European Commission

SELFIEforTEACHERS

Teacher's name: Gülfer Fazilet Uysal

Education sector: School Education (Primary and Secondary)

Group: not applicable

Self-reflection started: 28/06/2024

Self-reflection completed: 28/06/2024

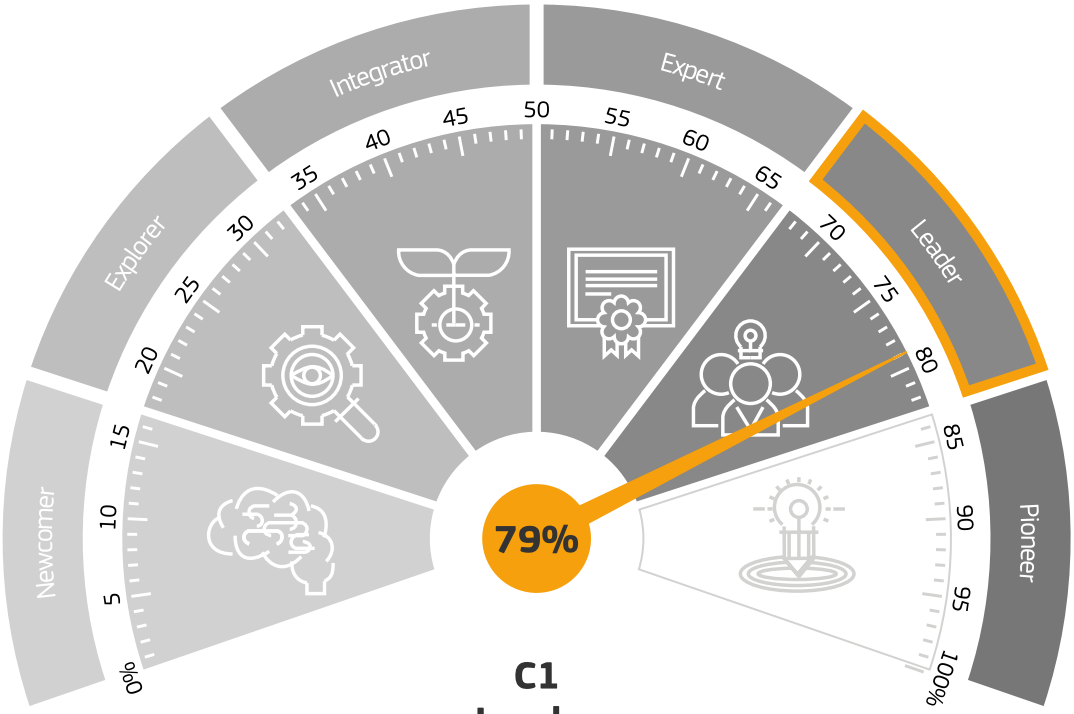
Thank you for using SELFIEforTEACHERS!

