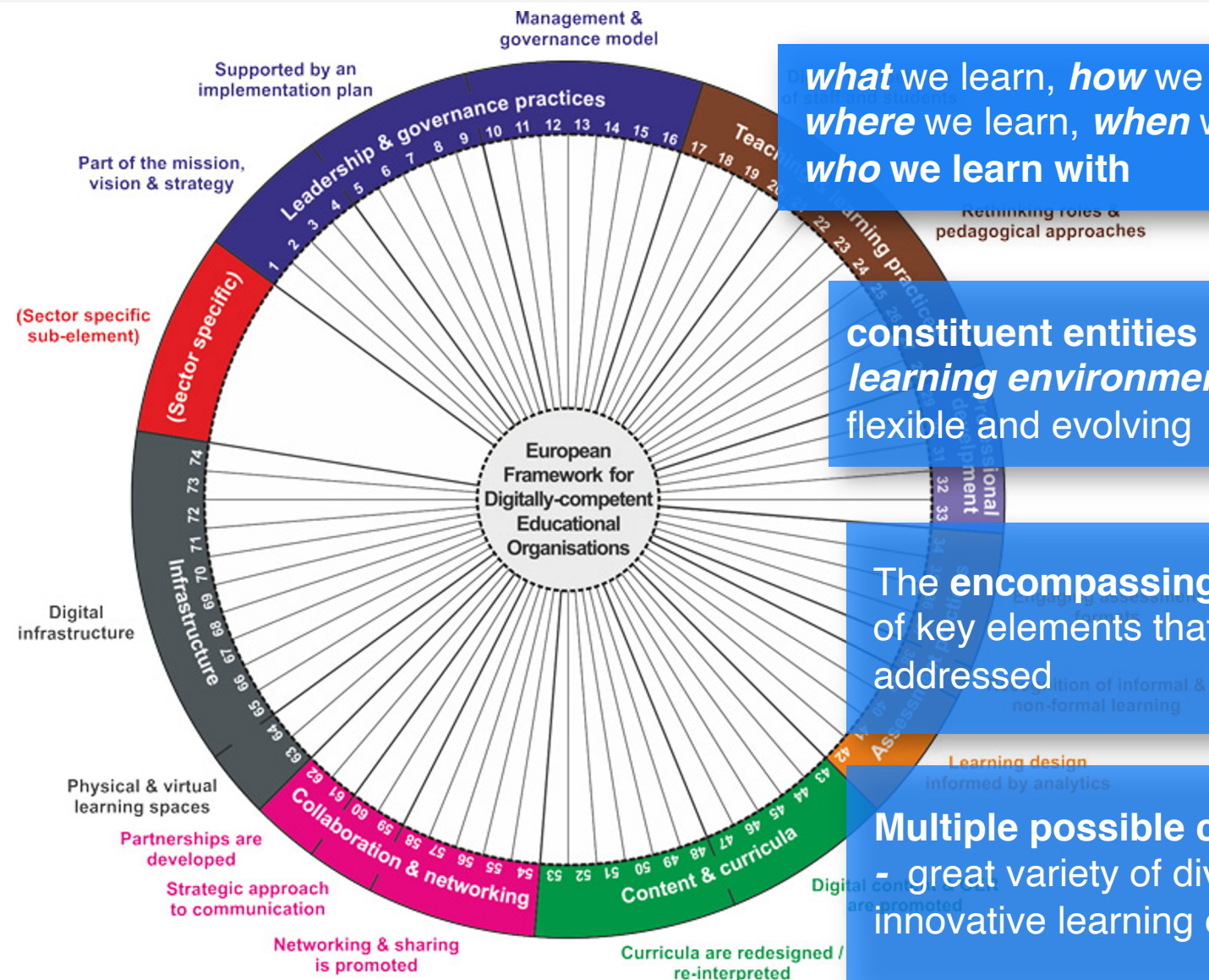


Aim: fostering integration and effective use of digital technologies for learning in all **educational organizations**

<https://ec.europa.eu/jrc/en/digcomporg/framework>



CCO A systemic approach to innovative pedagogical practices



what we learn, **how** we learn,
where we learn, **when** we learn &
who we learn with

constituent entities of innovative learning environments, dynamic, flexible and evolving

The **encompassing perspective** of key elements that need to be addressed

Multiple possible combinations
- great variety of diverse innovative learning environments

