SELFIEforTEACHERS

Teacher's name: Gülay Kuzu

Education sector: School Education (Primary and Secondary)

Group: not applicable

Self-reflection started: 29/06/2024
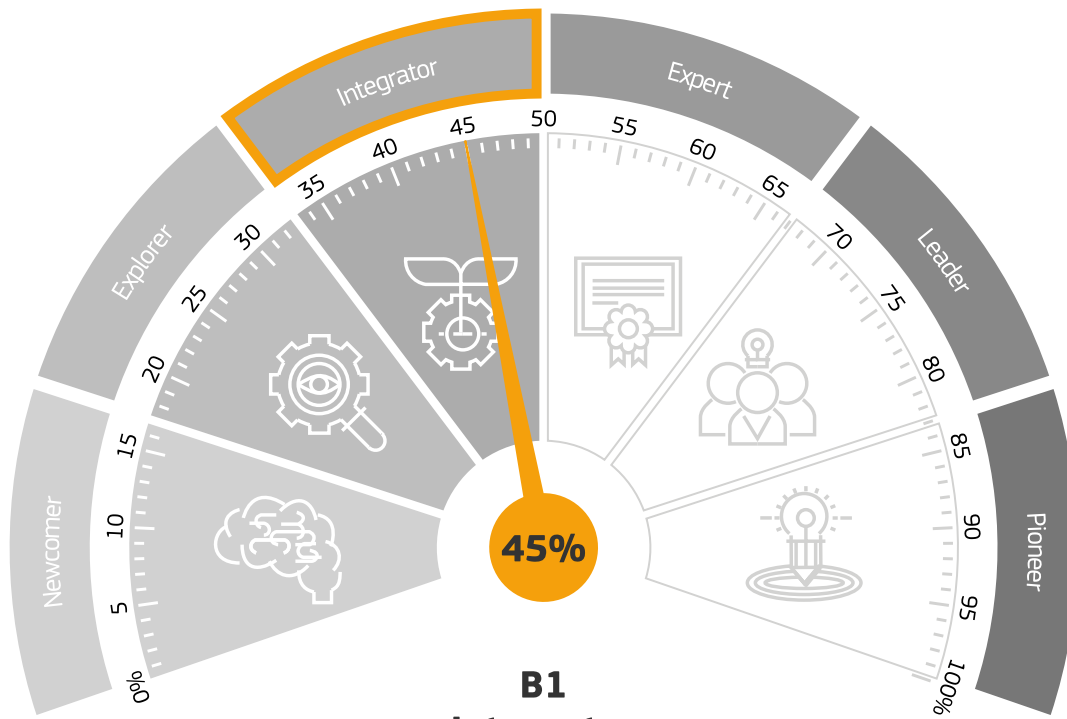
Self-reflection completed: 29/06/2024

Thank you for using SELFIEforTEACHERS!

This report gives you the overall results from the group.

Based on this Report you can plan the next steps and learning pathways for your group.
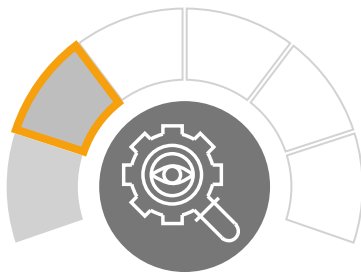
Individual results

Overall results

B1
Integrator
Your current competence level

A2
Explorer
The competence level you indicated
before you took the self-reflection

A2
Explorer
The competence level you indicated
after you took the self-reflection
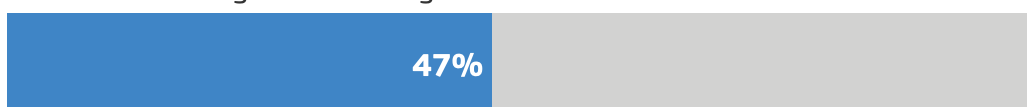
Results by area