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

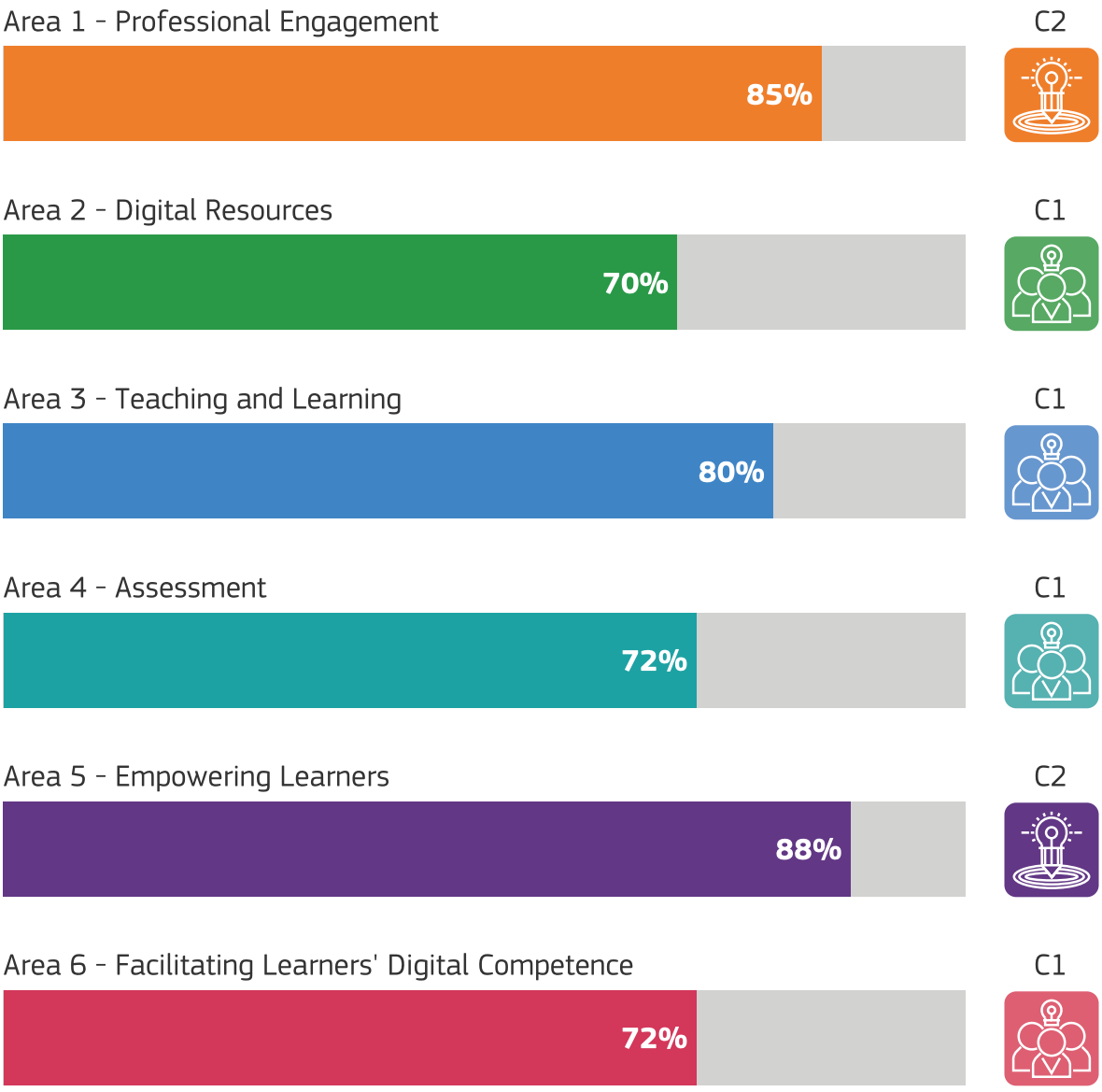


C1
Leader
Your current competence level

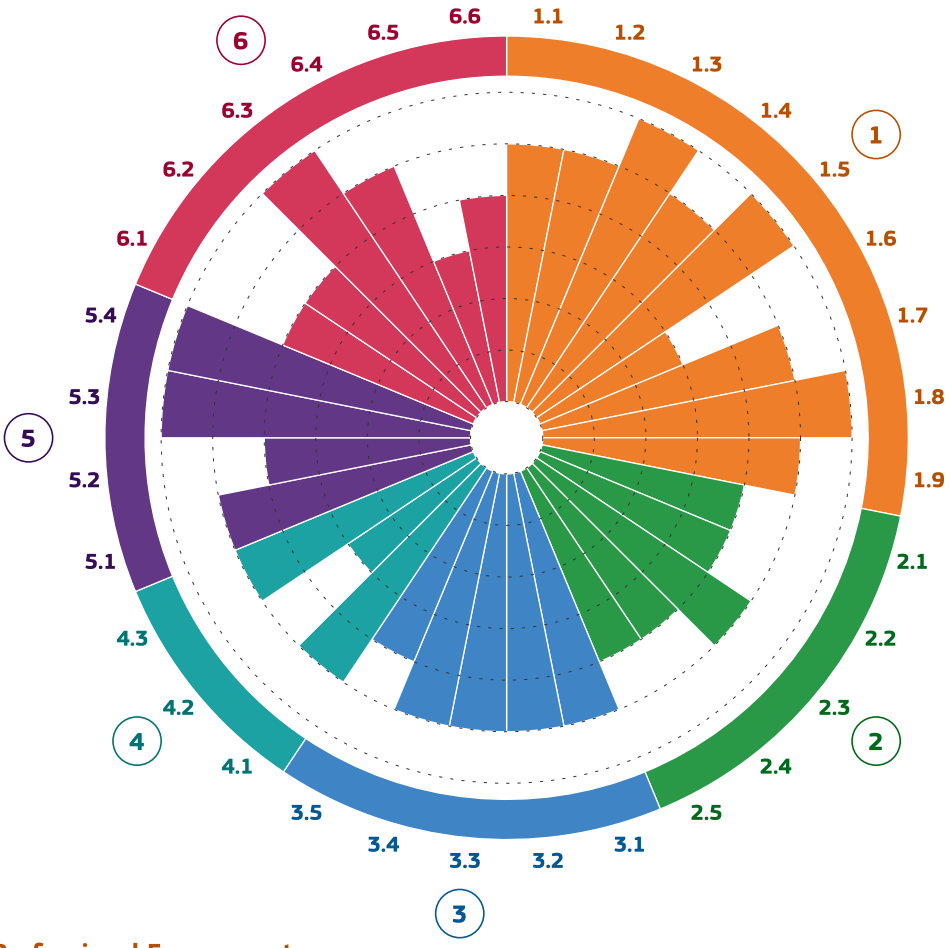
C1
Leader
The competence level you indicated before you took the self-reflection

C1
Leader
The competence level you indicated after you took the self-reflection

Results by area



Results by item



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

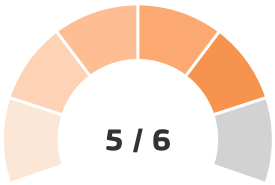
Feedback per item

Area 1 – Professional Engagement

Pioneer (C2)

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).*

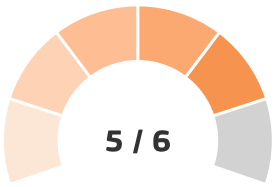


By supporting and providing advice to colleagues on the use of *digital technologies* for effective *organisational communication* you will be able to extend your own digital competence on organisational communication and contribute to the development of innovative organisational communication practices 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 **support and provide advice** to colleagues on ethical considerations and data management practices when using an online learning environment *(e.g. use of passwords, encryptions, security procedures, data management transparency).*