FOCUS ON LEARNING



Where you
stand today



Change process

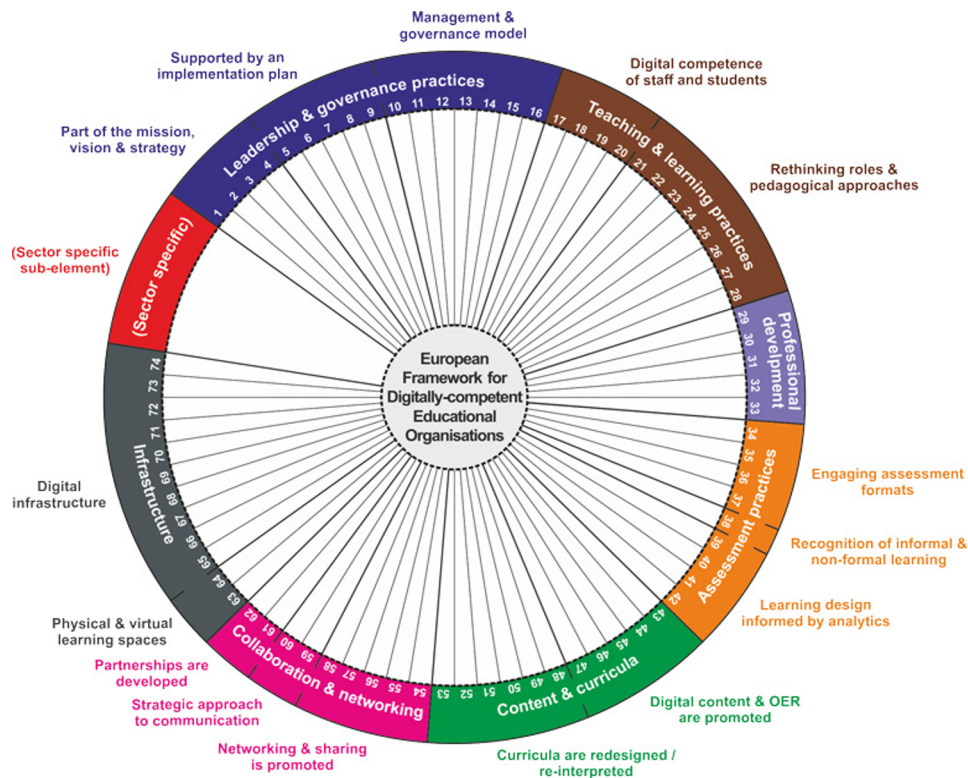


Where you want
to be tomorrow

The self-reflection should be about **learning** for the digital age,
NOT about technology

DigCompOrg --> SELFIE: Self-evaluation of school's digital capacity

DigCompOrg



CONSULTATION WITH
5000 USERS IN 5 MEMBER STATES

#SELFIE_EU



European
Commission

#SELFIE_EU



9.000
SCHOOLS



64
COUNTRIES



909.225

Users
(Teachers, students,
Leadership team)

2
YEARS



SELFIE PORTAL: https://ec.europa.eu/education/schools-go-digital_en

WHOLE SCHOOL COMMUNITY INVOLVED



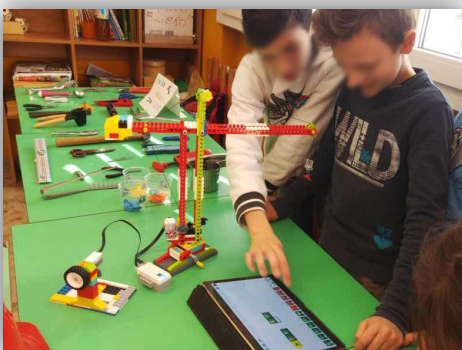
Each user has a different perspective

CUSTOMISED TO INDIVIDUAL SCHOOL CONTEXT



MODULAR Structure

FLEXIBILITY



AD HOC

indicators added
by the school

**Sector
specific**
e.g. VET

PREDEFINED

indicators selected by
the school

Optional Items

CORE

indicators common to all schools

School profile

SELFIE_EU

SELFIE ITEMS #1



Area F: Pedagogy: Implementation in the classroom

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

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

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

Optional Items

SELFIE ITEMS #2



Item title	SCHOOL LEADER	TEACHER	STUDENT
AUTONOMOUS LEARNING: Resilience	<p>In our school, teachers use digital tools to help students to handle challenges and difficulties they face when learning</p> <p>Choose 5 only if in your opinion teachers use digital tools like simulations, digital games, online discussions etc for learning how to learn (e.g how to handle and fix mistakes, deal with struggle, disappointment and stress, break down tasks and manage time)</p>	<p>We use digital tools to help students to learn how to handle challenges and difficulties they face when learning</p> <p>Choose 5 only if in your opinion you use digital tools like simulations, digital games etc, to teach your students to learn how to learn (e.g how to handle and fix mistakes, deal with struggle, disappointment and stress, break down tasks and manage time)</p>	<p>We use digital tools which help us to handle challenges and difficulties we face when learning</p> <p>Choose 5 only if in your opinion you use at school digital tools like simulations, digital games, etc. which help you to learn how to learn (e.g. how to handle and fix mistakes, deal with struggle, disappointment and stress, break down tasks, manage your time)</p>
Flipped classroom	<p>In our school, teachers provide students with online material introducing new topics, in order to use class time for interactive activities</p> <p>Choose 5 only if in, in your opinion, teachers introduce new topics to students by providing them with online resources (e.g. short instructional video videos simulations, texts, podcasts and practical demonstrations) to prepare in advance so class time (in school building and/ or online) is used for discussions, problem solving activities, project work etc.</p>	<p>We provide students with online material introducing new topics, in order to use class time for interactive activities</p> <p>Choose 5 only if , in your opinion, you introduce new topics to your students by providing them with online resources (e.g. short instructional video, other relevant information and multiple demonstrations of applied practices) to prepare in advance so class time (in the school building and/ or online) is used for discussions, problem solving activities, project work etc.</p>	<p>Our teachers provide us with online material on new topics to prepare before class and we use class time for discussion, group work etc.</p> <p>Choose 5 only if , in your opinion, your teachers introduce new topics by giving you online resources such as short video presentations, online information with examples etc., to study and prepare in advance, so that during class time (in the school building and/or online) you participate in activities with your classmates (e.g. discussions, project work)</p>

