

# Developing your digital skills for eTwinning with the **SELFIEforTEACHERS** tool

05 June 2023

# Learning Objectives of the Webinar Series

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# 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

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## **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**

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European Commission  
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European School Education Platform  
Developing your digital skills for eTwinning with  
SELFIEforTEACHERS



# Changing and challenging times



Measures to continue students' learning during school closure

OECD 2020

Countries used a variety of remote learning resources:



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

- Educational content for exploring if desired
- Real-time lessons on virtual meeting platforms
- Online support services for parents and students
- Self-paced formalised lessons

DIGITAL EDUCATION

ACTION PLAN

2021 - 2027

Resetting  
education and training  
for the digital age

*“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](https://www.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).

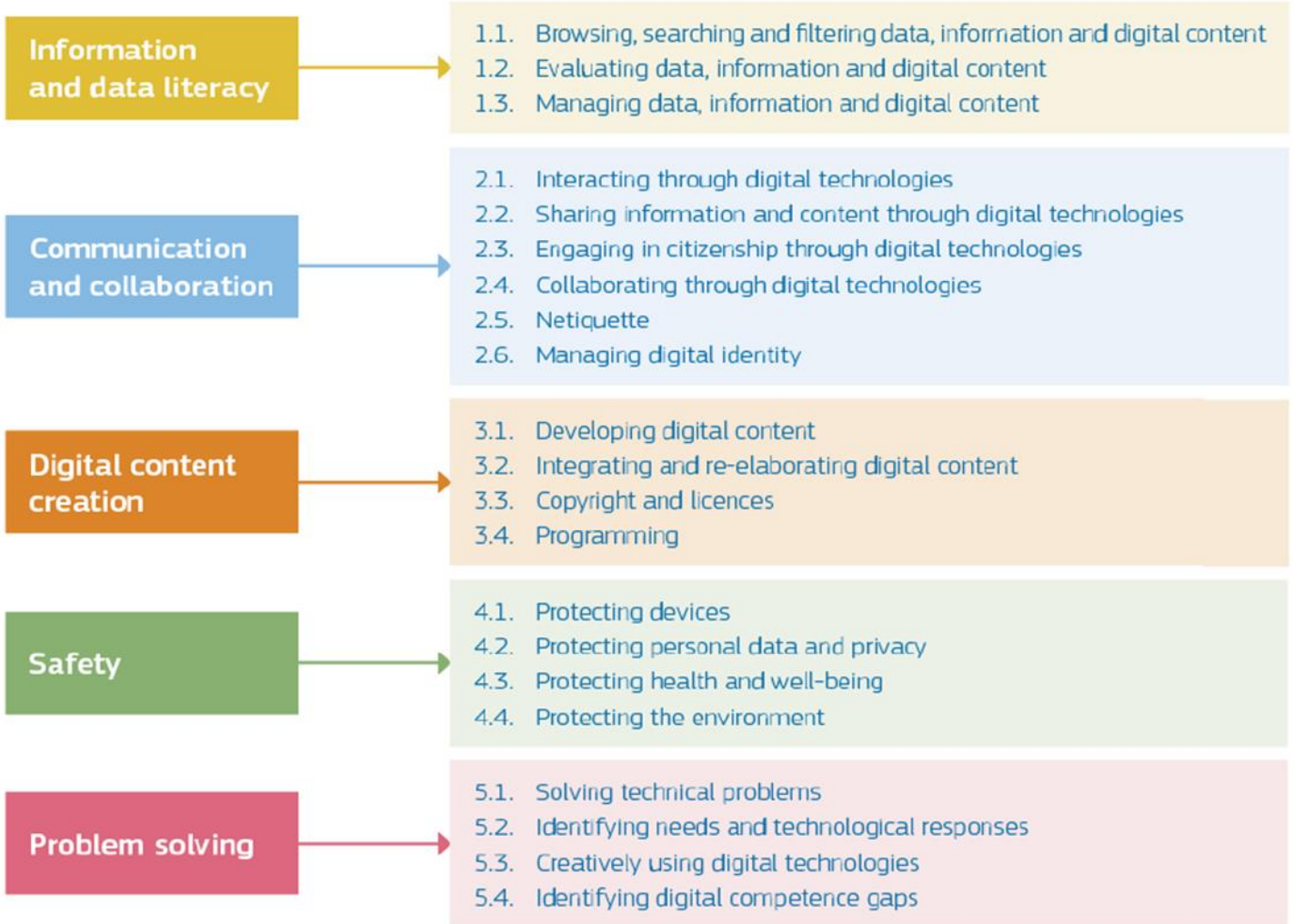
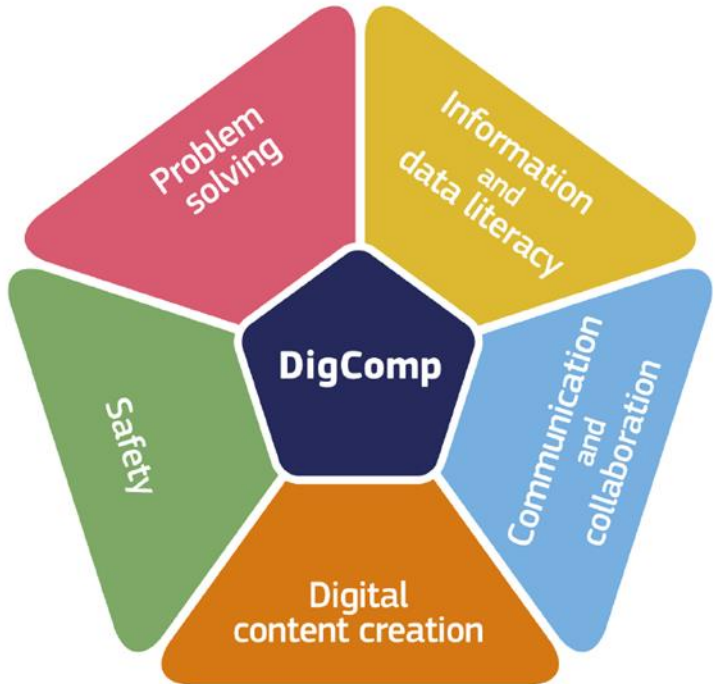
# Digital competence for citizens