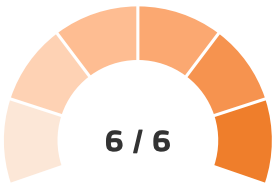


By supporting other colleagues towards the implementation of a data management policy and a code of ethical conduct when managing online learning environments, extends your own competence while at the same time facilitates the engagement of the school community into a culture that promotes respect for personal data as well as safety and security issues. It will also lead to awareness on possible misuse of data by third parties, especially when data management policies are not transparent. You can *support* your school to gather good practices on data management on a more practical level for everyday practice as well as to initiate an effort to develop a school level data policy and code of ethical conduct when using online learning environments. Moreover, to consider accessibility issues to online learning that students might face.

[Suggestions to level up]: **Propose and advocate for school level data policy and code of ethical conduct in *online learning environments*** (e.g. personal data management, accessibility for all, security, privacy).

1.3 Professional collaboration. Using *digital technologies* to engage in collaboration and interactions with colleagues and/or other education *stakeholders*.

Your response: I **initiate and promote** collaborative activities between my school and its *wider community* using digital technologies *(e.g. networks, communities and synergies, partnerships with local and wider community).*

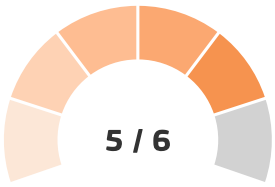


Initiating and promoting collaborative practices with the use of *digital technologies* for your school and its wider community, allows you to use your digital competence in this area to *support* innovative solutions for a collaborative and *collective learning* culture within your school. Keep adjusting your professional collaboration practices and strategy to meet different collaboration needs. To seize the full potential of your digital competence in this area you should focus on continuously adapting your strategies and exploring new options. As new technological solutions keep emerging, you will always find ways to even better address and accommodate your own and your colleagues' collaboration needs.

[Suggestions for future actions]: **Keep anticipating your colleagues' and school's collaboration needs and strategically employ innovative digital solutions. Continue exploring new solutions.**

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 **support and provide advice** to colleagues on how to use digital technologies available in our school for their professional practice *(e.g. giving presentations, organising workshops, developing learning resources).*

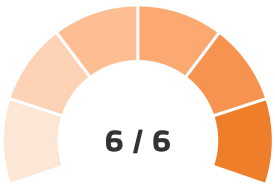


Supporting other colleagues to use *digital technologies* in their professional practice, extends your own competence while at the same time facilitates the engagement of the school community in collaborating and sharing teaching and learning practices. This can lead your school towards pedagogical innovation. You can facilitate your school as a whole to become aware of the potential for innovative teaching and learning with the use of digital technologies. You can initiate communities of practice in your school, to share ideas and pedagogical approaches using the available digital technologies in your school, as well as suggesting new ones that can *support* your professional aims.

[Suggestions to level up]: **Drive innovation and change across your school by proposing innovative digital technologies to be used in your school** (e.g. new apps, infrastructure, *emerging technologies*).

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

Your response: I **initiate and contribute** to the development of a reflective learning culture that enhances the use of digital technologies in my school and beyond *(e.g. lesson study, collaborative learning design, coaching, mentoring).*

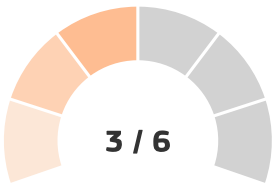


Contributing to the development of a reflective culture in your school using *digital technologies*, will allow the exploitation of your own and your organisation's digital competence in this area. As new technological solutions keep emerging, you need to be open to seize their potential for education. While it is important to continue working on your individual strengths and weaknesses and to learn from each other, it is equally important to discuss how the whole organisation can benefit from your innovative teaching practices and to contribute to the development of your school as a learning organisation.

[Suggestions for future actions]: **Keep reflecting on yours and your colleagues' teaching practices using digital technologies and strategically employ innovative pedagogies. Continue exploring new solutions.**

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

Your response: I **use** mitigating measures to maintain a positive digital profile *(e.g. understanding the provided terms of use, tracing my digital footprint, managing my privacy settings).*

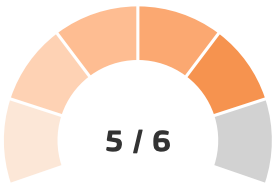


To maintain a positive digital profile, it is important that you analyse the risks and use mitigating measures to manage them. Sometimes, it is not easy to understand the policies underpinning data management as more and more artificial intelligence (AI) *algorithms* are supporting automated routines and you need to consult with other users when in doubt of a particular tool or network. It is a good practice to follow your digital footprint often and try to eliminate information that you think does not represent you. Note though that sometimes this process is not as obvious. Thus, try to reflect on your digital activity in regard to the traces that you are leaving behind and redefine your digital behaviour.

[Suggestions to level up]: **Analyse and assess your digital footprint to redefine your digital behaviour** (e.g. tracing your digital footprint, managing your privacy settings, blocking suspicious content and people).

1.7 Professional learning (through digital technologies). Using *digital technologies* for one's own professional learning.

