Developing your digital skills for eTwinning with the SELFIEforTEACHERS tool

05 June 2023
Learning Objectives of the Webinar Series

Learn About the SELFIEforTEACHERS tool

Identify Your strengths and areas for improvement in digital competence as a teacher

Evaluate The potential impact of using SELFIEforTEACHERS in your professional development as a teacher
Webinar series

How this webinar series works

This webinar series consists of two webinars and one activity that you can complete in your own time in between the two webinars.

To obtain a certification you must complete the activity by Thursday 8 June, 12:00 CEST.

Please find the timeline below and try to keep the following dates in mind to regulate your learning:

- Monday 5 June at 16:00 -17:00 CEST: Webinar 1
- Monday 5 June after 17:00 - Thursday 8 June 12:00 CEST: Activity
- Wednesday 7 June at 16:00 -17:00 CEST: Webinar 2
Speakers

**Anastasia Economou**
Researcher, Joint Research Centre

Anastasia is leading SELFIEforTEACHERS and DigCompEdu.

**Nikolaos Mouratoglou**
Pedagogical and Monitoring Coordinator, European Schoolnet

Nikolaos coordinates the embedding of SELFIEforTEACHERS in the European School Education Platform
DigCompEdu
SELFIEforTEACHERS
Building educators’ digital competence

Anastasia Economou
Joint Research Centre, Unit T1
European Commission
anastasia.economou@ec.europa.eu
Changing and challenging times

Measures to continue students’ learning during school closure

OECD 2020

Countries used a variety of remote learning resources:

- instructional packages
- educational content for exploring if desired
- real-time lessons on virtual meeting platforms
- online support services for parents and students
- self-paced formalised lessons

Online platforms were used in nearly all OECD and partner countries. These tools included:

- radio and television education
- online instructional resources
“Digital competence should be a core skill for all educators and training staff and should be embedded in all areas of teacher professional development”
**Presentation**

- Introduction
- Digital competence
- European framework of the digital competence of educators (DigCompEdu)
- Self-reflection as a professional learning process
- SELFIEforTEACHERS
- Useful material
Digital competence
What does *digital competence for educators* mean for you? Write the aspect that you consider as most important.

You can vote at [Slido.com](http://Slido.com) with the code #4077757
Competence: knowledge, skills, attitudes

“Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.”

(Council Recommendation on Key Competences for Life-long Learning, 22 May 2018).
Digital competence for citizens

Information and data literacy
1.1. Browsing, searching and filtering data, information and digital content
1.2. Evaluating data, information and digital content
1.3. Managing data, information and digital content

Communication and collaboration
2.1. Interacting through digital technologies
2.2. Sharing information and content through digital technologies
2.3. Engaging in citizenship through digital technologies
2.4. Collaborating through digital technologies
2.5. Netiquette
2.6. Managing digital identity

Digital content creation
3.1. Developing digital content
3.2. Integrating and re-elaborating digital content
3.3. Copyright and licences
3.4. Programming

Safety
4.1. Protecting devices
4.2. Protecting personal data and privacy
4.3. Protecting health and well-being
4.4. Protecting the environment

Problem solving
5.1. Solving technical problems
5.2. Identifying needs and technological responses
5.3. Creatively using digital technologies
5.4. Identifying digital competence gaps
European framework of the digital competence of educators (DigCompEdu)
The European Framework for the Digital Competence of Educators
6 Proficiency levels

DigCompEdu Progression Model

- Awareness
  - A1: Curiosity, willingness
- Exploration
  - A2: Meaningful use, variation
- Integration
  - B1: Strategy, diversification
- Expertise
  - B2: Reflection, sharing
- Leadership
  - C1: Critique, renewal
- Innovation
  - C2
## DigCompEdu Progression by area

<table>
<thead>
<tr>
<th>Area</th>
<th>Practice</th>
<th>Strategies</th>
<th>Competence</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Professional Engagement</strong></td>
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<td><strong>2. Digital Resources</strong></td>
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<td><strong>3. Teaching and Learning</strong></td>
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<td><strong>4. Assessment</strong></td>
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<tr>
<td><strong>5. Empowering Learners</strong></td>
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<td><strong>6. Facilitating Learners' Digital Competence</strong></td>
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### B1 Integrator
- **B1.1:** Expanding Professional Practice
- **B1.2:** Fitting Digital Resources to the Learning Context
- **B1.3: MEANINGFULLY INTEGRATING DIGITAL TECHNOLOGIES**

### B2 Expert
- **B2.1:** Enhancing Professional Practice
- **B2.2:** Strategically Using Interactive Resources
- **B2.3:** Enhancing Teaching & Learning Activities