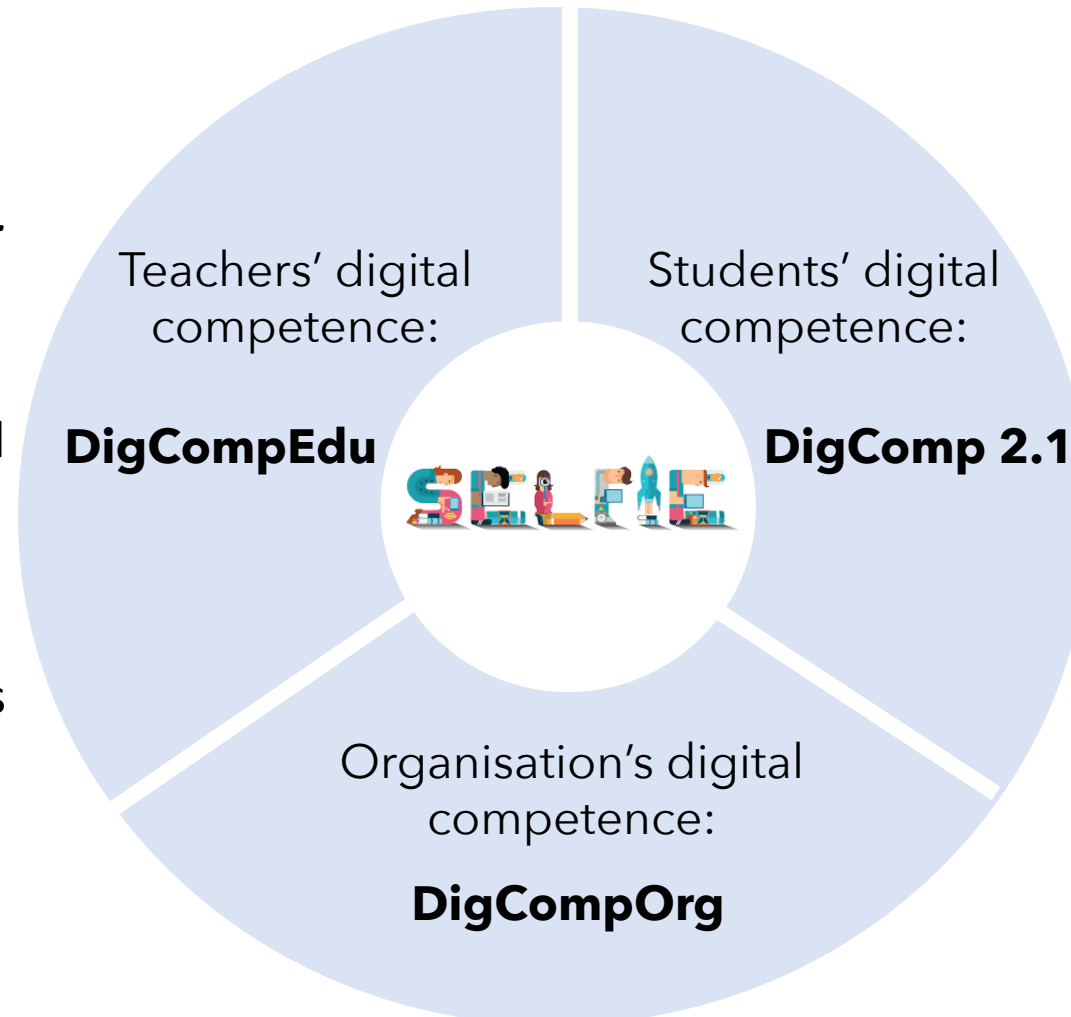
AD HOC Items

Digital competence areas in SELFIE



Example of teachers' digital competence elements in SELFIE:

- Teachers create digital contents
- Digital technologies are used to provide real-world activities
- Teachers participate in professional online networks



Example of students' digital competence elements in SELFIE:

- Students use digital technologies to work in teams or groups
- Students are creators of digital content
- Students learn how to behave safely and responsibly