Area 1 – Professional Engagement   B1

50%

Area 2 – Digital Resources   B2
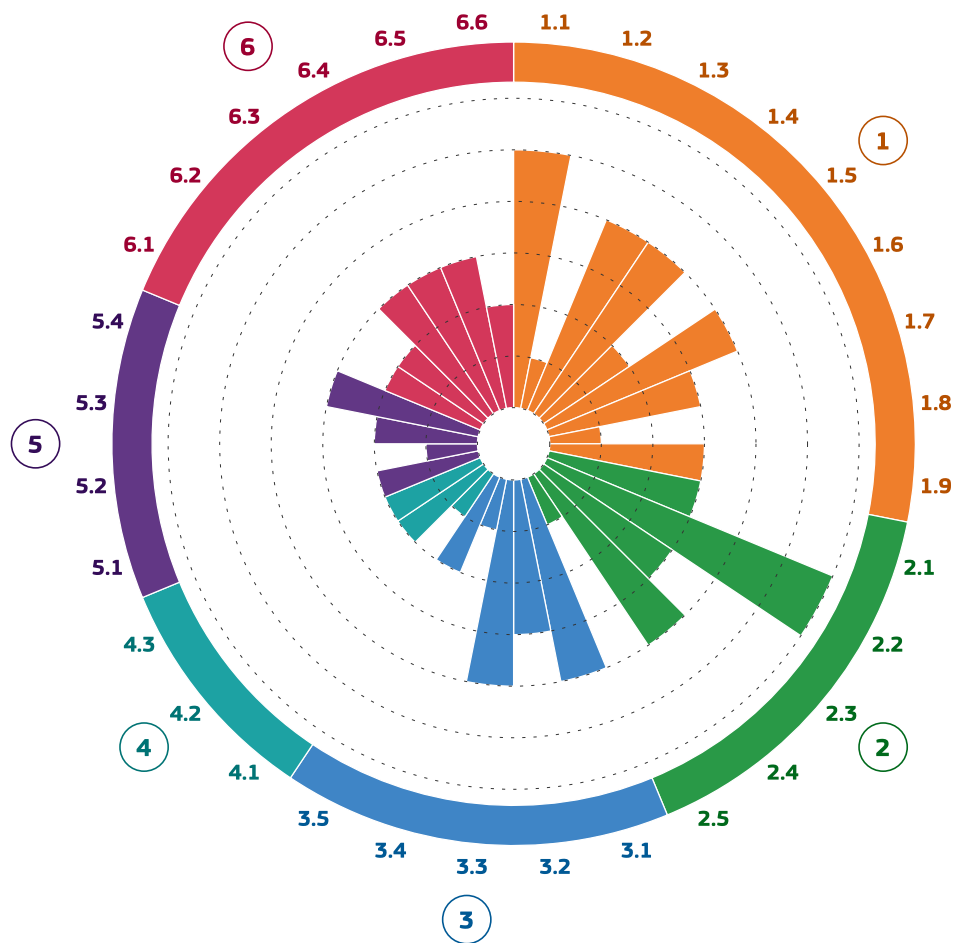
57%

Area 3 – Teaching and Learning   B1

47%

Area 4 – Assessment   A2

28%

Area 5 – Empowering Learners   A2

33%

Area 6 – Facilitating Learners' Digital Competence   B1
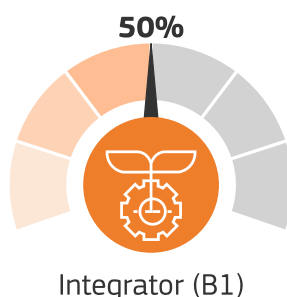
42%

SELFIEforTEACHERS Self-Reflection Report

Results by item

1. Professional Engagement
2. Digital Resources
3. Teaching and Learning
4. Assessment
5. Empowering Learners
6. Facilitating Learners' Digital Competence

Feedback per item

Area 1 – Professional Engagement

50%

Integrator (B1)

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

Your response: 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).*

5 / 6
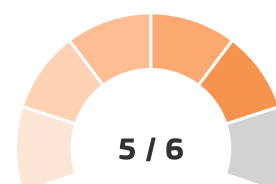
By supporting and providing advice to colleagues on the use of *digital technologies* for effective *organisational communication* you will be able to extend your own digital competence on organisational communication and contribute to the development of innovative organisational communication practices in your school. Try to engage teachers in your school in using digital tools for communication and provide them with guidance for most effective uses.