### A2 Explorer
- **A2.1:** Exploring Digital Options
- **A2.2:** Exploring Digital Resources
- **A2.3:** Exploring Digital Teaching & Learning Strategies

### A1 Explorer
- **A1.1:** Awareness
- **A1.2:** Awareness
- **A1.3:** Awareness
### Proficiency statements

**Area**: Teaching and Learning  
**Competence**: Teaching

<table>
<thead>
<tr>
<th>Explorer (A2)</th>
<th>Integrator (B1)</th>
<th>Expert (B2)</th>
<th>Leader (C1)</th>
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<tbody>
<tr>
<td>Making basic use of available digital technologies for instruction.</td>
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<td>Integrating available digital technologies <strong>meaningfully</strong> into the teaching process.</td>
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<td>Using digital technologies purposefully to enhance pedagogic strategies.</td>
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<td>Orchestrating, monitoring and flexibly adapting the use of digital technologies to enhance pedagogic strategies.</td>
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<tr>
<td>I use available classroom technologies, e.g. digital whiteboards, projectors, PCs.</td>
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<tr>
<td>I organise and manage the integration of digital devices (e.g. classroom technologies, students’ devices) into the teaching and learning process.</td>
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<td>I consider appropriate social settings and interaction modes when integrating digital technologies.</td>
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<td>I structure learning sessions so that different (teacher-led and learner-led) digital activities jointly reinforce the learning objective.</td>
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<tr>
<td>I choose digital technologies according to the learning objective and context.</td>
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<td>I manage the integration of digital content, e.g. videos, interactive activities, into the teaching and learning process.</td>
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<td>I use digital technologies in teaching to increase methodological variation.</td>
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<td>I structure and manage content, contributions and opportunities to use digital technologies.</td>
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The European Framework for the Digital Competence of Educators

✓ Conceptual framework of educators’ digital competence
✓ Provides a common reference
✓ Covers all education levels

https://joint-research-centre.ec.europa.eu/digcompedu_en
What is the proficiency level of your digital competence?

A1 - Newcomer
A2 - Explorer
B1 - Integrator
B2 - Expert
C1 - Leader
C2 - Pioneer

You can vote at Slido.com with the code #4077757
SELFIEforTEACHERS self-reflection tool
Self-reflection as a learning process

Reflection is perceived as a “personal process that can deepen one’s understanding of self and can lead to significant discoveries or insights” (Desjarlais & Smith, 2011). It can trigger self-assessing one’s capacity in order to improve it.

Critical self-reflection can lead to engaging in strategies such as setting goals for continuing personal, professional and career development (Cheng, 2005).
Piloted with 4000+ teachers in 5 countries to confirm validity and reliability
SELFIEforTEACHERS content
**PROFICIENCY LEVELS**

- **C2** Pioneer – I initiate/contribute (to the school or community)
- **C1** Leader – I support (others) / involve students
- **B2** Expert – I analyse / reflect / redesign
- **B1** Integrator – I use
- **A2** Explorer – I have tried
- **A1** Newcomer – I am aware

**Individual → collective**

**Specific → strategic**
SELFIEforTEACHERS design
SELFIEforTEACHERS

- Free online tool
- Open to primary and secondary teachers
- Account for login – user dashboard
- 32 reflective items in 6 areas
- Can be completed on one go or on as many times the teacher needs
- Feedback report with results and tips
- Participation certificate and digital badge
Self-reflection to support teachers’ professional learning

• Reflective learning
• Collaborative learning
• Teachers as learning designers

SELFIE for Teachers is not designed to assess or rank teachers’ performance but to empower them to reflect on how they use technology. Based on their self-reflection results, teachers can design their learning pathways towards the development of their digital competence.
• Individual account
  • Save, revisit at any point convenient, complete in as many sessions needed
  • Flexibility to respond to areas and statements in any order
  • History of self-reflections, access to feedback reports and certificates for participation
  • Personal competence over time and within a group

• Independent self-reflections or within a group
  • Individual learning paths
  • Option to share anonymised aggregated data
  • Support group training needs, programmes, material, resources

• The platform to support collaborative reflective learning
  • A teacher/trainer to initiate a self-reflection for a group of teachers
CONTINUOUS PROFESSIONAL LEARNING PROCESS

1. Take the self-reflection
2. Receive the individual feedback report
3. Design a professional learning plan
4. Implement the plan – e.g. training courses, communities of practice, working with colleagues
5. Apply new competences in professional practice
6. Take the self-reflection again to see progress
32 items reflecting the 6 areas of DigCompEdu