Your response: I **support and provide advice** to colleagues on using digital technologies for their professional learning *(e.g. online learning communities, online repositories, e-portfolios).*

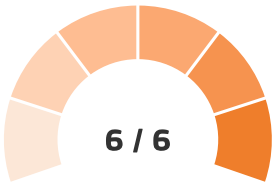


While providing *support* and advice to other colleagues on using digital technologies for their *professional learning*, you extend your own competence and at the same time facilitate the engagement of the school community into a culture of continuous professional development supported by the digital technologies. Through their own use of digital technologies for learning, teachers can transfer these skills into their teaching practice with their students. Learning through digital technologies, that is using digital technologies as a medium for learning, entails a learning outcome in addition to the content to conquer. You can facilitate your school to become aware of the potential of using digital technologies for teachers' professional learning. You can initiate a strategy in your school that can support the provision of training through digital technologies to better meet the learning needs identified.

[Suggestions to level up]: **Drive innovation and change across your school by proposing innovative digital technologies to be used for teachers' professional learning** (e.g. online learning communities, online repositories with learning resources, MOOCs, *digital badges*).

1.8 Professional learning (about digital technologies). Engaging in professional learning activities for the development of teachers' digital competence.

Your response: I **contribute** to the design of professional learning programmes which aim at developing teachers' digital competence *(e.g. project-based learning with the use of digital technologies, digitally-enhanced learning design, exchange of good practices).*

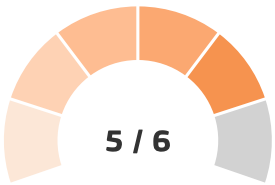


Professional learning and continuous professional development is an essential part in one's career and life. Being competent in designing a professional learning programme on the use of *digital technologies* in teaching and learning extends your own competence while at the same time contributes to the development of digitally-competent teachers that can facilitate their students' learning and digital competence. Digital technologies are constantly emerging and they can support new learning needs and pedagogical trends. It is important to follow these developments and trends to incorporate if suitable into individual and collective teaching and learning practices.

[Suggestions for future actions]: **Continue exploring new digital technologies that *support* and enhance quality teaching and learning.**

1.9 *Computational thinking*. Engaging with computational thinking concepts and processes as part of teacher digital competence.

Your response: I **lead** computational thinking activities in my school to *support* the development of colleagues' and students' digital competence *(e.g. programming classes, competitions, hackathons).*



By supporting other colleagues and students to develop *computational thinking* competence, will increase the school community capability to analyse the world around us, as well as finding digital solutions to support *various* tasks.

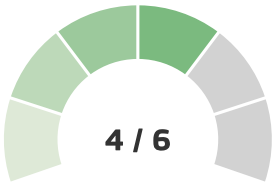
[Suggestions to level up]: **Get involved in the design and development of digital educational applications** (e.g. games, mobile apps, assessment tools, online courses, customisation of virtual environments).

Area 2 – Digital Resources

Leader (C1)

2.1 Searching and selecting. Using searching and selection criteria to identify *digital resources* for teaching and learning.

Your response: I **analyse and select** digital resources based on criteria that meet specific teaching and learning aims *(e.g. pedagogical value, relevance, reliability, validity, quality, licensing).*

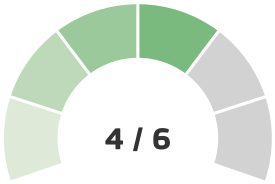


Adopting criteria which reflect quality and pedagogical values for selecting and analysing *digital resources* is an important aspect of accessing digital contents that meet specific teaching and learning aims. There is a huge amount of information and digital resources available and it is not easy to be able to find the ones that best suit your teaching needs. Start bookmarking sites and portals that meet your criteria so that you can visit them again when looking for similar resources.

[Suggestions to level up]: **Reflect on your search outcomes and readjust your selection criteria.** Consider key factors that help determine which results are returned for your query, understanding how outputs are produced and the impact of web-based tools (e.g. search *algorithms*) in influencing search outcomes.

2.2 Creating. Creating *digital resources* that *support* and enhance teaching and learning aims.

Your response: I **apply design** principles and processes to create digital resources to meet teaching and learning aims *(e.g. identifying a need, design, develop, implement, assess, adjust, share).*

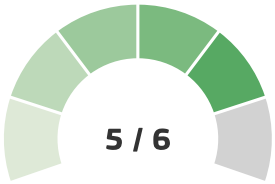


Applying design principles and processes when creating digital resources, ensuring not only to focus on teaching and learning aims, but also on your students' learning needs and preferences while adopting engaging and interactive solutions, is a characteristic of expert usage. Exchange and sharing with colleagues the digital resources you create, provide opportunities for deep learning and can help you to reflect and readjust your digital contents accordingly.

[Suggestions to level up]: **Work and share with colleagues the digital resources you create to collect their *feedback* and readjust them accordingly.** For example, you can consider incorporating or expanding learner-centred pedagogical approaches taking advance of the *affordances* of the *digital technologies* used.