[Suggestions to level up]: **Work with colleagues on developing a common digital communication strategy for the whole school and its *wider community*.**

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

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.)*

1 / 6

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 **analyse and select** digital technologies based on their features and how they can *support* collaboration tasks I need to engage in with colleagues and/or other education stakeholder *(e.g. collaborative online activities).*

4 / 6

Being able to analyse *digital technologies* based on their *affordances* and limitations can help in the selection of the most appropriate collaborative tools to satisfy goals and needs. You may also want to work with colleagues and engage them in collaborative tasks with partners within the school and its *wider community*. Support them to select the collaborative tools that best fit the task purpose and participants' needs and preferences.

[Suggestions to level up]: **Anticipate your colleagues' collaboration skills and provide support and advice so as to reach effective, efficient, and inclusive collaborations at school level and beyond** (e.g. lead collaborative tasks for colleagues to participate in co-creation of *learning designs*, implementation of joint projects).
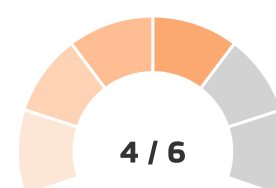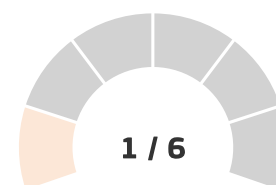
1.4 Digital technologies and school level infrastructure. Using *digital technologies* (devices, platforms and software) and infrastructure (internet access, local network) available in my school to enhance education.

Your response: I **analyse and select** digital technologies available in my school based on their features and suitability to enhance my professional practice *(e.g. online learning environments, immersive technologies).*

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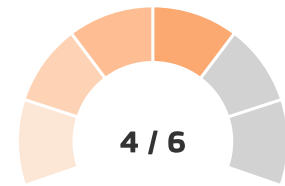
Being able to analyse and select the most appropriate digital tools based on their *affordances* and suitability, can support and enhance your professional practice. It can facilitate your ideas on how to incorporate digital technologies in your teaching practice for the benefit of your students' learning. Digital tools can also enhance the building of a community of practice in your school for sharing good practices and resources. You can share your experience and competence with your colleagues to support their own needs as well as to benefit from their ideas and pedagogical approaches.

[Suggestions to level up]: *Support* and provide advice to colleagues to use available *digital technologies* for their professional practice (e.g. give presentations, organise workshops on how to use a particular digital tool).

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

Your response: I **have tried** reflection methods on my use of digital technologies to further develop my digital competence *(e.g. online self-reflection tools, reflection diary, digital story telling).*

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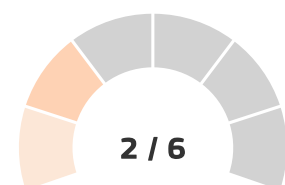
Having tried using different methods to reflect on your professional practice with the use of *digital technologies* is important to further develop your digital competence. However, in some instances you will find that it is difficult for you to improve your teaching practices using digital means yourself. This is when you should seek help and look for other ways of improving them. Start by sharing your reflections with colleagues and seeking their *feedback*. Try using different tools to reach colleagues in your school, in online professional communities or discussion groups.

[Suggestions to level up]: **Use *various* reflection practices with colleagues and receive their feedback to improve your digital professional practice** (e.g. co-teaching, video recording of lessons, peer-debriefing sessions).

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

Your response: I **analyse and assess** my digital footprint to adjust my behaviour and to help curate my own reputation online and that of my school *(e.g. tracing my digital footprint, managing privacy settings, blocking suspicious content and people, applying school guidelines on digital activities).*

4 / 6
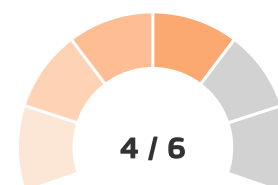
Being able to analyse and assess your *digital footprint* can help you to redefine your digital behaviour. For example you might want to avoid certain websites and vendors that use your personal data for marketing purposes that can lead to a profile that does not represent you; or you might decide to set the preferences of your personal online accounts to a narrower group of people, so as your personal information and content is not widely shared. It is important to extend this competence to your colleagues so that all of the school community can benefit from the exchange of good practice and altogether to maintain positive digital profiles for themselves and your school.

