European Commission

SELFIEforTEACHERS

Teacher's name: Songül Kasar

Education sector: School Education (Primary and Secondary)

Group: not applicable

Self-reflection started: 28/06/2024

Self-reflection completed: 28/06/2024

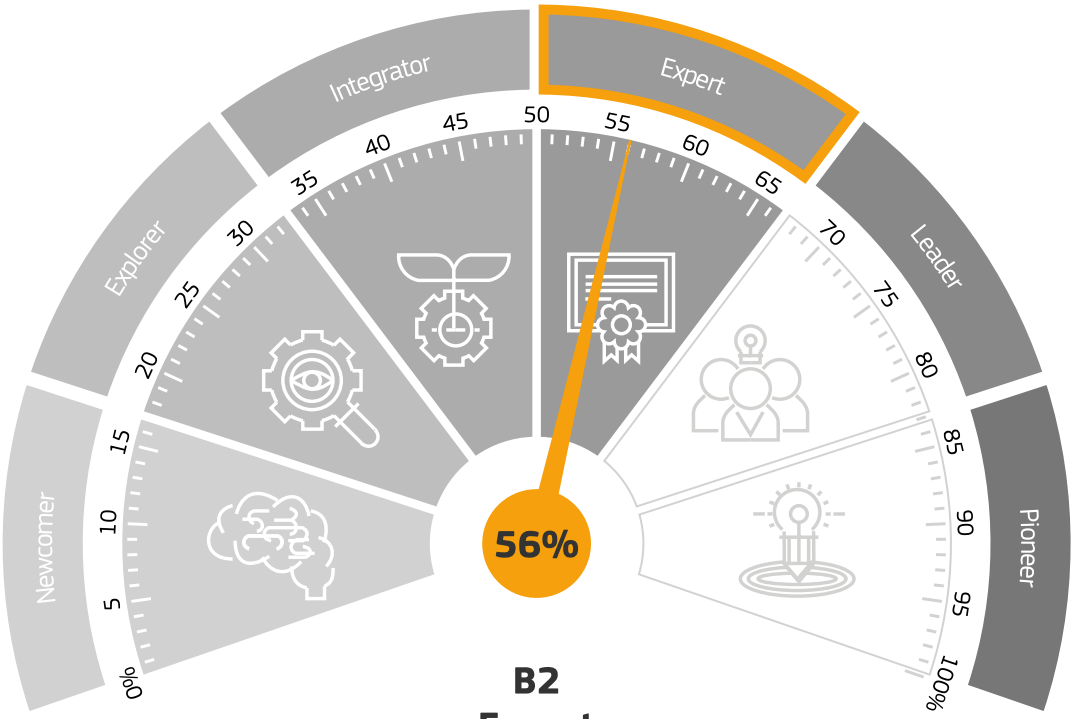
Thank you for using SELFIEforTEACHERS!

This report gives you the overall results from the group.

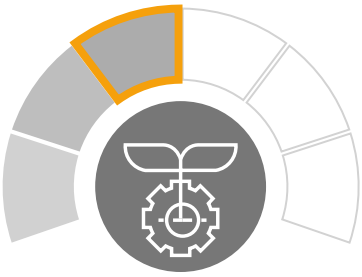
Based on this Report you can plan the next steps and learning pathways for your group.