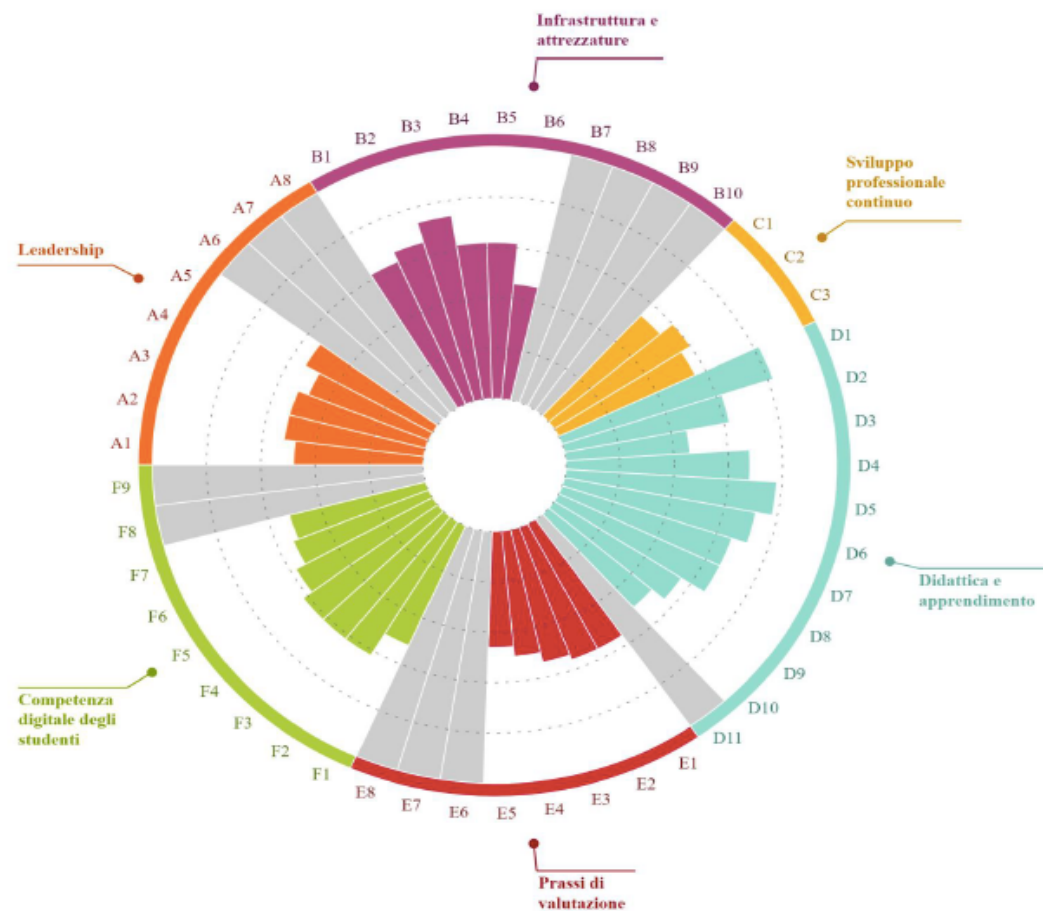
Example of schools' digital competence elements in SELFIE:

- The school has a digital strategy
- The outcomes of using technologies are reviewed
- Use of different communication tools within and beyond the school community

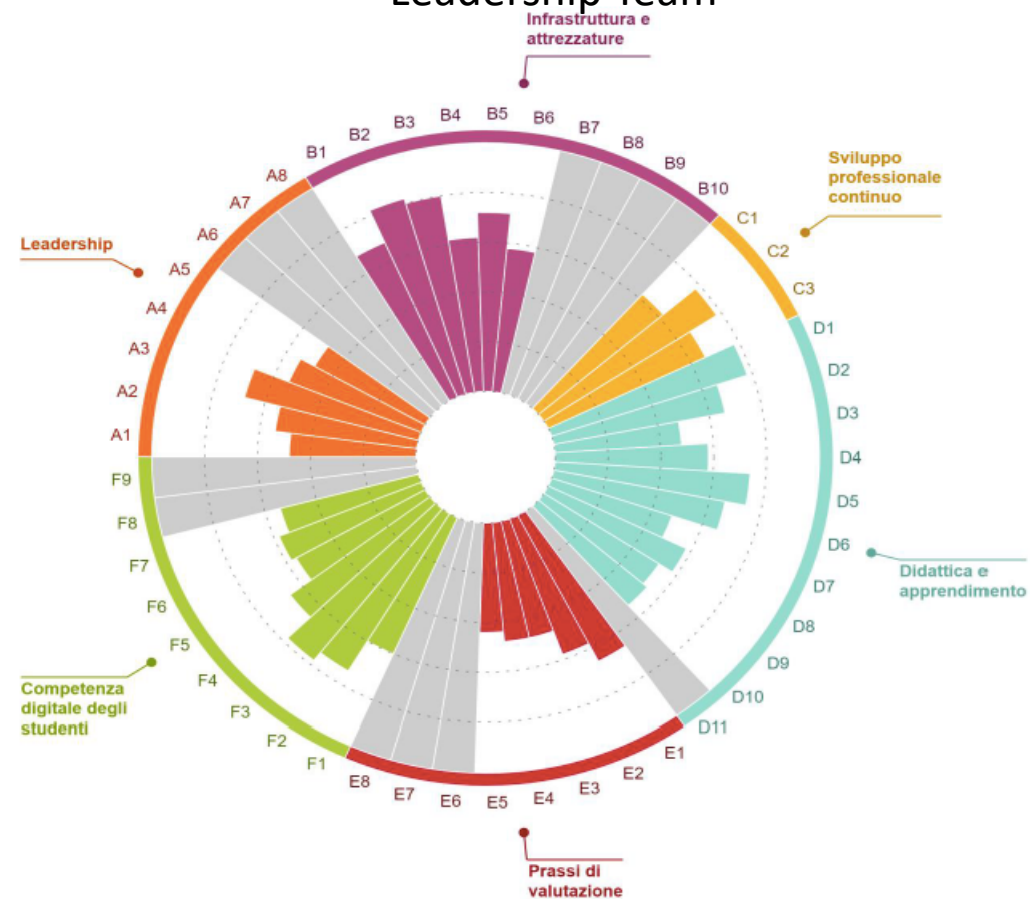
SELFIE SCHOOL REPORT



Teachers



Leadership Team

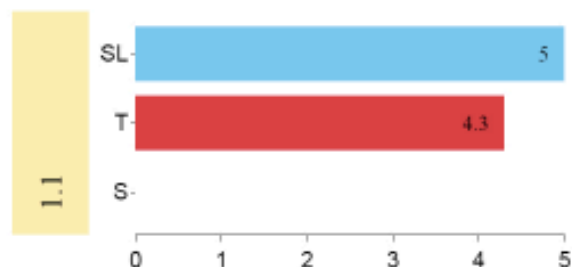


2. Question-by-question breakdown

In the following bar charts, you can find the average results for item and user group in a scale from 1 to 5. As in the overview charts above, the items are grouped according to the seven areas of the European Framework for Digitally Competent Educational Organisations (DigCompOrg).