2013



2022



# European framework of the digital competence of educators (DigCompEdu)

# The European Framework for the Digital Competence of Educators

European Commission

DigComp 2.2

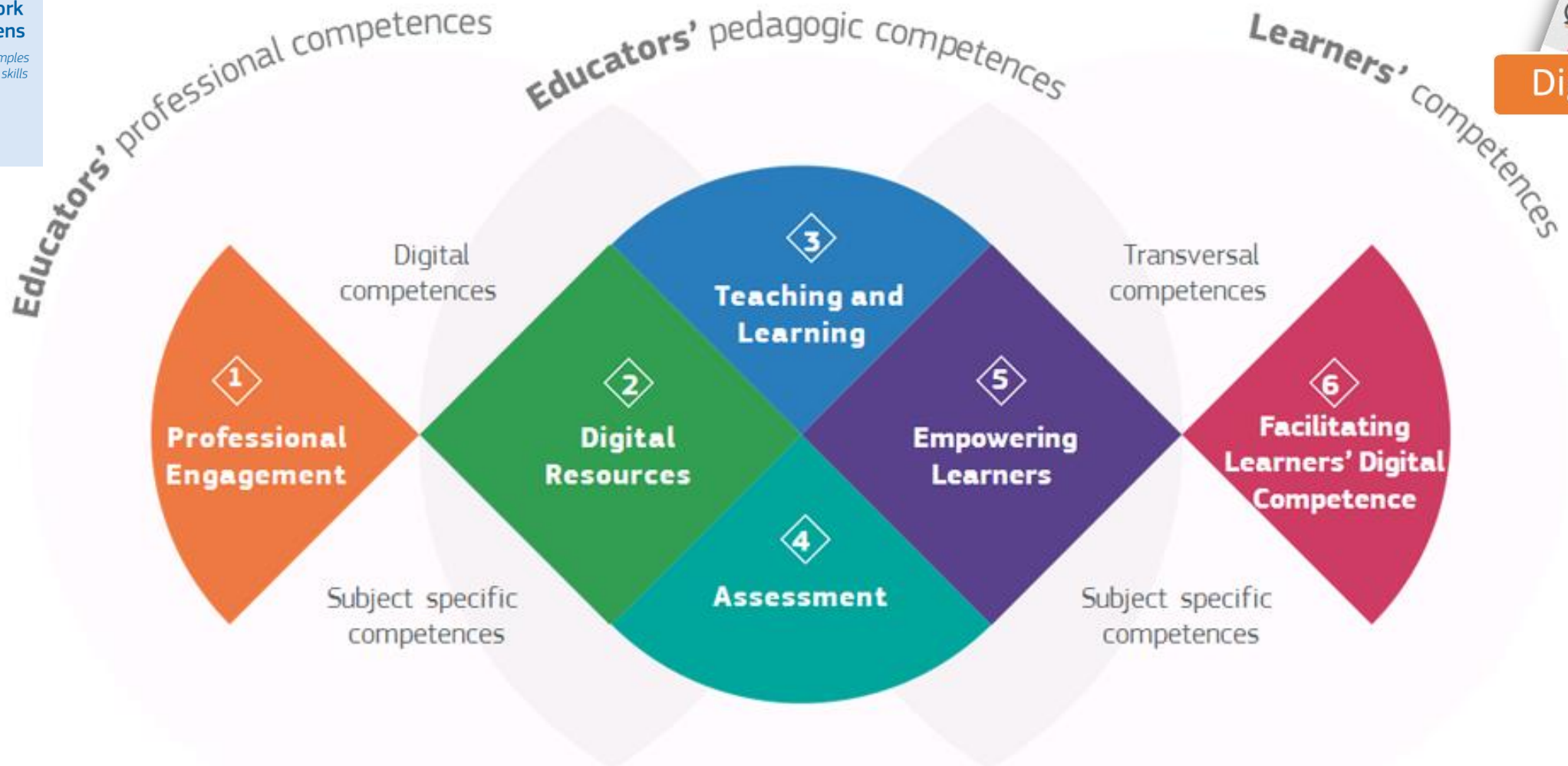
The Digital Competence Framework for Citizens