Individual results

Overall results



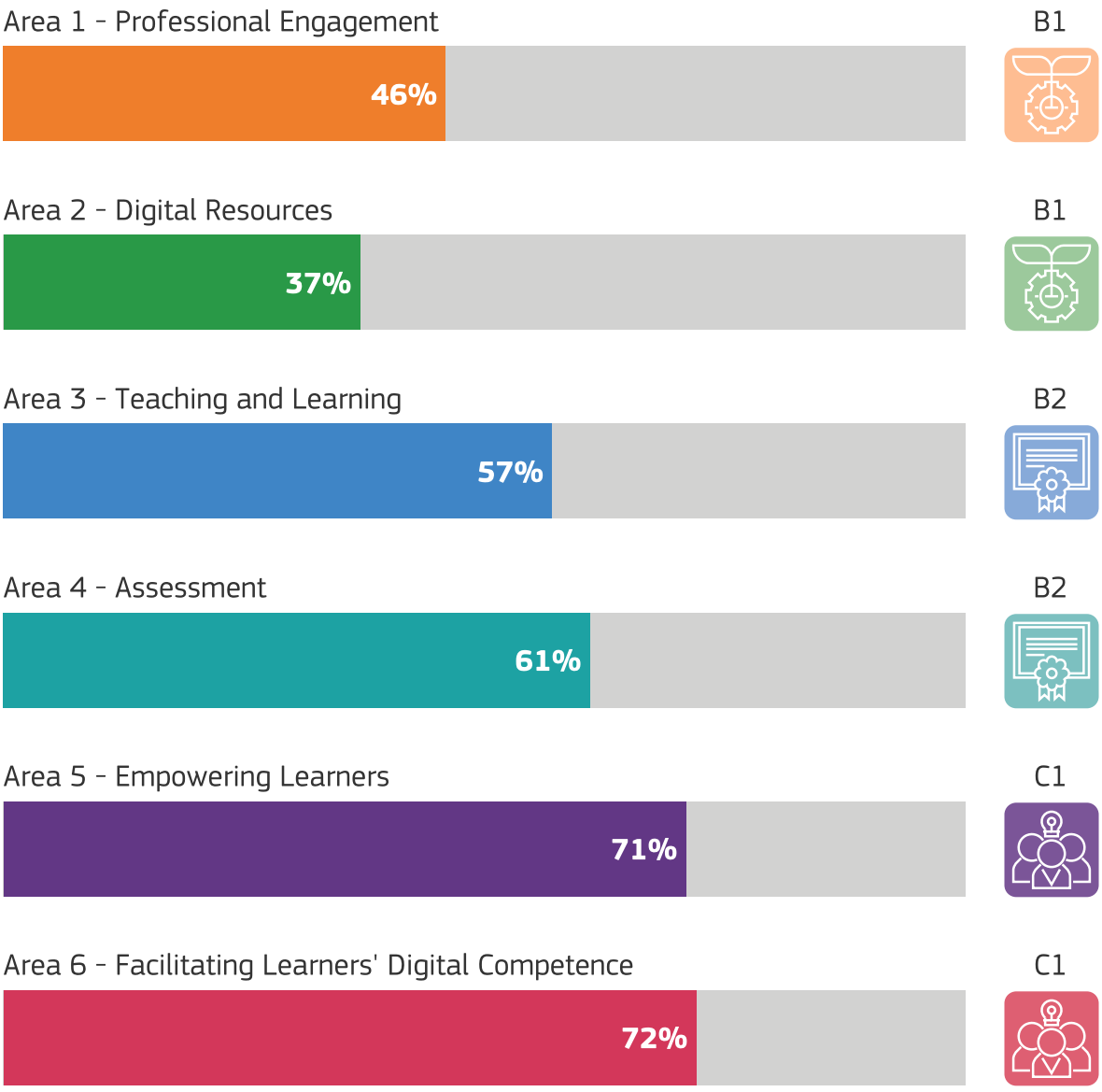
B2
Expert
Your current competence level



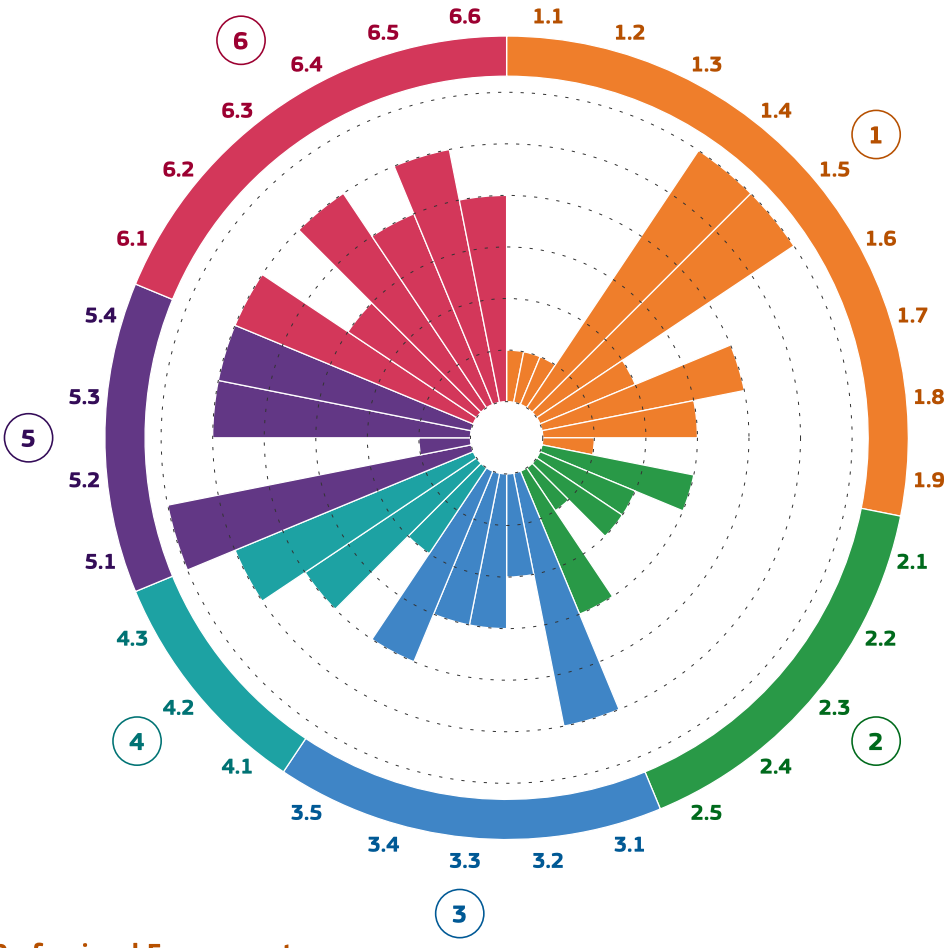
B1
Integrator
The competence level you indicated before you took the self-reflection