[Suggestions to level up]: *Support* and provide advice to colleagues on creating and curating ethical and responsible digital profiles (e.g. organise workshops on security procedures, initiate discussion forums on good practices for privacy settings, give presentations on data management transparency).

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).*

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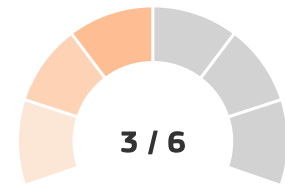
Using various options for *professional learning* provides opportunities to select the ones most beneficial, valuable and interesting for meeting your learning needs. You can consider why you use a specific format of training. What do you like about it? What did not convince you? If there is a specific 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 **am aware that** engaging in *professional learning* activities on using *digital technologies* can develop my digital competence *(e.g. webinars or workshops on the use of digital technologies in teaching and learning).*

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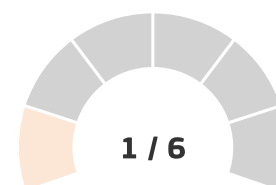
Digital technologies can *support* and enhance teaching and learning as well as innovative pedagogical approaches for students' active engagement in their learning. It is important to be aware that there are professional learning activities and resources that can contribute to the development of your digital competence in the use of digital technologies in teaching and learning. Being aware is a first step for you to be informed about opportunities that digital technologies can bring to teaching and learning. Start talking with colleagues to find out what kind of learning opportunities are available for the use of digital technologies in education and how to get involved.

[Suggestions to level up]: **Start trying professional learning opportunities on the use of digital technologies in education to support your professional practice** (e.g. micro-teachings, hands-on workshops, online courses).

1.9   *Computational thinking*. Engaging with computational thinking concepts and processes as part of teacher digital competence.
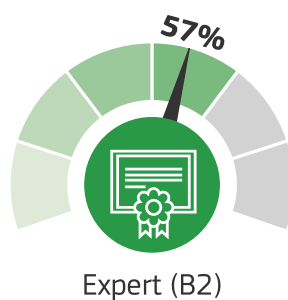
Your response: I **use** *various* digital tools to explore solutions to a problem following computational thinking processes *(e.g. visual programming tools, authoring tools and editors).*

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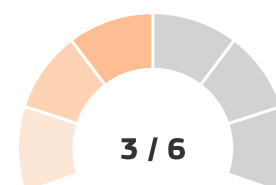
When using various digital tools to explore solutions to a problem, such as a simple authoring tool or programming language, facilitates at the same time an understanding of the tools and languages and how digital systems work. Start analysing what underpins the response to a click of your mouse or the specific results of a web search.

[Suggestions to level up]: **Analyse technological responses based on used *algorithms*** (e.g. rank of search results, advertisements, robots' responses).

Area 2 – Digital Resources

57%

Expert (B2)

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 / 6
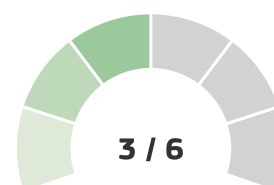
Using various online tools and portals allows you to access a variety of diverse educational resources, thus being able to choose the best for any given purpose. Once you have a good inventory of resources, concentrate on comparing options to find a resource that does not only fit but is in line with 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 **initiate and contribute** to the co-creation of digital educational resources with people and organisations beyond my school *(e.g. researchers, educational content publishers, educational technology companies).*

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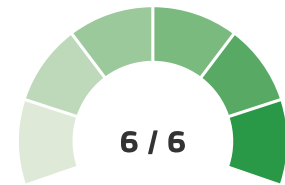
Engaging with educational stakeholders to create *digital resources*, collaborating with educational technology companies, educational organisations or educational content publishers, is an excellent way of deepening the learning culture of the school. Keep up with methodological and technological developments in content creation and encourage others also to do so.

[Suggestions for future actions]: **Regularly innovate your practices to effectively create valuable and relevant educational resources, keeping up with methodological and technological developments in content creation and encourage others also to do so.** Keep updated with latest technological developments and follow the education industry and research community on their achievements.