*With new examples of knowledge, skills and attitudes*

Riina Vuorikari  
Stefano Hüter  
Yves Punie



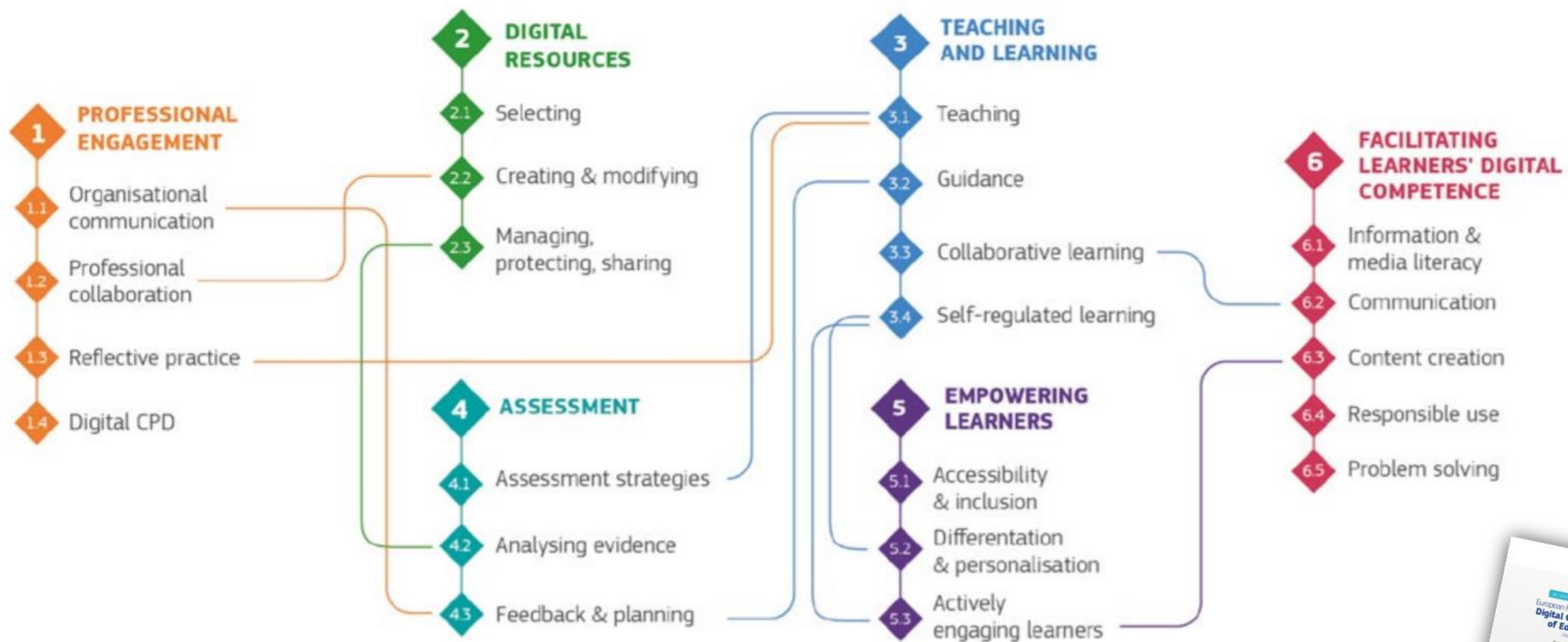
DigCompEdu



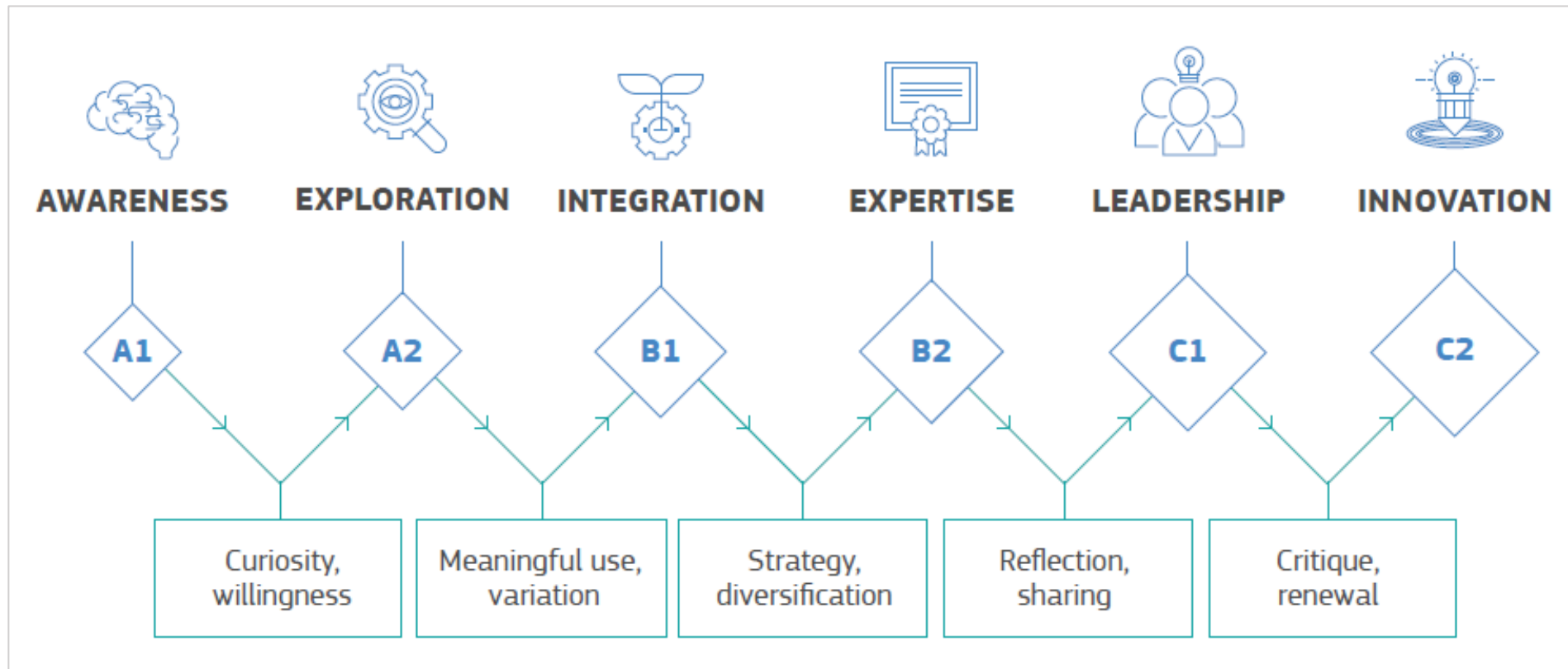
**Educators' professional competences**

**Educators' pedagogic competences**

**Learners' competences**



## 6 Proficiency levels

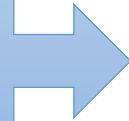










# DigCompEdu Progression in the area of Teaching and Learning

Proficiency statements  
**Area:** Teaching and Learning  
**Competence:** Teaching



<p>Explorer (A2)</p> 	<p>Making <b>basic use</b> of available digital technologies for instruction.</p>	<p>I use available classroom technologies, e.g. digital whiteboards, projectors, PCs.</p> <p>I choose digital technologies according to the learning objective and context.</p>
<p>Integrator (B1)</p> 	<p><b>Integrating</b> available digital technologies <b>meaningfully</b> into the teaching process.</p>	<p>I organise and manage the integration of digital devices (e.g. classroom technologies, students' devices) into the teaching and learning process.</p> <p>I manage the integration of digital content, e.g. videos, interactive activities, into the teaching and learning process.</p>
<p>Expert (B2)</p> 	<p>Using digital technologies purposefully <b>to enhance pedagogic strategies.</b></p>	<p>I consider appropriate social settings and interaction modes when integrating digital technologies.</p> <p>I use digital technologies in teaching to increase methodological variation.</p> <p>I set up learning sessions or other interactions in a digital environment.</p>
<p>Leader (C1)</p> 	<p><b>Orchestrating, monitoring</b> and flexibly <b>adapting</b> the use of digital technologies to enhance pedagogic strategies.</p>	<p>I structure learning sessions so that different (teacher-led and learner-led) digital activities jointly re-inforce the learning objective.</p> <p>I structure and manage content, contributions and</p>