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

Results by area



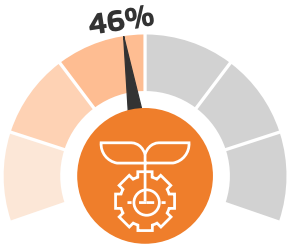
Results by item



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

Feedback per item

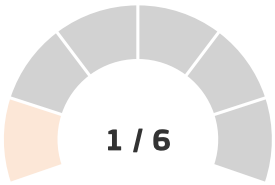
Area 1 – Professional Engagement



Integrator (B1)

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

Your response: I **am aware that** digital technologies can be used for *organisational communication (e.g. email, instant messaging, social networks, online learning platforms).*

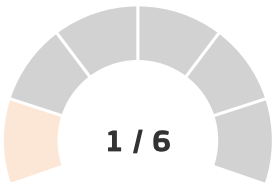


Being aware of digital communication tools and platforms is important to help you find effective ways to streamline your interaction with students, parents and colleagues. Start with exploring different communication tools for information exchange and interaction.

[Suggestions to level up]: **Start trying different tools** (e.g. email, instant messaging, social networks, online learning platforms) **to communicate with colleagues, parents or students.**

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.)*

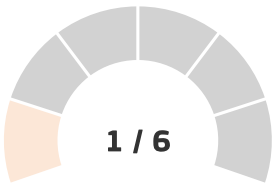


Being aware that there are *ethical considerations* in the management of data is important when starting using online learning environments. Questions such as what kind of personal data is necessary to collect, who has access to it, whether or not and to whom to share it with and so on are important 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 **am aware** that digital technologies can be used for collaboration and interactions with colleagues and/or other education stakeholders *(e.g. exchange content by email attachments).*

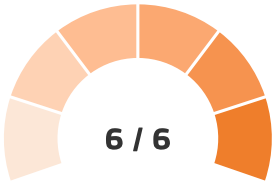


Being aware that *digital technologies* can facilitate the exchange of ideas and boost interactions with colleagues and educational *stakeholders* is a first step for you to start engaging in professional collaboration practices. Try to explore different digital technologies to share and exchange material and good practices with colleagues within and beyond your school. Join online professional groups (e.g. on social media) to get inspired by the discussions and access material other teachers all over the in your country, across Europe and around the world have created. You can share with them material you've created and get *feedback* and ideas on how to adapt them to different situations or how to make them even better. Such an exchange is often an enriching professional experience.

[Suggestions to level up]: **Start trying different digital technologies to interact and share ideas and resources with colleagues** (e.g. exchange material using online services, participate in online professional networks).

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 **propose** new digital technologies for professional practice to be used in my school *(e.g. emerging technologies, applications, infrastructure).*

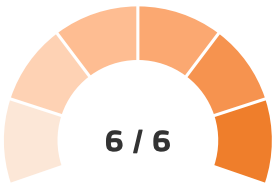


New technological solutions are constantly emerging which can support new needs and pedagogical trends. It is important to be open to new tools that can enhance your professional practice as well as searching for new technologies that can satisfy your professional goals and pedagogical approaches. While it is important to continue existing *digital technologies*, it is equally important to search for new one and discuss how the whole organisation could benefit from innovative teaching practices that these technologies can support.