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

Your response: I **use** *various* digital tools based on their features to modify and repurpose digital resources to meet educational needs *(e.g. customise content of an online lesson, exploit features of a virtual environment, use eBook editors).*

3 / 6
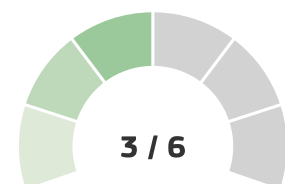
Using various technologies systematically to modify and repurpose digital resources allows you to build from a base of high-quality digital resource and customise resources to increase their relevance, tailor to individual learning levels, and offer greater choice for students. Knowing when you can use a work without obtaining permission or paying a licence fee, or whether a relevant licensing scheme applies is essential. This include contents under *Creative Common Licences*, contents free of *copyright*, editable resources and the implications for their re-use.

[Suggestions to level up]: **Work to select *digital resources* to modify and adapt so as to meet teaching and learning aims by considering their copyright and distribution licences.** Consider any modifications you may need to make to the content to ensure it is appropriate for the learning outcomes you defined, assessment approaches as well as your teaching style. For example, you may wish to add, delete, re-order or re-mix the existing content.

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 **define** and **apply** protection and security measures for the storage, management and access of digital content *(e.g. applying strong passwords to sensitive content, assigning access limitation rights, use encryption protocols, have regular backups, select storage and online services based on their data policy, terms of use, safety and security)*.

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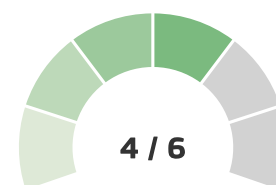
Defining and applying protection and security measures is an important aspect to store, manage and access digital content, protecting your devices with robust passwords, assigning access limitation rights according to targeted users, having regular backups, selecting storage and online services based on their data policy, terms of use, safety and security.You can start developing procedures to access and use your storage space to contribute and enhance your practice.

[Suggestions to level up]: **Design and develop a strategy to ensure easy, equitable and secure management of and access to digital content for your students and colleagues.** This includes, for example, categorizing digital content, planning what, where and how to deliver them, presenting data in a way that makes it easy for your students and colleagues to access 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)*.

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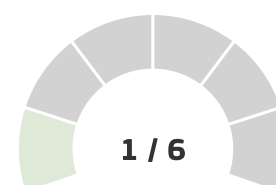
Being aware that copyright rules apply to digital contents used for educational purposes is an important initial step towards understanding the possibility of using copyright materials as part of your teaching and learning experience. You can for example, always cite the author's name and link to the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

47%

Integrator (B1)
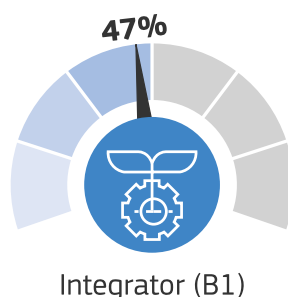
3.1   Teaching. Designing, developing and *support* learning with the use of *digital technologies* to enhance learning outcomes.

Your response: I **select** and use digital technologies in my *learning designs*, so as to meet teaching and learning aims *(e.g. simulations, digital games, online interactive tools, collaborative environments).*

4 / 6
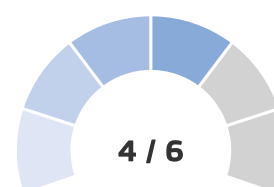
Developing learning designs which reflect the methodical selection and employment of digital technologies, based on their *affordances*, so as to meet teaching and learning aims, is an important aspect of building a digital pedagogy. Reflect on how your teaching practices and your students' learning activities can be enhanced by including simulations, digital games, online interactive tools, and activity in collaborative environments.

[Suggestions to level up]: **Readjust your teaching and learning design in order to foster students' involvement in reflecting and adjusting the use of *digital technologies* to enhance your teaching practices and their learning approaches**. Consider building technology into activities involving students as coaches, the use of *emerging technologies*, modelling and advice, lesson-study.

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

3 / 6
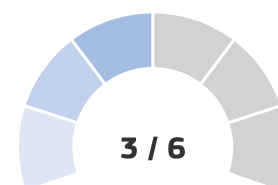
Using various technologies systematically to provide opportunities for *feedback* and guidance allows you to teach more strategically by choosing and combining various *digital technologies* to provide students with feedback and opportunities for reflection on their learning, in real-time and /or asynchronously. This can include in-class polls/ voting, chat apps, discussion forums, or video responses. You can now also start exploring digital tools that engage students in a reflection and assessment process.