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

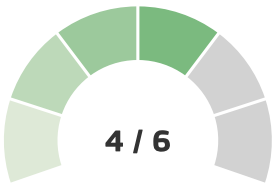
Your response: I **reflect on and redesign** existing digital resources to integrate them into interactive, learner-centred activities *(e.g. adapting digital resources and digitally-enhanced tasks into an online learning course, online assessment, online collaborative project, a wiki, a blog, a virtual learning space).*



Redesigning existing digital resources can allow you to integrate them into interactive, learner-centred activities, enriching your students' learning process. You can continue exploiting existing digital resources and digitally enhanced tasks, enriching them and incorporating them into *online learning environments* or even into an online course. At the same time, you can start involving other colleagues in creating learning resources for your school community.

[Suggestions to level up]: **Provide guidance and *support* to your colleagues and students on modifying existing *digital resources* in line with teaching and learning aims** (e.g. strategies to revise, improve and repurpose school's digital resources, *copyright licences* to be used, agreements with external stakeholders and publishers).

2.4 Managing, protecting. Organising digital content, enabling easy and secure access for students, parents and teachers, while protecting *sensitive and personal data*.



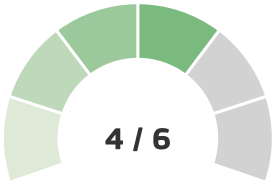
Your response: I **define** and **apply** protection and security measures for the storage, management and access of digital content *(e.g. applying strong passwords to sensitive content, assigning access limitation rights, use encryption protocols, have regular backups, select storage and online services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

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 **select** and **apply** copyright licences when sharing digital resources I create, supporting open educational resources *(e.g. Creative Common licence).*



Selecting and applying *copyright* licences when sharing digital resources that you create, make it easier for others to re-use tools, data, or other content that you create. Experiment with different formats of Creative Commons (CC) licence. This can include, for example, a 'By-Attribution, Non-Commercial' Creative Commons license that means anyone can use your digital content in any way they like, so long as they attribute it to you and don't use it for commercial purposes. Consider sharing digital resources you create or collect under licences that do not prohibit their distribution and use, while aligning them with the curriculum and teaching and learning needs. Such an effort, can facilitate easy and equal access to resources for students and colleagues, as well as a collection for resources that better meets the needs of your school.

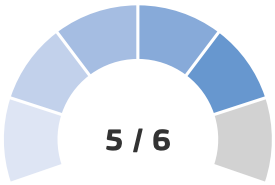
[Suggestions to level up]: **Design and develop a comprehensive strategy for sharing *digital resources, content curation* and reusability of resources to facilitate easy and equal access for students and colleagues.** The strategy can include, for example, ways to select and organise digital content by grouping the resources in helpful ways, adding value by providing annotations to help your students' understanding, giving context to the information.

Area 3 – Teaching and learning

Leader (C1)

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

Your response: Together with my students, I **reflect on and (re)design** the use of digital technologies to enhance teaching practices and innovative learning approaches *(e.g. students as coaches, use of emerging technologies, modelling and advice, lesson-study).*

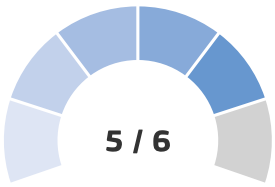


Consider how you can work with your students to readjust your teaching and *learning design* in order to foster students' involvement in enhancing your teaching practices and their learning approaches. Consider building the agreed use of technology into activities such as involving students as coaches, the use of emerging technologies, modelling and advice, lesson-study. Reflection is key to this. Your students should gain confidence in their ability to help select and adapt technology suited to the learning requirements at hand.

[Suggestions to level up]: **Share and take the lead in initiating and promoting the design and sharing of innovative teaching and learning practices with *digital technologies* in your school and its wider community.** Consider opportunities such as online workshops, supporting colleagues learning design with the use of digital technologies, micro-teaching and co-teaching, reflective discussions on the effectiveness of the use of digital technologies. Engage in technology supported networks with other schools and educational *stakeholders*, locally, nationally and internationally.

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: Together with my students, I **reflect on and (re)design** teaching and learning, based on *evidence* captured through digital technologies *(e.g. digital polls/surveys outcomes, recordings of learning activities, learning analytics).*

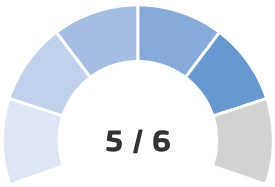


Consider how you can work with your students to gain value from reflection on, and redesign of, teaching and learning based on evidence captured through *digital technologies*. There is value in activities that allow the generation and use of digital testing reports, digital polls/surveys outcomes, recordings of learning activities, and learning analytics. Offer your students opportunities to co-design *feedback* related activity and to gain experience in how they can benefit from this whether individualised or group focused and whether teacher or peer led.

[Suggestions to level up]: **Engage in technology supported networks with other schools and educational *stakeholders*, locally, nationally and internationally that offer opportunities to initiate and promote the use of digital technologies to facilitate interaction around feedback and guidance for learning within my school and its *wider community*.** Find opportunities to use digital technologies to facilitate interaction within your school and its wider community, providing opportunities for feedback and reflection on teaching and learning. For instance, leverage the possibilities of discussion forums, chat apps, shared documents, including frequently asked Q&A on school websites.