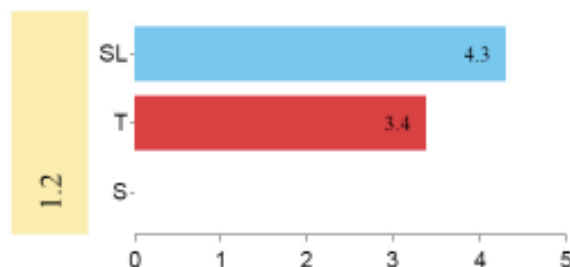
Leadership and Governance Practices

This area refers to the role of leadership in the school-wide integration and effective use of digital technologies in respect of its teaching and learning mission and activities.



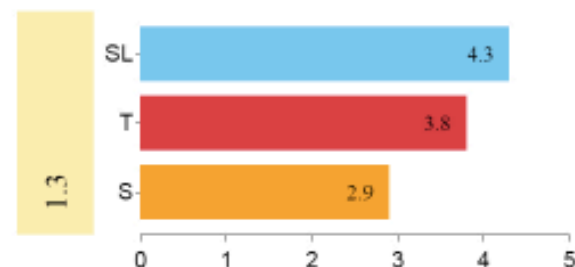
SL - In our school we develop a digital strategy.

T - In my school We have a detailed digital strategy.



SL - In our school we review the outcomes of using digital technologies for teaching and learning.

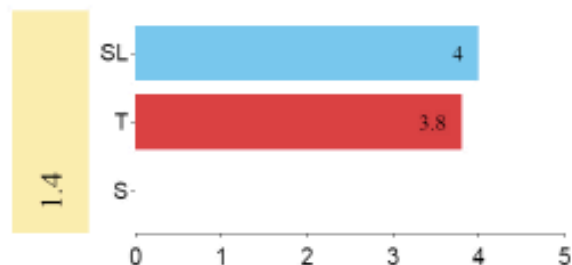
T - In my school I contribute to reviewing the outcomes of using digital technologies in teaching and learning.



SL - In our school we discuss with teachers and students the benefits and challenges of using digital technologies for teaching and learning.

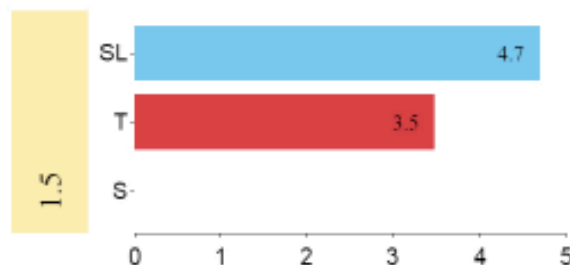
T - In my school I discuss with school leaders, teachers and students the benefits and challenges of using digital technologies for learning.

S - In my school Our teachers discuss with us the benefits and drawbacks of using digital technologies for learning.



SL - As part of our digital strategy, we provide a wide range of technologies for learning for teachers to choose from.