# 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](https://joint-research-centre.ec.europa.eu/digcompedu_en)

<https://audiovisual.ec.europa.eu/en/video/I-201842>



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](https://www.slido.com) with the code #4077757

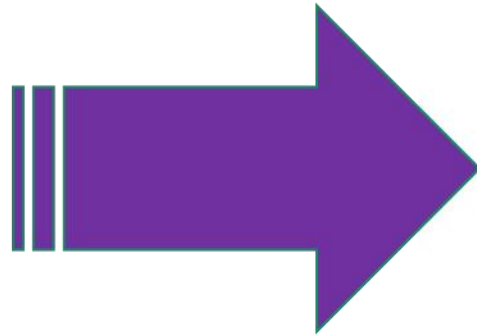
# SELFIEforTEACHERS self-reflection tool



# 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



# SELFIEforTEACHERS items

## PROFESSIONAL ENGAGEMENT

- 1.1 Organisational communication
- 1.2 Online learning environments
- 1.3 Professional collaboration
- 1.4 Digital technologies and school level infrastructure
- 1.5 Reflective practice
- 1.6 Digital life
- 1.7 Professional learning (through digital technologies)
- 1.8 Professional learning (about digital technologies)
- 1.9 Computational thinking

## DIGITAL RESOURCES

- 2.1 Searching and selecting
- 2.2 Creating
- 2.3 Modifying
- 2.4 Managing and protecting
- 2.5 Sharing

## TEACHING AND LEARNING

- 3.1 Teaching
- 3.2 Guidance
- 3.3 Collaborative learning
- 3.4 Self-regulated learning
- 3.5 Emerging technologies

## ASSESSMENT

- 4.1 Assessment strategies
- 4.2 Analysing evidence
- 4.3 Feedback and planning

## EMPOWERING LEARNERS

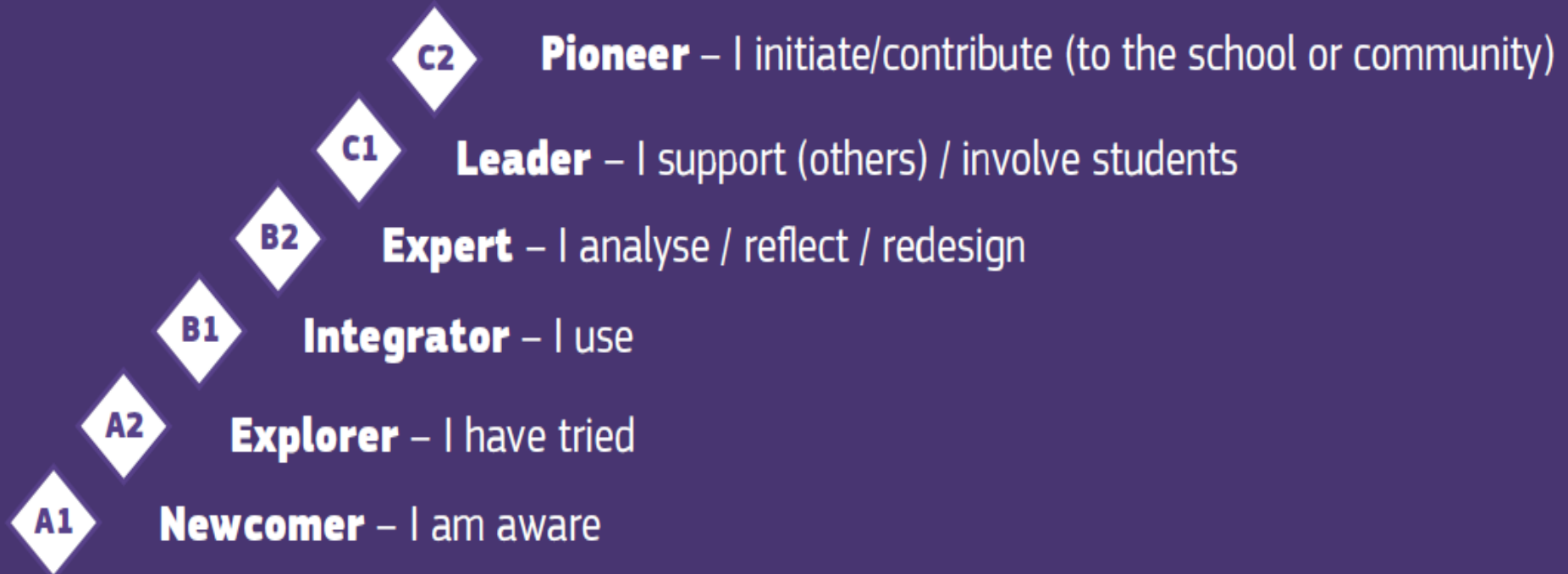
- 5.1 Accessibility and inclusion
- 5.2 Differentiation and personalisation
- 5.3 Actively engaging learners
- 5.4 Blended learning

## FACILITATING LEARNERS' DIGITAL COMPETENCE

- 6.1 Information and data literacy
- 6.2 Communication and collaboration
- 6.3 Content creation
- 6.4 Safety and wellbeing
- 6.5 Responsible use
- 6.6 Problem solving