[Suggestions for future actions]: **Continue exploring new digital technologies that *support* innovative pedagogies, as well as ones that provide new perspectives in teaching and learning.**

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).*

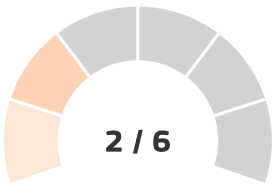


Contributing to the development of a reflective culture in your school using *digital technologies*, will allow the exploitation of your own and your organisation's digital competence in this area. As new technological solutions keep emerging, you need to be open to seize their potential for education. 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 **recognise** possible risks and threats for my reputation and that of my school relating to my digital activity *(e.g. privacy, personal data, bullying, misinformation).*

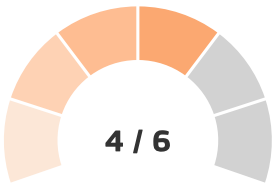


When able to recognise possible risks and threats for your reputation and your school's related to your digital activity, you can mitigate such risks by following your digital footprint and maintaining a positive digital profile. Make sure you are aware of data management policies of the *digital technologies* you are using and always manage the privacy settings to your own preferences (the default ones may not suit your case). For example, you can define in privacy settings with whom to share information, whether people can tag you or not in a photo, what kind of cookies to allow and so on.

[Suggestions to level up]: **Use mitigating measures to maintain a positive digital profile** (e. g. going through the provided terms of use, tracing your *digital footprint* often, managing your privacy settings).

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

Your response: I **analyse and select** online learning resources and activities that best suit my learning needs *(e.g. webinars, online interactive courses, online learning communities).*

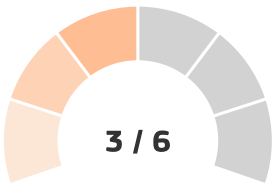


Analysing and selecting online *professional learning* opportunities can enrich your professional development. This knowledge will help you to identify quickly and effectively a suitable online training opportunity, whenever you have a concrete training need. If you keep up this consistent focus on ongoing self-led professional development, you can make sure to continuously advance your teaching skills and enhance the quality of education you provide to your students. Use this competence to *support* and provide advice to colleagues in your school and beyond.

[Suggestions to level up]: **Engage in learning communities and exchange ideas and experiences with other colleagues. Recommend digital tools and resources that you consider of value to support your and their professional learning** (e.g. online learning communities, specific MOOCs, *online repositories*).

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

Your response: I **participate** in *various* formal and informal professional learning activities about using digital technologies to develop my digital competence *(e.g. hands-on training on the pedagogical use of digital technologies, online learning approaches, digital assessment).*

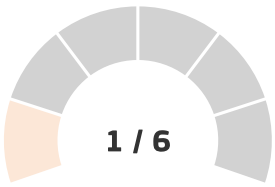


Your participation in various formal and informal *professional learning* activities about using *digital technologies* in teaching and learning allows you to consider what training format and methodology best suits your own learning needs and style. You can also decide on a topic that really interests you and widen the scope of your learning, including communities devoted to the topic and asking others for recommendations. Now, through your self-reflection on your digital competence as an educator, you can identify your needs and set your goals for your learning path. This process will allow you to analyse and select the professional learning opportunities that meet your learning goals.

[Suggestions to level up]: **Analyse your needs, set your learning goals and plan your learning path by analysing and selecting the learning activities and content that best respond to it** (e.g. follow an e-portfolio approach during which you record your learning process, reflections and learning outcomes).

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

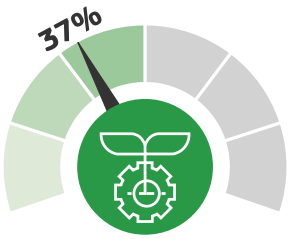
Your response: I **am aware of** computational thinking concepts and processes and how these relate to digital competence *(e.g. analysing a problem to find a solution, recognising aspects of computational thinking around us).*



Being aware of what computational thinking is and its related aspects can facilitate a better understanding of technological developments around you. Going through computational thinking processes will enable you to decompose a problem in order to understand it better.

[Suggestions to level up]: **Start trying *computational thinking* practices** (e.g. abstraction and decomposition of a problem, solution through a definition of steps).