**Professional Engagement**
- Organisational communication
- Online learning environments
- Professional collaboration
- Digital technologies and school level infrastructure
- Reflective practice
- Digital life
- Professional learning (through digital technologies)
- Professional learning (within digital technologies)
- Computational thinking

**Digital Resources**
- Creating
- Modifying
- Managing and protecting
- Sharing

**Teaching and Learning**
- Teaching
- Guidance
- Collaborative learning
- Self-regulated learning
- Emerging technologies

**Assessment**
- Assessment strategies
- Analyzing evidence
- Feedback and planning

**Empowering Learners**
- Accessibility and inclusion
- Differentiation and personalization
- Actively engaging learners
- Blended learning

**Facilitating Learners' Digital Competence**
- Information and data literacy
- Communication and collaboration
- Content creation
- Safety and well-being
- Responsible use
- Problem solving

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### 1.1 Professional Engagement - Organisational communication

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

- I am aware that digital technologies can be used for organizational communication (e.g. email, instant messaging, social networks, online learning platforms).
- I have tried using digital technologies to help me communicate with colleagues, learners and/or parents (e.g. email, instant messaging, social networks, online learning platforms).
- I use various digital technologies according to my organisational communication needs (e.g. the communication goal, target and context).
- I analyse and select digital technologies based on their features and suitability for my organisational communication needs (e.g. effective, efficient and personal communication).
- I support and provide advice to colleagues on how to use digital technologies for organisational communication (e.g. for effective, efficient, safe, responsible, inclusive communication at school level).
- I contribute to developing organisational practices on communication using digital technologies (e.g. for effective, efficient, safe, responsible, inclusive communication).
- I am not aware of this competence.

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6 proficiency levels

1. **Sensibilización**: Curiosidad, disposición a aprender
2. **Exploración**: Uso significativo, transformación
3. **Integración**: Estrategia, versatilidad, reflexión, intercambio
4. **Conocimiento**: Crítica, renovación
5. **Experto**: B2
6. **Innovación**:

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| Area 1 - Professional Engagement | 59% |
| Area 2 - Digital Resources | B2 |
| Area 3 - Teaching and Learning | B2 |
| Area 4 - Assessment | 80% |
| Area 5 - Empowering Learners | 75% |
| Area 6 - Facilitating Learners' Digital Competence | 75% |
I analyse and assess my digital footprint for redefining my digital behaviour and curate my school and my own reputation (e.g. tracing my digital footprint, managing my privacy settings, blocking suspicious content and people).

Example
Item: 1.6 (Professional engagement - Digital life)
Proficiency level: B2 (expert)

Help text
the record or trail left by any activity an individual does online (e.g. search history, text messages, photos videos)

Examples
Core text of the statement
SELFIEforTEACHERS online tool

SELFIEforTEACHERS video
SELFIE for TEACHERS

Supporting teachers in building their digital competence

You are here: European Education Area / SELFIE for TEACHERS / Home

SELFIE for TEACHERS

Explore SELFIE for TEACHERS, the free self-reflection tool for primary and secondary school teachers.

Already signed up, or want to register now?

Log in or sign up
How to use

1. Create an EU Log-in account
2. Start a self-reflection or accept an invitation to start one within a group
3. Respond to the 32 self-reflection items
4. Complete your self-reflection (about 30’) or save it and complete it later
5. Read your report to identify your gaps and strengths and find suggestions how to level up
6. Download your participation certificate and digital badge
7. Visit your dashboard to manage your self-reflections and monitor your progress
Your self-reflection overall results

Your self-reflection results by area

- Area 1: Professional Engagement 81%
- Area 2: Digital Resources 60%
- Area 3: Teaching and Learning 89%
- Area 4: Assessment 83%
- Area 5: Empowering Learners 57%
- Area 6: Facilitating Learners' Digital Competence 86%

Your self-reflection results overview
Feedback per item

See your results per item and personalised feedback with suggestions to level up.

- Area 1 – Professional Engagement
- Area 2 – Digital Resources
- Area 3 – Teaching and learning
- Area 4 – Assessment
- Area 5 – Empowering learners
- Area 6 – Facilitating learners’ digital competence

Area 1 – Professional Engagement

1.1 Organisational communication

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

Your proficiency level

I analyse and select digital technologies based on their features and suitability for my organisational communication needs (e.g. effective, efficient and personal communication).

Suggestions to further develop your digital competence

Being able to analyse digital technologies based on their affordances and limitations facilitate the selection of the most appropriate communication tools for the communication goals and needs. You may also want to work with colleagues and support them on developing common digital communication practices to use for the whole school and its wider community.