## PROFICIENCY LEVELS



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

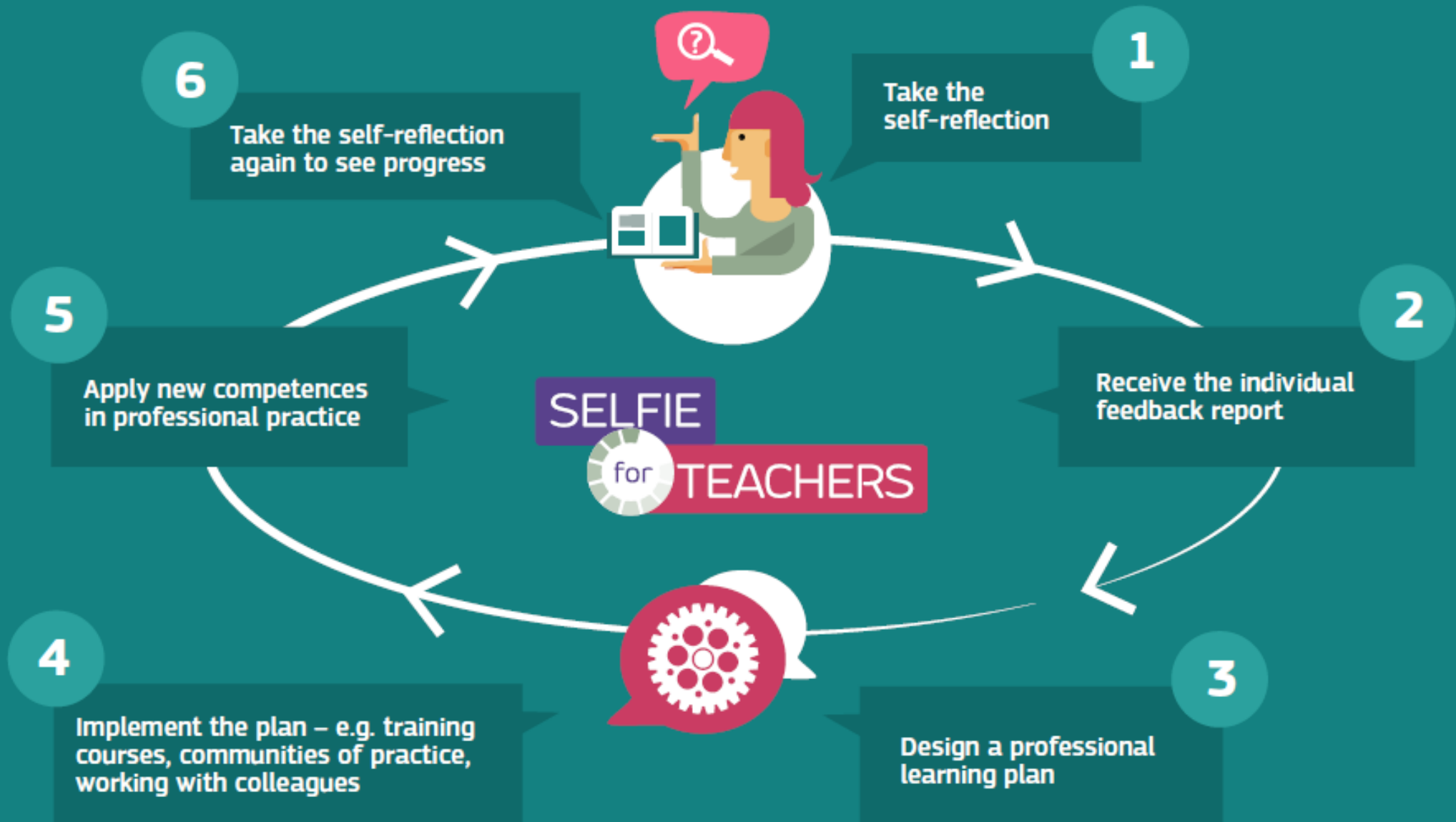
- Reflective learning
- Collaborative learning
- Teachers as learning designers

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



# 32 items reflecting the 6 areas of DigCompEdu

Professional Engagement | Digital Resources | Teaching and Learning | Assessment | Empowering Learners | Facilitating Learners' Digital Competence

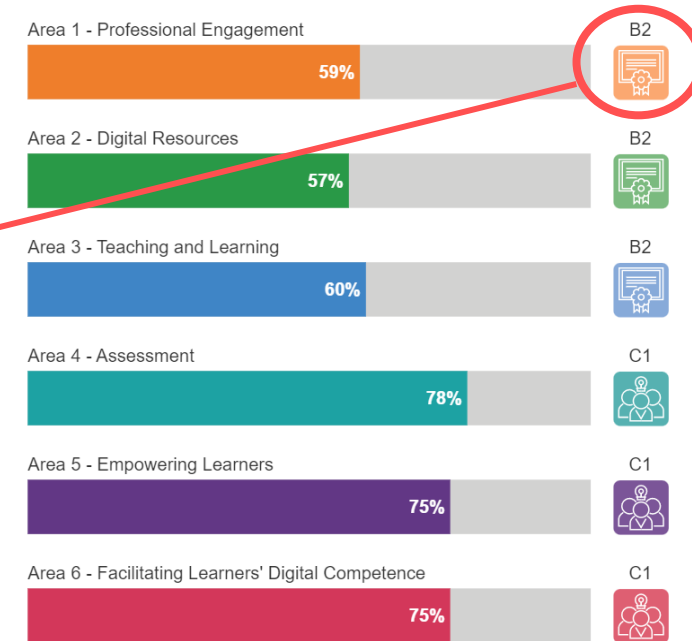
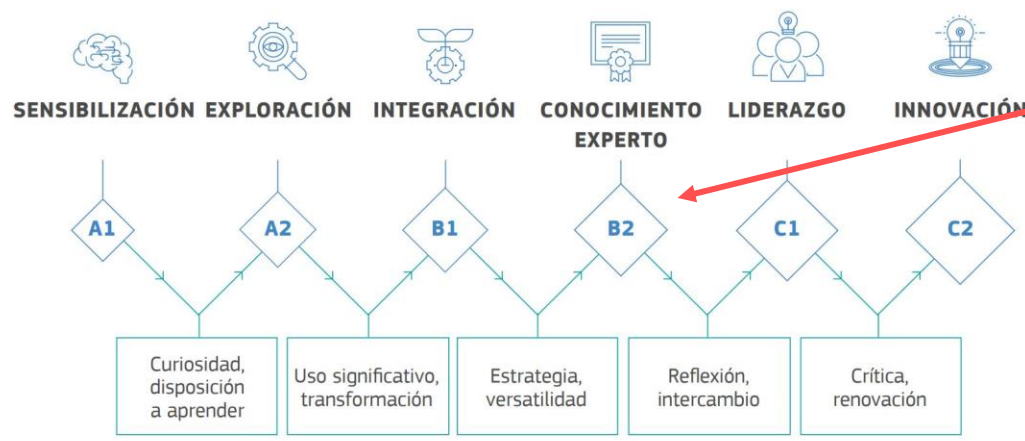
Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6