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

Your response: Together with my students, I **reflect on and (re)design** their use of digital technologies for individual and/or collaborative learning *(e.g. edit and develop content, co-create an artefact, participate in collaborative projects, virtual exchanges, use of digital tools for task and time management, communication and sharing).*

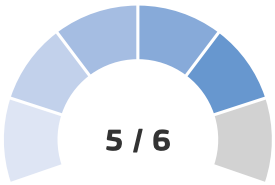


Allow and encourage your students to reflect on and adjust their use of *digital technologies* for personal and/or collaborative learning. Encourage them to take more of a lead in editing and developing content, co-creating project artefacts, structuring and participating in collaborative projects, taking part in virtual exchanges, using digital tools for task and time management, communication and sharing with team activities. This will help build strong digital confidence and capability across a range of learning activities. Incorporate as much as possible actions to make sure the same learning opportunities are available to all. If some of your students are disadvantaged, take action to allow them to include them (e.g. by making available equipment or assistive technologies).

[Suggestions to level up]: **Seek out ways to initiate and promote the use of digital technologies within your school and its *wider community*, providing opportunities for collaboration towards individual and *collective learning* and development, beyond the classroom and the school.** Consider the opportunities that can be found in using synchronous and asynchronous online environments and tools, taking part in joint projects, organising online learning events in collaboration with students and/ or colleagues, co-designing and co-creating collaboration-centred learning material.

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: Together with my students, I **reflect on** and support them to (**re)design** their learning, through and on using digital technologies, promoting their self-regulated learning and learner autonomy *(e.g. identify their needs, set their learning goals, describe their strategy for achieving these goals, implement their learning tasks, gather evidence of their learning, reflect on it and share their learning outcomes).*

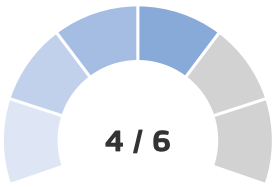


Consider how you can – together with your students – reflect on and redesign their learning in ways that encourage more active, creative and autonomous activities on their part in order to promote their self-regulated learning and learner autonomy; and how *digital technologies* can support this. Digital technology can be useful in helping them see the focus that further learning activity can take on the basis of *feedback* generated, along with encouraging ownership of the learning process.

[Suggestions to level up]: **Consider how you might initiate and promote strategies and practices within your school and its *wider community* that support colleagues and students in their use of digital technologies to enhance *self-regulated learning* processes and foster active and *autonomous learning***. Focus on and lead the opportunities, that hands-on activities in *makerspaces* (or other learning spaces incorporating digital technologies), and that innovative activity such as student-led workshops, can provide.

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

Your response: I **select and use** emerging technologies in my *learning designs* to engage my students in novel learning opportunities, while taking into account ethical implications *(e.g. immersive learning, computational thinking, addressing learner agency when interacting with AI).*



Using *various emerging technologies* to support the activities specified in your *learning designs* is a powerful way to engage students in novel learning opportunities that make good use of such technologies and provide meaningful teaching and learning experiences. By choosing technologies that offer particular learning *affordances*, the students can be provided with meaningful opportunities to explore immersive learning, *computational thinking*, and to develop understandings of the importance of learner agency when interacting with AI and other technologies using analytics or algorithms. This can include activities that advance understanding data-driven decision making, creative responses to subtle tactics to encourage innovative thinking in regards to technology as well as using technology.

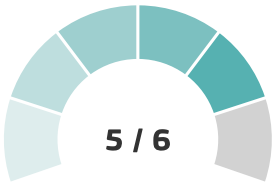
[Suggestions to level up]: **Work with your students to select and employ emerging technologies that provide opportunities for them to engage in co-design and co-creation of their learning using emerging technologies in ways that address ethical implications as well as practical applications.** This can include activities that involve using augmented reality or 3-D expeditions, programming humanoid robots, customising search *algorithms*, addressing datafication and AI agency in decision making. Offer your students opportunities to exploit emerging technologies as they explore novel learning experiences and content, taking into consideration ethical implications.

Area 4 – Assessment

Leader (C1)

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

Your response: I **reflect on and involve** my students in the design of digitally-supported assessments, selecting digital technologies that best support the assessment purpose and content *(e.g. deciding assessment criteria and modality, co-creation of rubrics, design the format of self and peer assessment, formative or summative assessment scaffolding tools).*

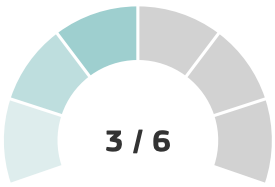


Working with students to select and employ digitally supported assessment activities is a valuable way of assisting their understanding of *feedback* and how it can be used to shape their progress and provide opportunities for deep learning.

[Suggestions to level up]: **Engage in strategies and practices within your school and its *wider community* that can aid development in how *digital technologies* are used to support the *formative* and *summative assessment* of learning**. This can include action on aspects of assessment such as self and peer assessment, promotion of transversal skills, work-based assessment, *e-portfolios* and other learner logs.

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

Your response: I **use** *various* digital technologies to collect and analyse evidence of students' individual and/or group learning outcomes and learning processes *(e.g. online polls, forms, surveys, learning analytics, spreadsheets).*

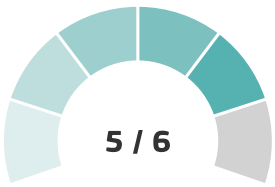


Developing approaches to assessment that centre on collecting and analysing evidence of your students' individual and/or group learning outcomes and learning processes is a hallmark of good practice.