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

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

Your response: I **select** and use digital technologies in my *learning designs* based on their features, to enhance and support my students' collaborative learning, in faceto-face and/or online settings *(e.g. co-design, co-creation, peer assessment and group reflection, project building, sharing).*

4 / 6
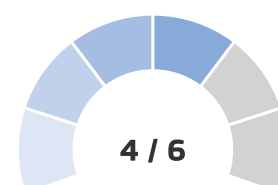
Consider what particular technologies make possible in terms of teaching and learning before building them into teaching and learning activity. Let the pedagogy lead rather than the technology.

[Suggestions to level up]: **Engage with the possibilities of allowing your students to reflect on and adjust their use of *digital technologies* for personal and/or collaborative learning**. Consider allowing them to take more of a lead in editing and developing content, co-creating project artefact, structuring and participating in collaborative projects, taking part in virtual exchanges, using digital tools for task and time management, communication and sharing with team activities.

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).*

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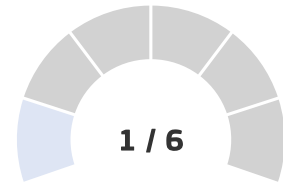
Being aware that *digital technologies* can be used to enhance students' *self-regulated learning* processes and so fostering active and *autonomous learning* will help you think about learning activities that support this type of learning. This can help strengthen their capacity and willingness to keep 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 **have tried** emerging technologies to see their relevance for my teaching and my students *(e.g. virtual and augmented reality, robots, AI).*

2 / 6
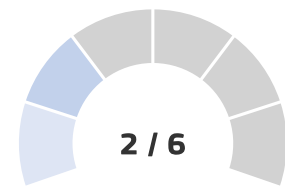
Exploring the possibilities offered for teaching and learning by *emerging technologies* can be a good way to identify which can provide students with novel learning experiences and new kinds of learning to foster the development of digital and transversal skills, as well as a strong sense of the ethical aspects of accessing and using such technologies.

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

Explorer (A2)
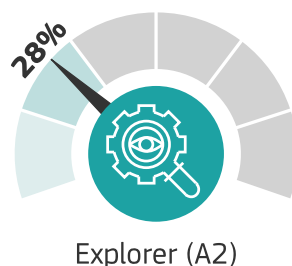
4.1 **Assessment strategies. Using *digital technologies* to support formative and summative assessment of learning.**

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


1 / 6
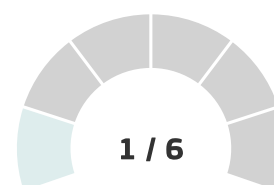
Being aware that *digital technologies* can be used to support formative and summative assessment is the first step in rethinking how to better understand what your students have learned and what they have not yet understood well, and how digital technologies can help in this.

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

2 / 6
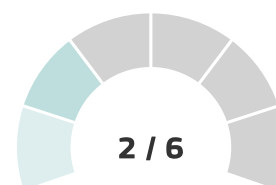
Exploring the possibilities offered for assessment by *digital technologies* is a good way to approach gathering *evidence* of your students learning and identifying any difficulties they may be having.

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

4.3   *Feedback* and planning. Using digital technologies to provide feedback to learners, facilitating planning of further action.
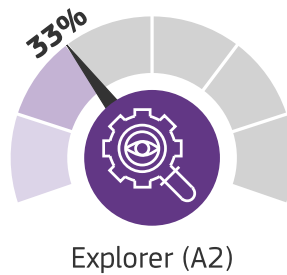
Your response: I **have tried** using digital technologies that support the integration of feedback and reflection on students' learning *(e.g. blogs, wikis, video-based feedback, digital annotation on assignments).*

2 / 6
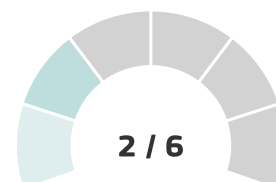
Exploring the possibilities offered for teaching and learning by taking advantage of *digital technologies* to support the integration of *feedback* and students' reflection into their practice. Work to adapt your choice of technology to your students' feedback requirements.