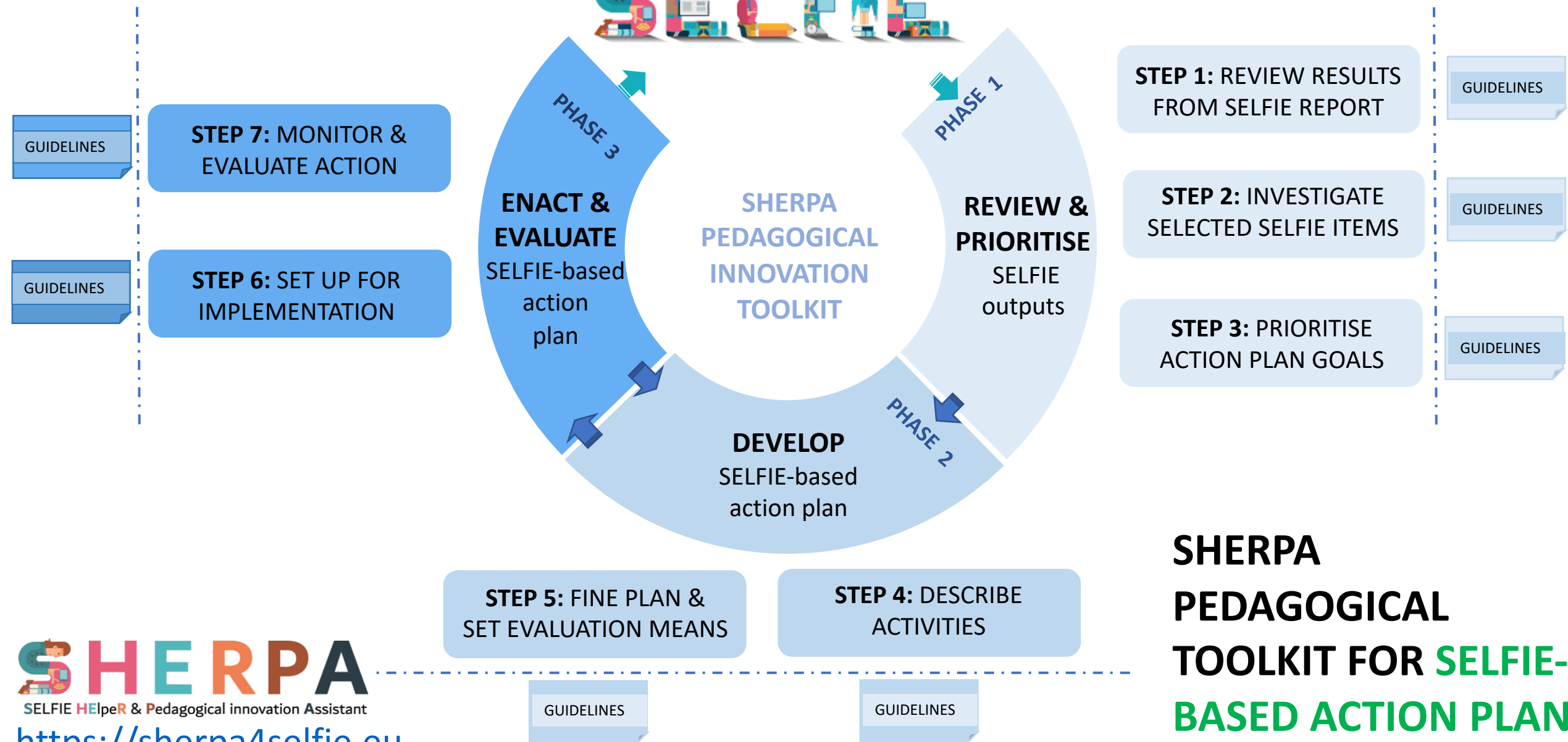
T - In my school I choose digital technologies for learning from a wide range of options.



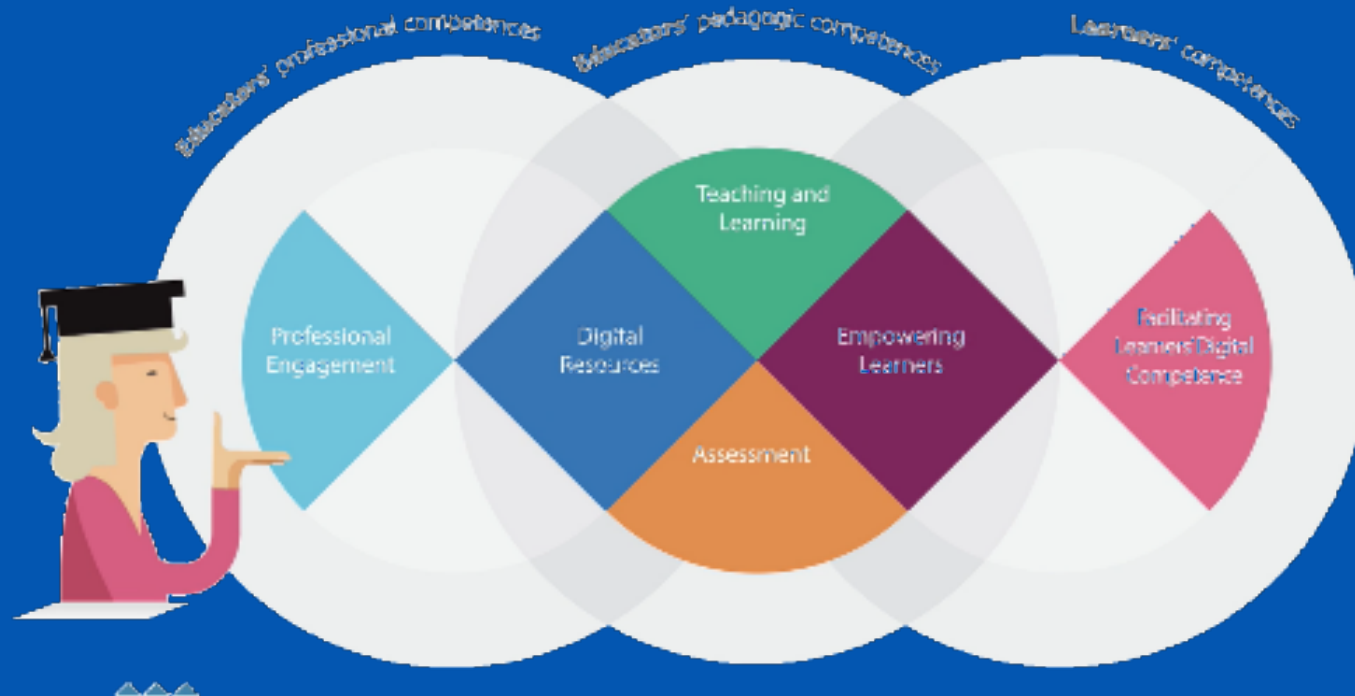
SL - In our school teachers contribute in the development of our digital strategy.