[Suggestions to level up]: Think about the communication needs and skills of your colleagues and provide support and advice to reach effective, efficient, safe, responsible, inclusive communication at school level and beyond.
Available material
Supporting material

Videos, infographics, leaflet: in all EU official languages

https://ec.europa.eu/educators-go-digital
SELFIEforTEACHERS
Designing and developing a self-reflection tool for teachers’ digital competence
Based on DigCompEdu (the European Framework for the Digital Competence of Educators)

2023
EUR 31.475 EN

https://publications.jrc.ec.europa.eu/repository/handle/JRC131282

TOOLKIT
Using SELFIEforTEACHERS
Supporting teachers in building their digital competence

https://publications.jrc.ec.europa.eu/repository/handle/JRC129699
Want to know more?

❖ DigCompEdu framework: https://joint-research-centre.ec.europa.eu/digcompedu_en
❖ E-mail: JRC-DigCompEdu@ec.europa.eu
❖ Twitter: #SELFIEforTEACHERS_EU
❖ LinkedIn: https://www.linkedin.com/groups/12765111
Higher Education

Early Childhood and Care Education
What would you expect from SfT?
Write what you consider as most important.

You can vote at Slido.com with the code #4077757
SELFIE for TEACHERS in the European School Education Platform

Nikolaos Mouratoglou, Pedagogical and Monitoring Coordinator
05/06/2023
The transition...

<table>
<thead>
<tr>
<th>Languages</th>
<th>MeTP (Monitoring eTwinning Practice)</th>
<th>SfT (SELFIE for TEACHERS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN, FR, DE, IT, PL, ES</td>
<td></td>
<td>all EU languages</td>
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</table>

<table>
<thead>
<tr>
<th>Items and Competences</th>
<th>MeTP (Monitoring eTwinning Practice)</th>
<th>SfT (SELFIE for TEACHERS)</th>
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</thead>
<tbody>
<tr>
<td>25 items for pedagogical, collaborative and digital competence</td>
<td>32 items for digital (pedagogical) competence</td>
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<table>
<thead>
<tr>
<th>Frameworks</th>
<th>MeTP (Monitoring eTwinning Practice)</th>
<th>SfT (SELFIE for TEACHERS)</th>
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<tr>
<td>Based on 3 frameworks</td>
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<td>Based on DigCompEdu</td>
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<tr>
<th>Process</th>
<th>MeTP (Monitoring eTwinning Practice)</th>
<th>SfT (SELFIE for TEACHERS)</th>
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<tbody>
<tr>
<td>Completion in Time X and Z to track possible progress</td>
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<table>
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<tr>
<th>Feedback pages</th>
<th>MeTP (Monitoring eTwinning Practice)</th>
<th>SfT (SELFIE for TEACHERS)</th>
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<tbody>
<tr>
<td>Concrete suggestions based on 3 proficiency levels</td>
<td>General hints based on 8 proficiency levels</td>
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</table>
You will be able to start by accessing the European School Education Platform with your EU Login Account.

In the “Professional Development” area of the platform, a tab would allow you to see several self-assessment tools. The first one will be the SELFIEforTEACHERS (SfT) tool.

You would need to click on the link which will redirect you to the SfT dashboard (automatically logged in through the EU Login’s Single Sign On).

From your dashboard, you will be able to initiate your self-assessment process, after completing registration (which includes the tool’s privacy policy) if you were not yet registered.
The process (2)

5. You would then need to complete the **self-assessment process** to get an initial mapping of your competence levels.

6. Then you would need to **visit the results and feedback report** generated by SELFIE for TEACHERS.

   - The report will have two additional features that facilitate its integration with the European School Education Platform (ESEP):
     - to export your report(s) to ESEP via link(s)
     - to access relevant resources on ESEP.

7. Based on your results you would need to **determine the proficiency level** that you want to reach for a specific competence area.

8. Upon **this**, you would be able to **search for and enroll in** professional development activities and access other resources relevant to your needs.
A link/button with the text **Find relevant resources on the European School Education Platform** will be added to each of the competence areas in your SELFIEforTEACHERS feedback page.

Clicking the link/button (specific to each competence area) will open a **tailored search page** on the European School Education Platform, allowing you to find and benefit from:

- editorial content (all type of articles)
- professional development activities (courses, webinars etc).
Added value

- Connecting the self-assessment tool with a platform of professional development resources
  - creating a continuum supporting your competence development

- Aligning the professional development activities of the European School Education Platform with the learning outcomes of SELFIEforTEACHERS
  - finding relevant professional development activities based on your needs
  - acknowledging learning outcomes in certificates (facilitating recognition)

- Aligning the resources of the European School Education Platform with the competences and competence areas of SELFIEforTEACHERS
  - finding categorised resources based on your needs and interests.
Thank you!