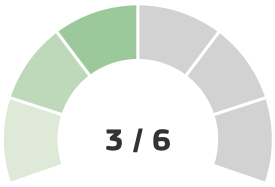
Area 2 – Digital Resources



Integrator (B1)

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).*

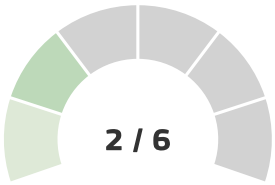


Using various online tools and portals allows you to access a variety of diverse educational resources, thus being able to choose the best for any given purpose. Once you have a good inventory of resources, concentrate on comparing options to find a resource that does not only fit but is in line with 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 **have tried** using digital tools to create resources *(e.g. text editors, audio and visual editing tools, multimedia authoring tools).*

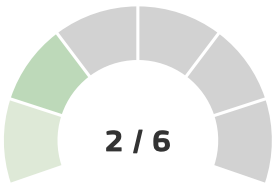


Exploring the use of digital technologies to create educational resources is essential for developing effective practices. Ask your colleagues for apps or programmes that they use to identify the best one for you. You can start now to understand your students' needs and then use digital tools to create educational resources that allow to address them appropriately.

[Suggestions to level up]: **Use *various digital technologies*, based on their affordance, so as to create digital educational resources that meet learners' need.** This includes using interactive and engaging formats such as multimedia presentations, games and online activities that can be realised within the constraints of your educational setting.

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

Your response: I **have tried** ways to modify existing digital resources, while respecting their copyright and *licence* attributes *(e.g. editing a presentation, modifying an image, changing format of a video, editing quizzes, adapting general settings).*

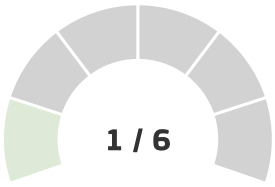


Exploring ways to modify existing digital resources provides you with a lot of possibilities to augment the contents, combine them with other materials, and generally adapt them. The flexibility of digital resources allows you to think about your curriculum in new ways as well as address specific student needs through effective planning.

[Suggestion to level up]: **Find opportunities to use a variety of *digital technologies* based on their *affordances* to modify and repurpose *digital resources* so as to meet teaching and learning aims.** For example, you can customise content for an online lesson, use e-book editors to change pictures/readings mirroring students' context and experience.

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 **am aware** that *digital technologies* can help me store, organise, and provide secure access to digital content *(e.g. local and online storage spaces, password protection, classification of content).*

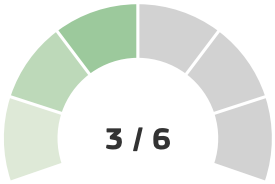


Being aware that technologies can be used to facilitate the organisation of, storage and secure access to digital contents is an important initial step towards defining practices to organize and protect your digital data and contents. You can now start to think about using local and online storage spaces to organise your teaching and learning materials, classifying your content and making sure to use passwords to protect your personal and professional data.

[Suggestions to level up]: **Start trying ways to store, manage and access digital content on and from local and/or online storage spaces**. Choosing the right way to store your digital education content can help you work more flexibly and quickly, also simplifying version control and collaboration with others.

2.5 Sharing. Sharing digital content with respect to *intellectual property and copyright rules*.

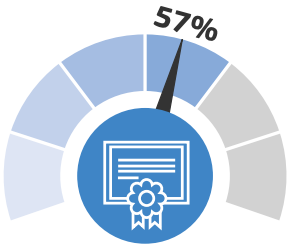
Your response: I **share** digital resources attributing the original creators and choosing the most appropriate channels for private, limited or public use *(e.g. using email attachment for private and limited use, through a link, in an online repository, a social network, managing tags /metadata).*



Sharing digital resources choosing the most appropriate channels for private, limited or public use, by understanding main issues to consider when using copyrighted material for your teaching and learning activities or when fair use for educational purposes apply, is a characteristic of expert usage. You can make it easier for others to re-use tools, data, or other content that you create by assigning different formats of Creative Commons (CC) license. This can include, for example, a 'By-Attribution, Non-Commercial' Creative Commons license.

[Suggestions to level up]**: Select and apply *copyright licences* when sharing *digital resources* that you create, supporting open educational resources.** 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. Other types of *Creative Common licences* allow for commercial use or do not require re-user to attribute the creator.

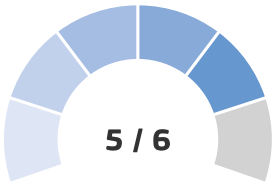
Area 3 – Teaching and learning



Expert (B2)

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).*

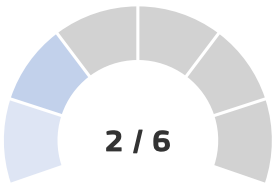


Consider how you can work with your students to readjust your teaching and *learning design* in order to foster students' involvement in enhancing your teaching practices and their learning approaches. Consider building the agreed use of technology into activities such as involving students as coaches, 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: I **have tried** using digital technologies to provide feedback and *support* to students *(e.g. , online tutorials, chat, automated/immediate feedback, links to online Q&A).*

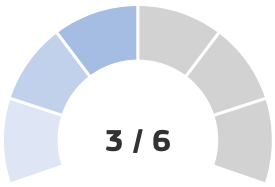


Exploring *digital technologies* to provide guidance and support to students will help you find ways that work for you and your students, so that they become aware of the value of you reviewing their work and provide help when needed. This can include the use of technologies that offer automated or immediate *feedback* to their work, links to online Q&A, online tutorials, chat. Try to be flexible and adapt your choice of feedback and guidance channels channel to your students' requirements.