[Suggestions to level up]: **Work to select and employ assessment technologies in your *learning designs* to provide timely feedback for learners, including the use of automated feedback.** Ways of doing this include using multiple choice questions in computer-mediated learning environments, and other automated scoring and feedback technologies.

Area 5 – Empowering learners

33%

Explorer (A2)

5.1   Accessibility and inclusion. Ensuring access to *digital resources* and learning activities for all students, taking into consideration any contextual, physical or cognitive constraints to their use.

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

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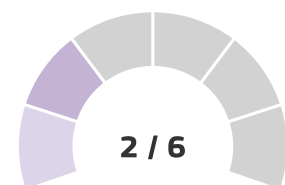
All kinds of resources, both digital and analogue, should always be adapted to students' context and needs. With reference to digital resources, you should always bear in mind that even highly digital competent students sometimes struggle with technical or operational issues. Actually, the more complex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

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

5.2   *Differentiation* and *personalisation*. Using *digital technologies* to address diverse learning needs and capabilities, by allowing learners to advance at different levels and speeds, and follow individual learning pathways and objectives.

Your response: I **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).*

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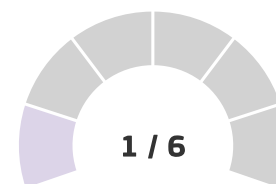
Although all students are required to do the same activities, you should consider who needs additional support and who needs to be more challenged. Treating them equally does not mean offering them the same treatment, but offering them the treatment they need to reach the required learning objective 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 **have tried** using digital technologies to engage students in active learning *(e.g. use of blogs and wikis, e-portfolios, virtual and augmented reality).*

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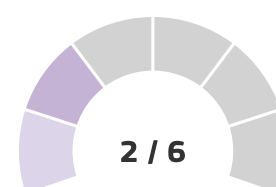
You have tried some *digital technologies* that allow you to enrich your current practices towards the active engagement of your students in their learning process. You may also consider a flipped classroom approach, where students review learning material online, and then come to the classroom ready to discuss what they have learned.

[Suggestions to level up]: **Start using digital solutions to enhance your strategies.** You could ask your colleagues which tools and techniques they use and in which context and start experimenting. In this way you'll be able to create your own variety of teaching strategies and digital means and combine them to reach a desired outcome.

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 **use** *various* digital tools and platforms to support *distance and blended learning* approaches, enhancing students' learning processes and outcomes *(e.g. video lessons, social media applications, learning resources).*

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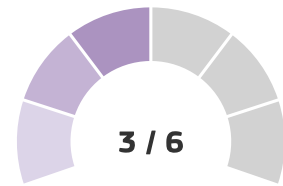
Having used various tools and technologies for teaching and learning, you now know that *blended learning* can take many forms to meet students' learning needs. Should you wish to explore further, you may join an online community to get inspired, exchange ideas, share lesson plans and materials with colleagues.

[Suggestions to level up]: **Start analysing the characteristics of the available technologies and adapt them to different situations.** You can start applying one at a time, keep notes with your experiences and share them with colleagues in a digital diary.

Area 6 – Facilitating learners' digital competence

42%

Integrator (B1)
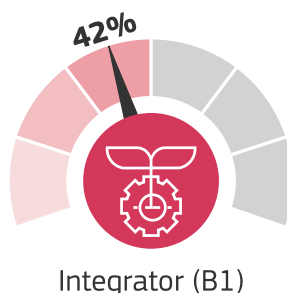
6.1   Information and *data literacy*. Incorporating learning activities, which require learners to use *digital technologies* to search, evaluate and manage information and data in *digital environments*

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

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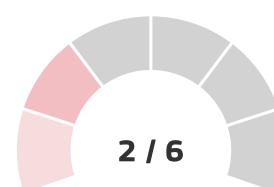
When exploring learning activities that encourage students to search, evaluate and manage information and data in *digital environments*, start including reflection on the reliability of information retrieved online in an assignment task, for example in a revision activity.

[Suggestions to level up]: **Implement learning activities requiring students to compare the accuracy of sources.** You can, for example, present your students with a website or audio-visual content taken from the internet on a topic they have just studied and ask them to identify inaccuracies,missing information or bias by cross-checking it with other sources.