<b>PROFESSIONAL ENGAGEMENT</b> 11 Organisational communication 12 Online learning environments 13 Professional collaboration 14 Digital technologies and school level infrastructure 15 Reflective practice 16 Digital life 17 Professional learning (through digital technologies) 18 Professional learning (about digital technologies) 19 Computational thinking	<b>DIGITAL RESOURCES</b> 21 Searching and selecting 22 Creating 23 Modifying 24 Managing and protecting 25 Sharing	<b>ASSESSMENT</b> 41 Assessment strategies 42 Analysing evidence 43 Feedback and planning	<b>FACILITATING LEARNERS' DIGITAL COMPETENCE</b> 61 Information and data literacy 62 Communication and collaboration 63 Content creation 64 Safety and wellbeing 65 Responsible use 66 Problem solving
	<b>TEACHING AND LEARNING</b> 31 Teaching 32 Guidance 33 Collaborative learning 34 Self-regulated learning 35 Emerging technologies	<b>EMPOWERING LEARNERS</b> 51 Accessibility and inclusion 52 Differentiation and personalisation 53 Actively engaging learners 54 Blended learning	

\* 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 *organisational 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.

## 6 proficiency levels





## Example

Item: 1.6 (Professional engagement - Digital life)

Proficiency level: B2 (expert)

*Action verbs reflecting  
the proficiency level*



*Help text*



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

**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).*



*Core text of the  
statement*



*Examples*

# SELFIEforTEACHERS online tool

SELFIEforTEACHERS video

<https://audiovisual.ec.europa.eu/en/video/l-213776?&lg=EN>

# SELFIE for TEACHERS

Supporting teachers in building their digital competence

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[Get started](#) ▼

[News](#)

[Resources](#) ▼

[Log in or sign up](#)

**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.

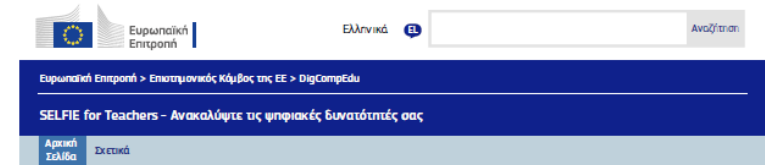
Already signed up, or want to register now?

[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



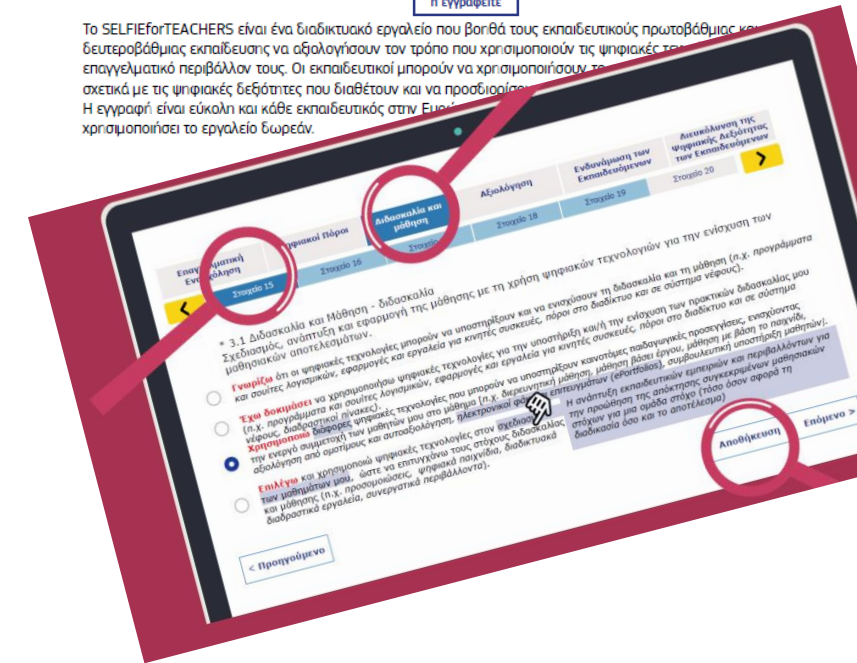
Αξιοποιείτε στο έπακρο τις ψηφιακές τεχνολογίες στον τομέα της διδασκαλίας και της μάθησης.



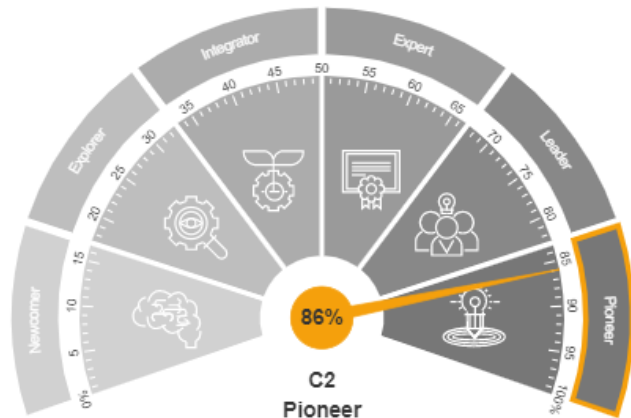
Για να ξεκινήσετε την αυτοαξιολόγηση, πρέπει να μεταβείτε στην ενότητα «Η αρχική σελίδα μου» και να ξεκινήσετε την αυτοαξιολόγηση.