[Suggestions to level up]: **Work to provide students with feedback and opportunities for reflection on their learning, in real-time and/or *asynchronously*.** A non-intrusive presence will allow you to learn about your students and their individual challenges and problems and to tailor guidance and feedback accordingly.

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

Your response: I **use** *various* digital technologies to support and enhance students' collaborative learning, in face-to- face and/ or online settings *(e.g. shared documents, forums, wikis, blogs, co-authoring).*

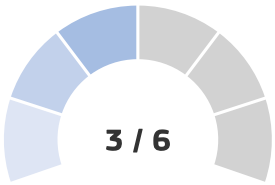


There are considerable possibilities for using various *digital technologies* to support and enhance your students' collaborative learning in face to face and/ or online settings. For instance, co-authoring on a team-based task where individuals take on complementary roles and responsibilities can offer both challenges and learning opportunities beyond the technical. By considering the obstacles and challenges students will face in the activity, meaningful collaboration can be structured.

[Suggestions to level up]: **Investigate the possibilities offered by *learning designs* that incorporate digital technology**. By selecting digital technologies designs based on their *affordances* and using these to enhance and support your students' collaborative learning, in face to face and/or online settings, you will find value for both your teaching and their learning. Valuable ways to enhance and support your students' collaborative learning, in face to face and/ or online settings, include: tasks that call for co-design and/or co-creation, having them do peer assessment and group reflection, project building, sharing of learning outcomes to tasks.

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 **use** *various* digital technologies to support students plan and regulate their own learning *(e.g. online learning environments, online resources repositories, collaborative tools and spaces, learning journals, e-portfolios).*

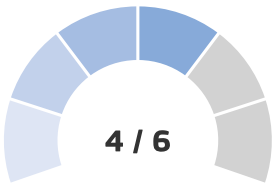


Use with your students a variety of *digital technologies* that foster self-regulated and *autonomous learning*. Focus on self-directed learning and how digital technologies can facilitate and make this easier for the student. For instance, encourage them to try planning and recording learning in online learning environments, making use of collaborative tools and spaces, and using learning journals or e-portfolios to document progress towards their learning goals. Brainstorming and activity planning software that can initiate this process is widely and freely available.

[Suggestions to level up]: **Develop *learning designs* which engage your students in seeking out different technological solutions to develop self-regulating learning skills, and their own learner autonomy.** Encourage and support them to be creative and active in their learning to think about how they use digital technologies to initiate, support and record their learning activity and outcomes. Find ways to encourage your students to take the initiative in their learning, to be creative in how they respond to new learning situations, to engage in self-reflection so as to plan and guide them through. Think about the types of information and data they will produce and how this might be used – particularly any data automatically generated in a structured way that give you and your students a more detailed understanding of their learning pathway and achievements. Consider how this might be used to realign their learning activity.

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

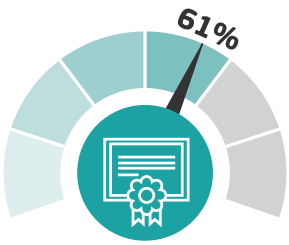
Your response: I **select and use** emerging technologies in my *learning designs* to engage my students in novel learning opportunities, while taking into account ethical implications *(e.g. immersive learning, computational thinking, addressing learner agency when interacting with AI).*



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.

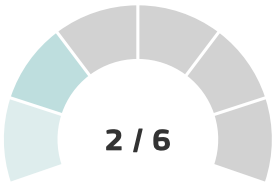
Area 4 – Assessment



Expert (B2)

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

Your response: I **have tried** using digital technologies to support formative and summative assessment *(e.g. online quizzes, games, forms, mobile apps).*

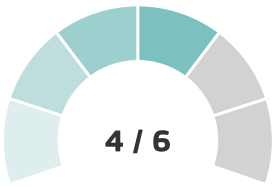


Exploring the use of *digital technologies* to enable and/or enhance insights into your students' learning is essential for developing effective assessment and feedback practices.