[Suggestions to level up]: **Work to select and use within your assessment activity *digital technologies* that facilitate the presentation and analysis of learning data.** Strive to develop ways that *support* reflections on your teaching practices and the identification of alternative ways of presenting materials for learning. This can include recording/ representing data visually using automatically generated graphs and *mind mapping tools* and developing digital dashboards to track student learning.

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

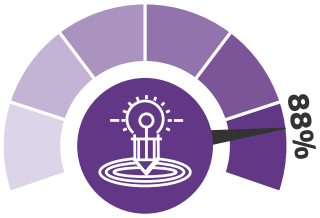
Your response: I **reflect on** and **involve** my students in using digital technologies for collection and analysis of feedback for planning further action *(e.g. shared documents, blogs, mind mapping tools, reflective learning logs, learning journals, e-portfolios).*



Working with your students to gain value from reflection on feedback and then redesigning teaching and learning opportunities is a good way to use digital technologies to position feedback as a central element in the planning of further learning action.

[Suggestions to level up]: **Engage in strategies and practices within your school that *support* colleagues and students in the use of *digital technologies* that facilitate giving, receiving and analysing *feedback*, to support planning for further action.** Consider the benefits of developing feedback practices and conventions at the whole-school level that involve technologies which promote reflection on and for learning such as *e-portfolios*, context dependent feedback – whether teacher-led or automated – and the use of personalised learning dashboards by students.

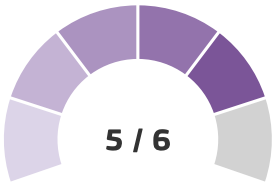
Area 5 – Empowering learners



Pioneer (C2)

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 **reflect on** and **redesign** teaching and learning with the use of digital technologies to ensure accessible and inclusive approaches that meet the needs and abilities of all my students, including those with *special learning needs (e.g. providing multimodal presentations of information, adjusting accessibility features like font size and layout, developing students' digital skills).*

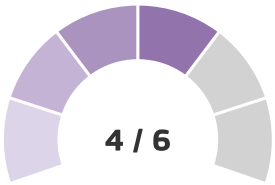


You involve members of the school community (e.g. colleagues, parents) in developing an overall digital learning approach that will leave nobody behind. At the same time, you encourage the development in your school of an environment that supports the digital transformation and allow students to benefit from a greater range of digital activities the school community may offer. You now need to watch out that all students are given the same learning opportunities. If some of them are disadvantaged, take action to allow them to benefit from the same learning opportunities (e.g. by making available equipment or assistive technologies).

[Suggestions to level up]: **Examine thoroughly what each digital means has to offer and support disadvantaged students. Contribute to develop a strategy for equal access and inclusive digital education in your school.**

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 **select and employ** digital technologies in my *learning designs* based on their features, to develop *personalised learning environments (e.g. peer teaching, dynamically tracking and managing the learning needs of all students).*

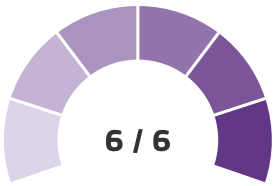


You can design and develop different learning activities that address different students' needs. You value your students' experiences and relate your teaching to their different learning styles (e. g. by illustrating concepts with examples and metaphors that are meaningful to them).You can now consider students' experiences and link them with curricular content to make learning more relevant to them. Try to facilitate students' involvement in identifying their own weaknesses and strengths, guiding them to adapt learning activities to their individual needs. The ultimate aim is to facilitate each student to reach his/her full potential.

[Suggestions to level up]: **Address students' experiences and interests and support them to design their own learning path.**

5.3 Actively engaging learners. Using *digital technologies* to foster learners' active and creative engagement in their learning.

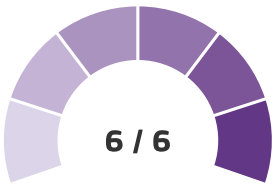
Your response: I **initiate and promote** digitally-enhanced learning spaces within my school and its *wider community*, where students are actively engaged in learning activities *(e.g. makerspace, robotics, programming, AI applications).*



It is important to encourage collaborative work through *digital technologies*. Bringing opportunities to students where they are actively involved in learning and collaboratively design learning activities can enable the development of essential skills as well as constructing new knowledge.

[Suggestions for future actions]: **Always be informed of new technological and pedagogical trends and try to involve all Stakeholders of the wider school community in the learning activities that you initiate.**

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 **contribute to** the design of a distance and blended learning strategy for my school and support its implementation to facilitate innovative and inclusive learning approaches within and beyond the school *(e.g. ensuring access to infrastructure and devices, support for parents' and students, regular information exchange, code of conduct for online behaviour and norms, personal data management and safety, communication practices).*

It is important that a school can use *digital technologies* to ensure continuation of learning for all students at all times. At the same time it is important to empower both students and colleagues to take advantage of digital technologies both on-site and remotely, adopting blended learning approaches. Let them describe and define their needs and assist them to make the optimum use of the available digital technologies and tools. Encourage them to come up with their own plans indicating the points to which they should pay particular attention.