[Συνδεθείτε ή εγγραφείτε](#)

Το SELFIEforTEACHERS είναι ένα διαδικτυακό εργαλείο που βοηθά τους εκπαιδευτικούς πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης να αξιολογήσουν τον τρόπο που χρησιμοποιούν τις ψηφιακές τεχνολογίες στο επαγγελματικό περιβάλλον τους. Οι εκπαιδευτικοί μπορούν να χρησιμοποιήσουν το εργαλείο σχετικά με τις ψηφιακές δεξιότητες που διαθέτουν και να προσδιορίσουν τις ανάγκες τους. Η εγγραφή είναι εύκολη και κάθε εκπαιδευτικός στην Ευρώπη μπορεί να εγγραφεί και να χρησιμοποιήσει το εργαλείο δωρεάν.



## Your self-reflection overall results

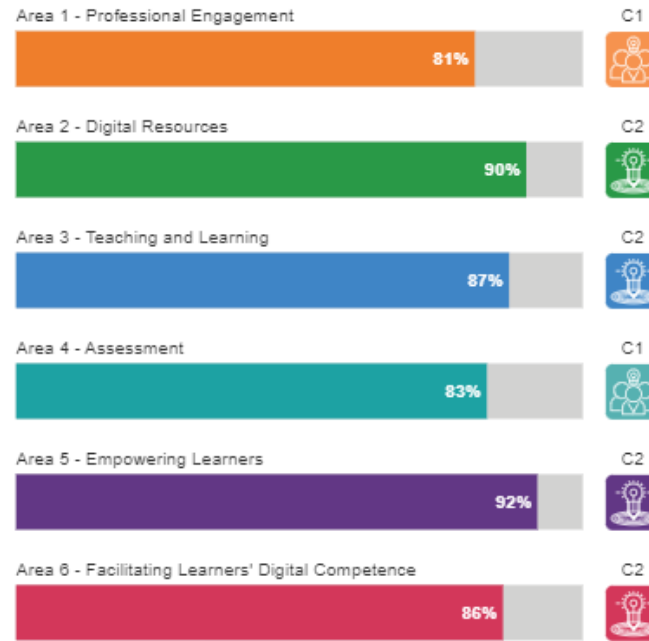


The competence level you indicated before you took the self-reflection

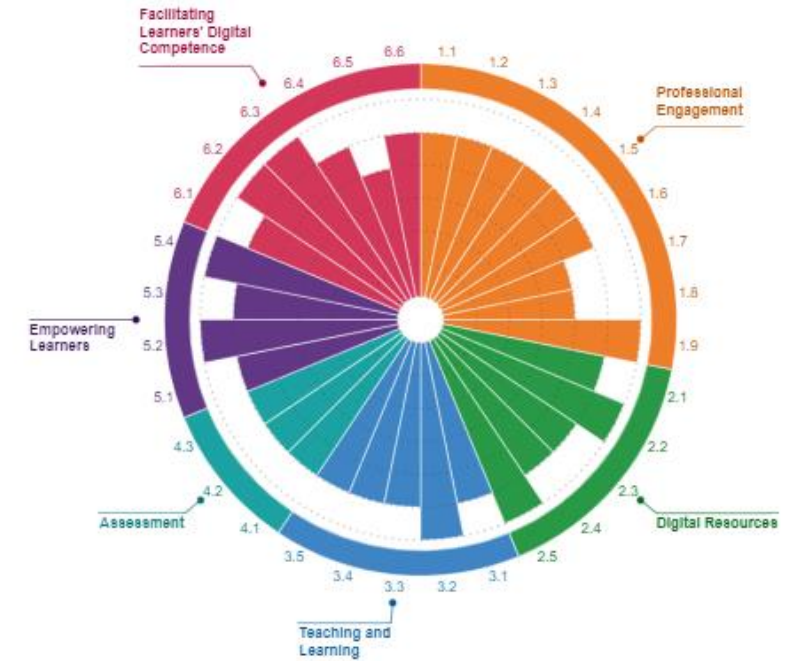


The competence level you indicated after you took the self-reflection

## Your self-reflection results by area



## Your self-reflection results overview

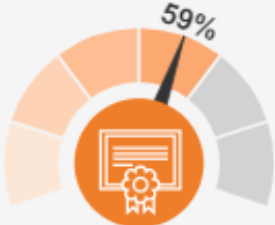


# Feedback per item

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



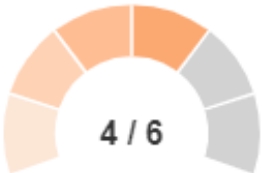
Expert (B2)