[Suggestions to level up]: **Find opportunities to use a variety of digital technologies to support your *formative* and *summative assessment* activities**. This can include creating or using quizzes or digital tests that provide immediate *feedback* on learning, using sites and assessment platforms that offer automated feedback to students, and making arrangements for peer-generated tasks / activities that broaden the range of assessment strategies used in your teaching settings.

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

Your response: I **select** digital technologies that facilitate presentation and analysis of learning data to support my reflections on my teaching practice and on my students' learning *(e.g. record and visually represent data, automatically generated graphs, mind mapping tools, digital dashboards).*

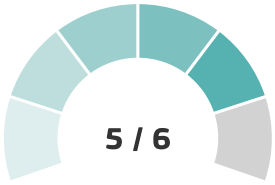


Using *various* assessment technologies and results dashboards to support your reflection on student learning and on your teaching helps to identify alternative ways of presenting materials for learning.

[Suggestions to level up]: **Work with your students to select and use assessment technologies that capture and present analyses of their learning data, based on which to plan their future learning.** Examples of such technologies include online reflective learning logs, using personal goal setting software, and personal dashboards.

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.

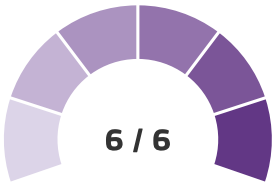
[Suggestions to level up]: **Engage in strategies and practices within your school that *support* colleagues and students in the use of *digital technologies* that facilitate giving, receiving and analysing *feedback*, to support planning for further action.** Consider the benefits of developing feedback 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

Leader (C1)

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 **initiate and promote** strategies for equal access and inclusion to education through digital technologies in my school and its *wider community (e.g. afternoon digital technology labs for students and parents, collaborations with industry for available infrastructure).*

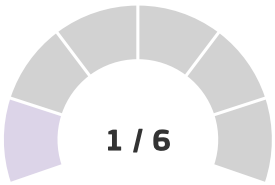


This step is of crucial importance since you upscale the digital transformation to your school level involving more stakeholders in the school's wider community. This approach will allow both you and school management to take strategic decisions related to the direction all of you wish to follow. You can elaborate on all the aspects of how to ensure equal access and inclusive digital education as well as how *digital technologies* can contribute to guarantee equal access to all your students.

[Suggestions for future actions]: **Stay informed about new technological developments as well as ethical and other considerations that these may entail.** Be aware of the digital context of the school community and discuss with the school *stakeholders* practices that can support access for all.

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).*

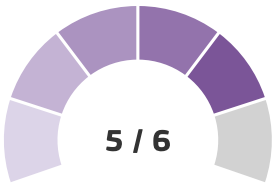


Although all students are required to do the same activities, you should consider who needs additional support and who needs to be more challenged. Treating them equally does not mean offering them the same treatment, but offering them the treatment they need to reach the required learning objective 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 **(re)design** learning activities based on students' *feedback*, co-creating new ways for them to interact and actively engage with digital technologies *(e.g. involving learners in hands-on activities, experiential learning, online discussions, peer coaching and teaching, constructing their learning and creating artefacts, e-portfolios).*

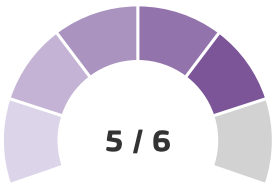


It is important that you support students' learning processes and you involve them in activities that expand their full potential. In order to keep improving your strategies, you can continuously reflect on the suitability of your strategies, the balance between student autonomy and guidance and the mechanisms you implement to allow them to follow their own learning rhythm. Moreover, consider how you can help all students to develop their strengths and work on their weaknesses, for example how they can learn from each other and from their mistakes and how their collaborative effort can be turned into a joint product.

[Suggestions to level up]: **Create an online collaborative space for you and your colleagues, where students can get involved in experiential learning activities**, such as coaching their peers, teachers and parents in digitally enhanced activities. You could start for example a *makerspace* in your school where students can design and create learning activities with the use of robotics or AI programmes.

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 **reflect on** and **redesign** teaching and learning for distance and blended learning contexts to ensure my students' active involvement in the learning process within and beyond the classroom *(e.g. online learning, hybrid learning, virtual labs, online collaborative tools, synchronous and asynchronous activities, individual and team work).*



With the design of an online environment you can implement learning activities in a blended learning approach, both in and away from the classroom. Reflect on whether the available solutions for blended learning assist you to make the most of this approach and expand their potential by designing and implementing meaningful learning environments. The next step for blended learning would be to apply the solutions available according to the individual and differentiated profile of your students.