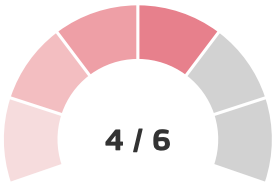
[Suggestions for future actions]: **Try to follow technological and pedagogical developments and trends related to distance learning (e.g. online learning, *blended learning*, hybrid learning, *remote* learning) and involve teachers and parents in the application of blended learning practices.**

Area 6 – Facilitating learners' digital competence

Leader (C1)

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 **design** learning to support students to critically search, evaluate and manage information and data *(e.g. analysing the choice of the information medium, the source, purpose, transparency of algorithms used to decide what kind of information and data is returned).*

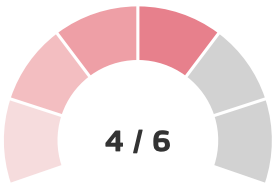


Developing *learning designs* which support students to critically search, evaluate and manage information and data through context analysis helps them understand how information and data is generated and can be distorted or manipulated. This could be reinforced by discussing with your students how to draw valid conclusions based on contradicting sources.

[Suggestions to level up]: **Engage your students in project-based initiatives requiring searching, evaluating and managing information and data critically.** This could include editing a school newsletter or newspaper, organising information and data access using taxonomies and categories.

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

Your response: I **design** learning to support students to use digital technologies for communication and collaboration respecting behavioural and communication norms *(e.g. respecting others' ideas and diversity while contributing to team work, sharing messages across multicultural networks, creating positive connections and building contacts).*

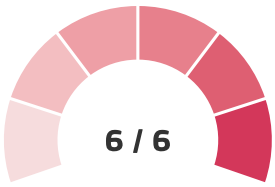


Developing *learning designs* which require different collaboration strategies or norms for communication is important for expanding students' skills. Reflect on the suitability of your teaching practices and readjust them in view of further advancing students' digital communication and collaboration.

[Suggestions to level up]: **Readjust your teaching practices in view of fostering students' digital communication and collaboration.** This could include implementing activities which require students to communicate and collaborate with external audiences. Students should realise, through their involvement in increasingly complex communication contexts, that oral and written communication follow different rules, and that communication between friends and with people they do not know requires different communication skills.

6.3 Content creation. Incorporating learning activities that require learners to express themselves by creating digital artefacts.

Your response: My students and I **initiate** and **promote** strategies across the school and its *wider community* that allow students to engage in designing, developing and publishing their digital (re)creations, while sharing them in novel ways *(e.g. co-creating mobile apps, maintaining makerspaces, promoting audio and video broadcasts).*

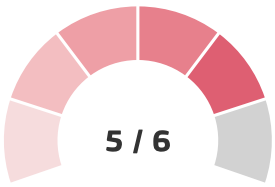


Engaging students in designing, developing and publishing their digital creations, while sharing them in creative ways is essential to empower them to become critical digital content producers. Reflect on your practices and seek to continuously innovate them.

[Suggestions for future actions]: **Innovate your practices by keeping apace with the latest developments and trends in *digital technologies* that can best support your and your students' creation needs.**

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 r**eflect on and (re)design** learning activities based on continuous developments on online risks and threats, so as to enable students to follow and adopt positive practices towards their and their peers' physical, psychological and social well-being *(e.g. how companies collect and use data about individuals, how social media affect emotional and social relationships).*

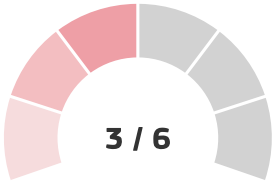


What is important now is for you to empower your students to assume a positive attitude towards *digital technologies*, being aware of risks and limits, but also being confident that they can manage these in order to reap the benefits. Encourage your students to engage in online safety and digital well-being initiatives within the school and school community.

[Suggestions to level up]: **Contribute to creating a culture of online safety and digital well-being in your school and school community.** This could include organising debates or workshops, in which the negative and positive uses of digital technologies are openly discussed and ways of avoiding risks and threats to the physical, psychological and social well-being are promoted.

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).*

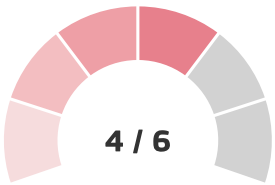


Implementing various learning activities that require students to act in a responsible and ethical way, will contribute for their growth both as consumers and creators of digital information and content. The next step for you will be to empower students with strategies to use digital technologies responsibly 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 **design learning** to allow students to look for different innovative and creative solutions to be applied in new situations and contexts *(e.g. generating/testing new ideas and solutions, simulation, modelling).*



Developing *learning designs* which engage students in seeking out different innovative and creative technological solutions to be applied in new situations and contexts may be an opportunity for students to understand and apply key components of computational thinking. Reflect and (re)design your teaching and learning strategies in a way that enables students, individually and collectively, to explore and find digitally-supported solutions. You may need to work on various projects in parallel, allowing each student or group of students to work on what they can experience as a challenge. This way you can ensure that all students are offered opportunities for developing their digital *problem solving* skills in your subject.

[Suggestions to level up]: **Enable students to understand and apply key components of *computational thinking* while exploring and finding digitally-supported solutions.** This may include enabling students to engage in representation of abstract models, *debugging*, decomposing problems in small parts.

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.