### 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

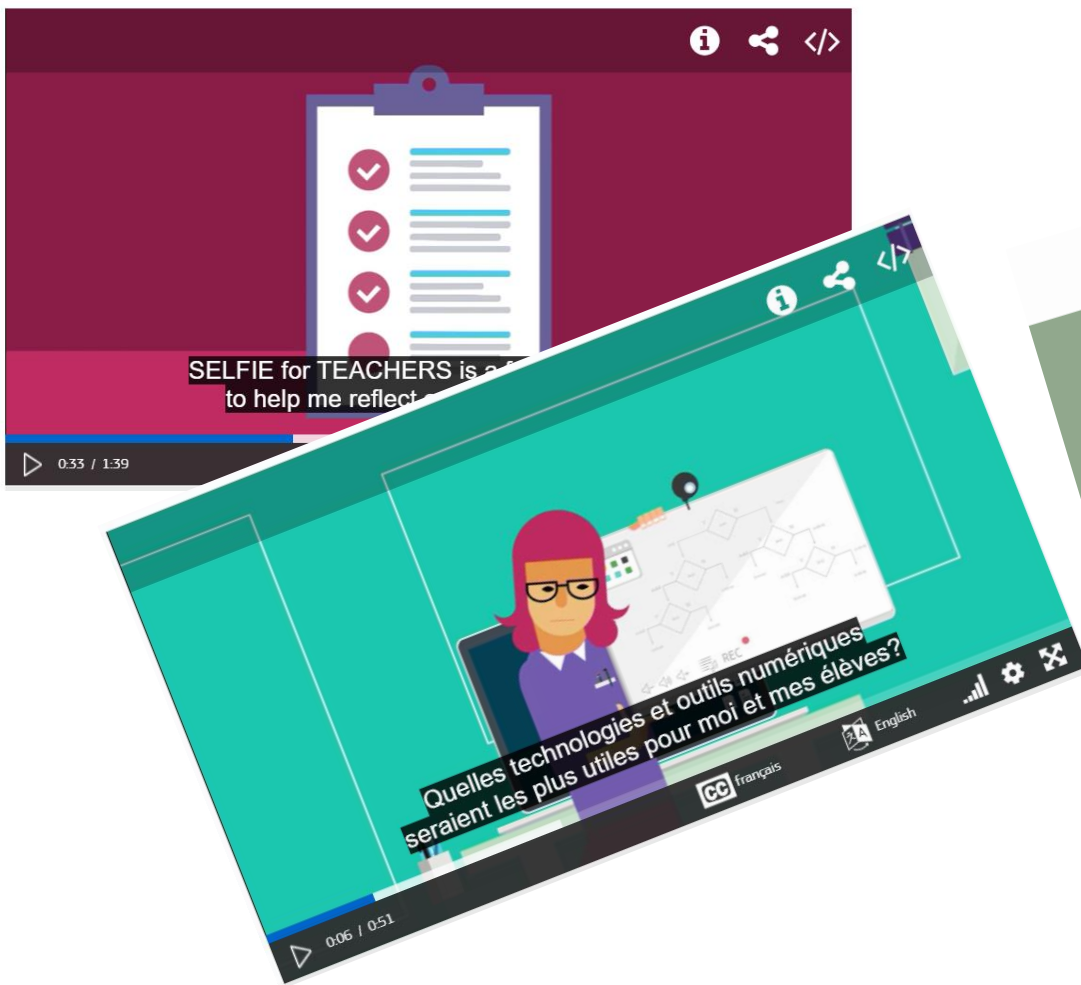
Being able to analyse *digital technologies* based on their *affordances* and limitations facilitate the selection of the most appropriate communication tools for the communication goals and needs. You may also want to work with colleagues and support them on developing common digital communication practices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



¿Aprovecha al máximo las tecnologías digitales para enseñar y aprender?

**SELFIEforTEACHERS**

DESCUBRA SU POTENCIAL DIGITAL



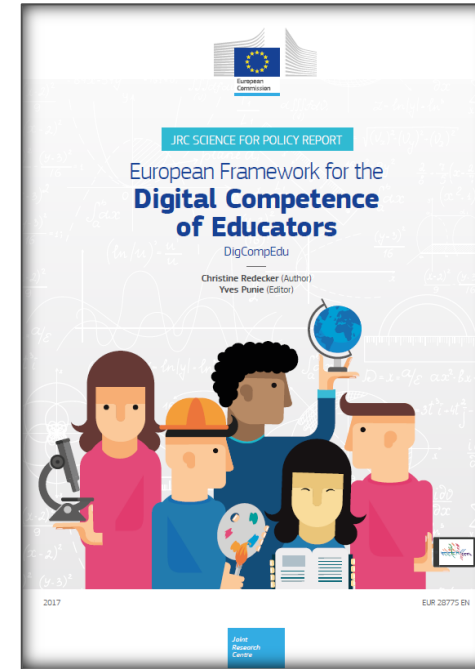


<https://publications.jrc.ec.europa.eu/repository/handle/JRC131282>

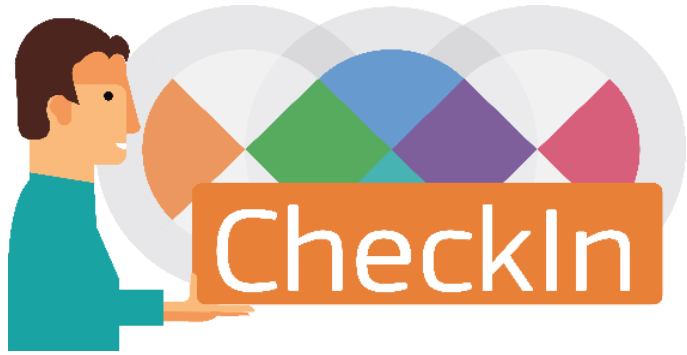


<https://publications.jrc.ec.europa.eu/repository/handle/JRC129699>

# Want to know more?



- ❖ **DigCompEdu framework:** [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)
- ❖ **SELFIEforTEACHERS:** <https://educators-go-digital.jrc.ec.europa.eu>,  
<https://education.ec.europa.eu/de/selfie-for-teachers>
- ❖ **E-mail:** [JRC-DigCompEdu@ec.europa.eu](mailto: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](https://www.slido.com) with the code #4077757

- [jrc-digcompedu@ec.europa.eu](mailto:jrc-digcompedu@ec.europa.eu)
- [#SELFIEforTEACHERS\\_EU](https://twitter.com/SELFIEforTEACHERS_EU)
- <https://ec.europa.eu/educators-go-digital>
- <https://educators-go-digital.jrc.ec.europa.eu>



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# **SELFIE for TEACHERS in the European School Education Platform**

**Nikolaos Mouratoglou, Pedagogical and Monitoring Coordinator**

**05/06/2023**

# The transition...

	MeTP (Monitoring eTwinning Practice)	SfT (SELFIE for TEACHERS)
<b>Languages</b>	EN, FR, DE, IT, PL, ES	all EU languages
<b>Items and Competences</b>	25 items for pedagogical, collaborative and digital competence	32 items for digital (pedagogical) competence
<b>Frameworks</b>	Based on 3 frameworks	Based on DigCompEdu
<b>Process</b>	Completion in Time X and Z to track possible progress	
<b>Feedback pages</b>	Concrete suggestions based on 3 proficiency levels	General hints based on 8 proficiency levels

# The process (1)

1

- You will be able to start by accessing the **European School Education Platform** with your EU Login Account.

2

- 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.

3

- 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).

4

- 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.

7

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

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.

8

- Upon **this, you would be able to search for and enroll in** professional development activities and access other resources relevant to your needs.

# Signposting - locating resources

- ★ 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!



Funded by  
the European Union

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