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

Your response: I **have tried** learning activities that encourage students to communicate and collaborate with teachers and each other using digital technologies *(e.g. using online meetings, discussion forums).*
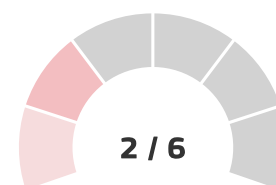
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Exploring learning activities that encourage students to communicate and collaborate with you and each other is essential for developing effective practices for communication and collaboration. The next step is to encourage students to communicate 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 **implement** *various* learning activities that require my students to express and convey their ideas *creatively*, by using appropriate digital tools *(e.g. visualisations, simulations, digital stories).*

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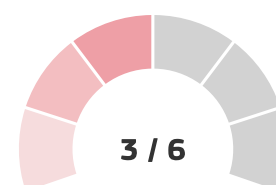
Implementing various learning activities that require students to express and convey their ideas creatively using digital tools, may enhance their competence to communicate the subject knowledge, to connect their findings or weigh arguments, and to comprehensively demonstrate their understanding.

[Suggestions to level up]: **Develop *learning designs* which engage students in creative design processes, while respecting *copyright* rules and licences.** This may include implementing activities which enable students to use different digital means – visual, audio, video, text-based … – and combine them effectively. At the same time, guide students to understand copyright rules, attribute licenses and how to give credits.

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 **implement** *various* learning activities to prompt students to act in responsible and ethical ways when creating and consuming digital information *(e.g. adjusting the settings of their social media, protecting personal data and privacy, setting strong passwords, block and report individuals who make them feel uncomfortable).*

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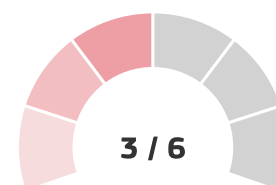
Now that you implement various learning activities that require your students to explore ways to protect themselves from risks and threats to their physical, psychological and social well-being, engage them in developing strategies to prevent and respond to digital behaviour that negatively affects them or their peers.

[Suggestions to level up]: **Engage students in developing strategies to prevent and respond to digital behaviour that negatively affects them or their peers.** This may include discussing with them how they can balance online and offline activities or discuss a concrete situation in which they are prompted to recognise and respond to negative behaviour such as racism, cyberbullying, etc.

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

Your response: I **implement** *various* digital learning activities that require students to act in a responsible and ethical way both as consumers and creators of digital information and content *(e.g. critically assessing online information, reacting to misinformation, behaving positively online, complying with data protection and copyright rules, respecting diversity and multiple opinions).*
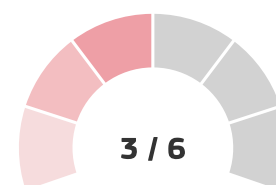
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Implementing various learning activities that require students to act in a responsible and ethical way, will contribute for their growth both as consumers and creators of digital information and content. The next step for you will be to empower students with strategies to use digital technologies responsibly and ethically.

[Suggestions to level up]: **Engage students in developing strategies to use digital technologies responsibly and ethically, while safeguarding their digital reputation.** This could include letting students trace their *digital footprint* and managing their *digital identity*. You can let them be aware of the terms of use of different media and applications or discuss with them which personal data they make available through the programmes and apps they use, and to whom, so they can reflect upon and safeguard their *digital reputation*.

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

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

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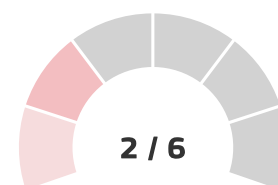
Exploring learning activities that encourage students to use digital technologies for understanding and solving problems may boost their interest in the subject/topic – and in many cases also their understanding of it. Anticipate potential challenges and even actively trigger challenging learning situations. Watch out for situations where students voice that there is something impossible to be known or asserted, or something too difficult to achieve – something desirable that they believe goes beyond their capacities or possibilities. Convert it into a challenge to be overcome – collectively by all students, or by a small group of students, or by individual students. Ask them to identify how this desirable goal could be obtained and design a plan to reach it, thinking about how technology can assist in the process. You will see that there are many opportunities for integrating digital problem-solving into your teaching than you thought.

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

Proficiency levels explained

Newcomer (A1)

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)

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)

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)

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)

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)

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.