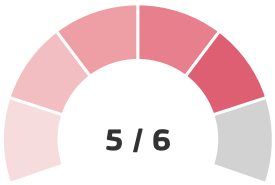
[Suggestions to level up]: **Initiate the development of a *blended learning* approach across the whole school.** Empower teachers' collaboration and decision-making for the optimum use of online learning.

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 **lead** project-based initiatives where students, as both recipients and creators of content, go through the process of critically searching, evaluating and managing information and data *(e.g. editing the school newsletter, organising information and data access using taxonomies and categories).*

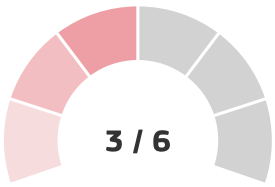


Leading project-based initiatives where students, both as receivers and creators, go through the process of critically searching, evaluating and managing information and data is the first step to create an information and *data literacy* culture in your school. After discussing with students on how to draw valid conclusions from different sources, encourage them to use them effectively in, for example, arguments and debates.

[Suggestions to level up]: **Contribute to create an information and data literacy culture in your school and its *wider community***. This could include organising a debate where groups of students represent opposing schools of thought or simply contrasting opinions, or organising workshops to explore and learn how to spot fake news.

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

Your response: I **implement** *various* learning activities that require students to communicate and collaborate in digital contexts according to their learning needs *(e.g. use of appropriate medium for students' digital communication, use of digital tools that best support students' collaboration, managing an online shared space, editing online shared documents).*

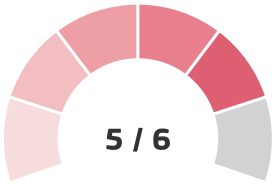


Now that your students are used to using shared online spaces to communicate and collaborate, you can start encouraging them to discover and develop together effective rules for communication and collaboration.

[Suggestions to level up]: **Develop *learning designs* which support students to communicate and collaborate respecting behavioural and communication norms.** This may include encouraging students to document their communication and collaboration rules and to reinforce them among themselves; and even challenging their rules by integrating tasks or variations that require different collaboration strategies or norms for communication.

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

Your response: I **reflect on and (re)design** learning activities for fostering students' digital expression and content (re)creation, while encouraging sharing practices *(e.g. digital stories, e-portfolios).*

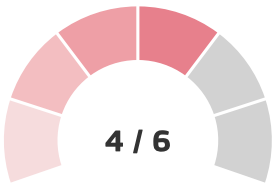


Reflecting on and redesigning learning activities for fostering students' digital expression and content (re)creation, may enable you to expand students' digital expression and creation beyond the classroom. Engage your students in initiatives within the school and its *wider community* for designing, developing and publishing their digital creations, while sharing them in creative ways.

[Suggestions to level up]: **Expand students' digital expression and creation beyond the classroom.** This may include challenging students to create and share audio or video broadcasts or to promote a *makerspace* that can be used by different school/community members.

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 **design learning** to help students develop strategies of responsible and ethical use of technologies, to safeguard their reputation, and promote social well-being *(e.g. balancing online & offline activities, recognising and facing cyberbullying/sexting/racism, etc. in digital environments).*

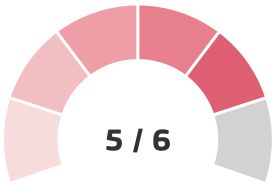


The next step is for you to reflect on and redesign your *learning designs* based on continuous developments in online risks and threats. This will enable students to follow and adopt positive practices towards their and their peers' physical, psychological and social well-being.

[Suggestions to level up]: **Reflect on and readjust your learning designs based on current developments in online risks and threats.** This could include discussing how companies collect and use personal data, how to identify fraud and phishing attempts or how social media may affect emotional and social relationships.

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 **reflect on and (re)design** my learning activities to allow students to consider the ethics and potential impact of their digital behaviours in authentic situations *(e.g. considering how something they post online might be hurtful, respectfully sharing a difference of opinion in a comment, online activism).*

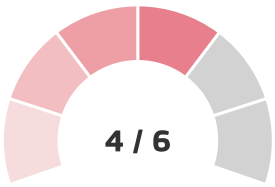


What is important now is for you to empower your students to protect their *digital identity* and manage their *digital footprint*. Encourage them to explore the responsible and ethical use of digital technologies in your school and its *wider community*.

[Suggestions to level up]: **Engage students in initiatives that explore the responsible and ethical use of *digital technologies* within the school and its wider community.** This could include preparing workshops or coaching their peers on the responsible use of digital technologies.

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.