T - In my school I contribute to developing the school's digital strategy.

Creating an ecosystem for Schools/Teacher's learning-path



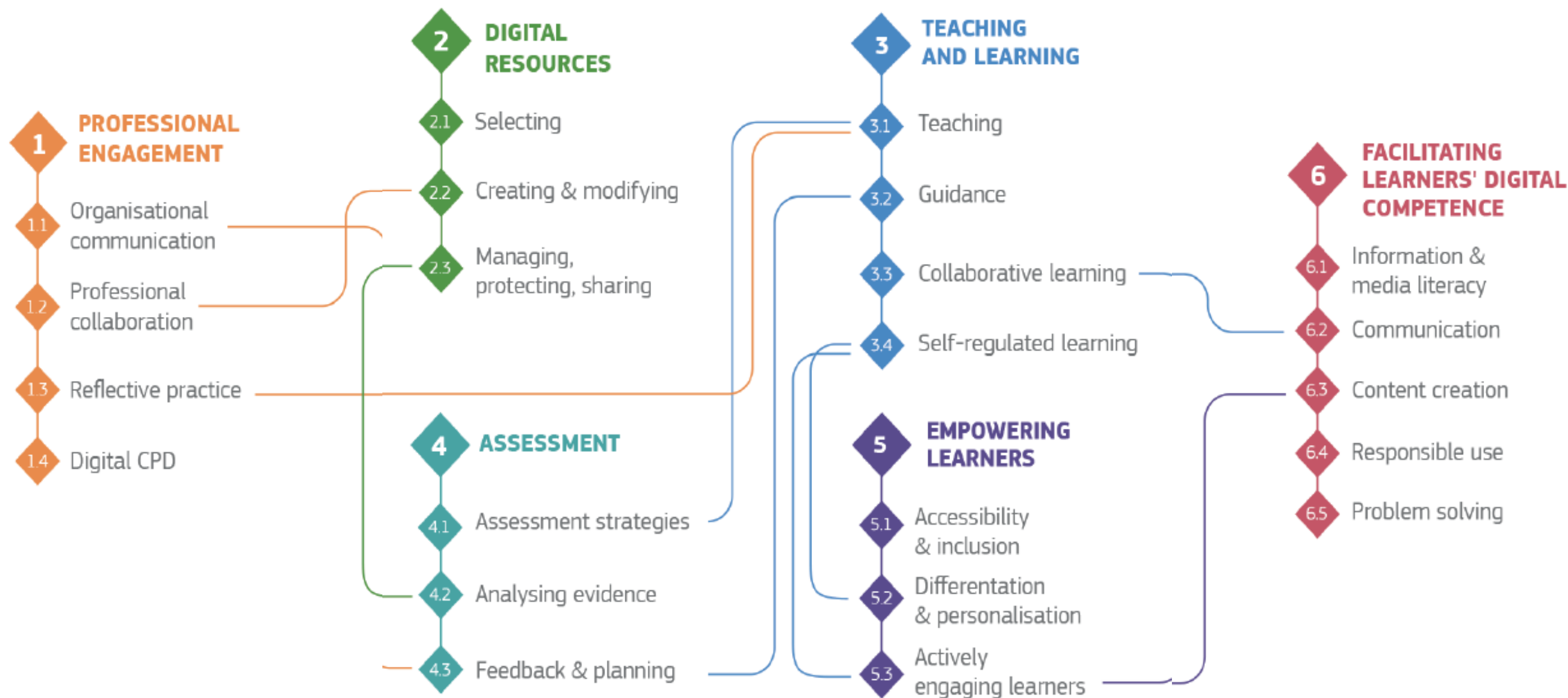
DIGCOMPEDU: Digital competence of teachers of Educators



Educators' professional competences

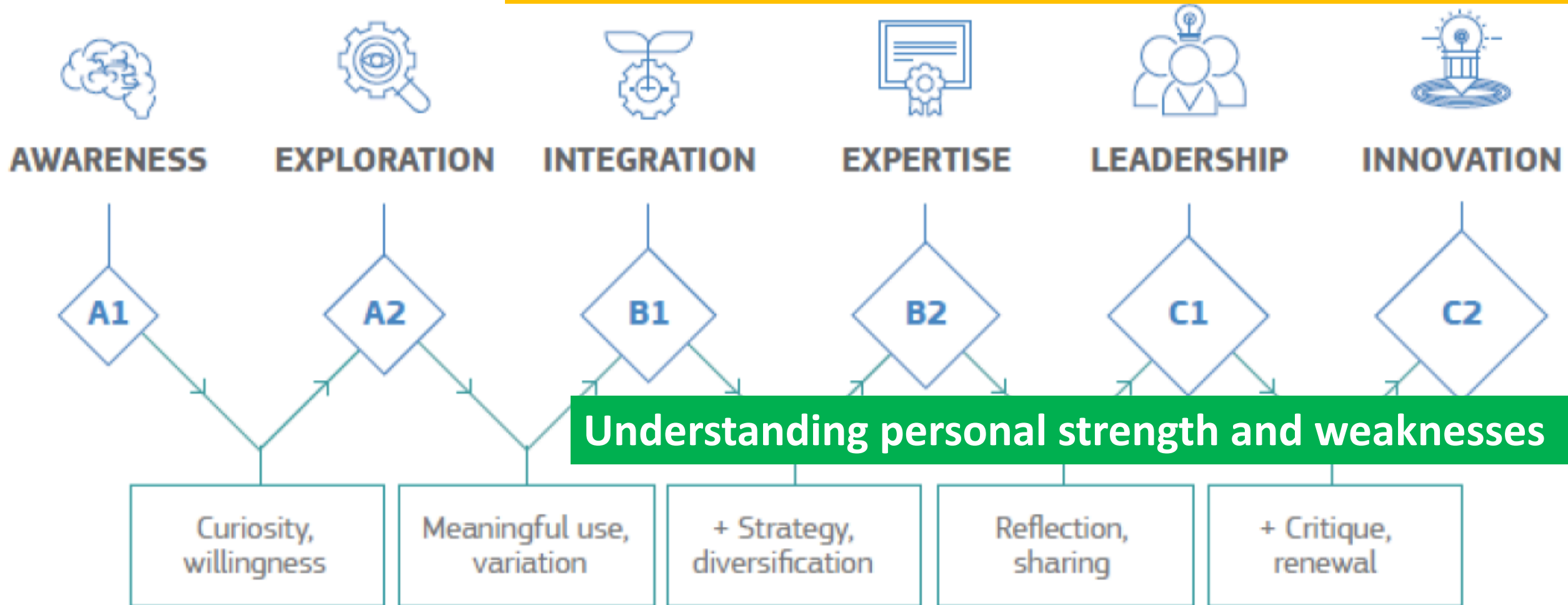
Educators' pedagogic competences

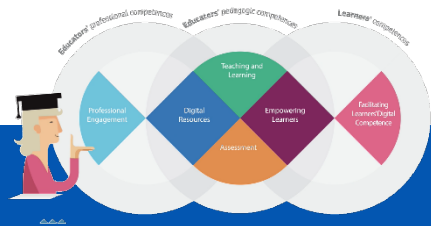
Learners' competences



6 proficiency levels

Not everyone can be / should be expert or pioneer





FREELY AVAILABLE IN FALL 2021

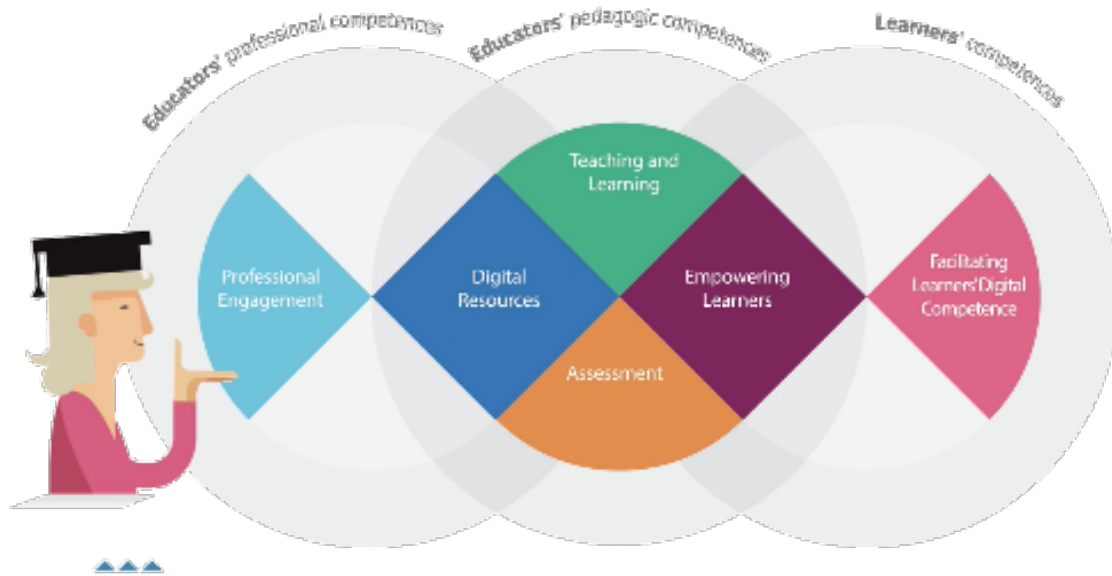
DIGCOMPEDU-SELFIE For TEACHERS: PREPILOT PHASE

A tool for self-reflection on the digital competence of teachers
based on the DigCompEdu framework for teachers

PILOT PHASE: DECEMBER 2020 – JUNE 2021

4 COUNTRIES (Estonia, Italy, Lithuania, Portugal)

SELFIE FOR TEACHERS



A **self-reflection tool** that allows teachers to understand strengths and weaknesses, to look for professional development and to improve proficiency level in some competences

Challenges in developing teachers' digital competence Assessment tools

- Pedagogical views and beliefs of teachers
- Focus on practices vs knowledge /skills/attitudes
- Cultural context in which teachers' operate
- Education policies (affecting teachers' practices)
- Complexity to reach agreement



Grazie!

bocconi@itd.cnr.it



COORDINATOR IN ITALY

[HTTP://SELFIEITALIA.IT](http://selfieitalia.it)



CNR - ITD

Consiglio Nazionale delle Ricerche
Istituto per le Tecnologie Didattiche