SELFIEforTEACHERS

Teacher's name: Mirela Ionel

Education sector: School education (primary and secondary)

Group: not applicable

Self-reflection started: 04/04/2026

Self-reflection completed: 06/04/2026

Dear colleague,

Thank you for using SELFIEforTEACHERS!

This report gives you the results of your self-reflection with feedback and suggestions to further develop your digital competence. Based on this feedback you can plan your learning pathways towards the use of digital technologies in your professional practice. We wish you a constructive journey!

Individual results

Individual results

Overall results

(percentage of total score)

Results by area

Results by area

(percentage of total score in each area)

Results by item

Results by item

(points received out of a maximum 6 for each item)

Feedback per item

Feedback per item

Area 1 – Professional Engagement

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

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

[Suggestions to level up]: **Anticipate your colleagues' collaboration skills and provide support and advice so as to reach effective, efficient, and inclusive collaborations at school level and beyond** (e.g. lead collaborative tasks for colleagues to participate in co creation of *learning designs*, implementation of joint projects).

1.4 Digital technologies and school level infrastructure. Using *digital technologies* (devices, platforms and software) and infrastructure (internet access, local network) available in my school to enhance education.

Your response: I **have tried** using digital technologies available in my school that can support my professional practice *(e.g. interactive whiteboards, tablets, intranet).*

Now that you started exploring what kind of *digital resources* are available in your school, you will be able to develop ideas on how to incorporate them to enrich your professional practice. You can start sharing and exchanging ideas and practices with colleagues that are already using these technologies and start using them to enhance your students' learning.

[Suggestions to level up]: **Use digital technologies to meet your professional practice needs** (e.g. use an online learning management system, use tablets for students to work on a project).

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

Your response: I **use** *various* reflection methods in order to improve and update my professional digital practice *(e.g. co-teaching, video recording of lessons, peer-debriefing sessions).*

Sharing reflections with colleagues and receiving their feedback is important to understand how you can improve your professional practice. Using various reflection methods and taking advantage of *digital technologies* to share feedback can enhance further your reflective learning. Technology is changing all the time so make sure to keep updated on new tools or improvements to ones you are already using. Make sure that you use the insights gained to the benefit of your students and their learning. Also share your expertise with colleagues and discuss with them how to jointly improve learning across your school.

[Suggestions to level up]: **Analyse and select digital technologies which can allow you to gather feedback from your colleagues. Use their *feedback* and suggestions in your teaching practice accordingly** (e.g. analysing peers' feedback, using *mind mapping tools* and other tools that *support* annotations, audio commentaries, e-journals).

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 **have tried** using digital technologies for my professional learning *(e.g. search for information online, join online courses, use online learning apps, visit online libraries and repositories).*

Exploring *digital technologies* for your *professional learning* can enhance your teaching practice. You have probably already used "online training opportunities" without realising it. Each time you search the internet for new methods and materials for your teaching, you also indirectly enhance your teaching skills. Now the idea is to actively use digital technologies for your professional learning and extending your teaching capabilities. Start using digital technologies such as online learning apps, *online repositories*, or tutorials in order to keep updated in your teaching discipline and follow trends and practices in your field.

[Suggestions to level up]: **Use *various* digital technologies for your professional learning** (e.g. attend an online tutorial or a MOOC, participate in a discussion forum on a topic that you are interested in).

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 **have tried** using computational thinking processes to explore solutions to a problem *(e.g. decomposition of a problem, solution through a definition of steps, analysing a set of instructions applied to a solution).*

Being able to explore the different aspects for *computational thinking* will allow you to incorporate it in your teaching practice and guide your students through computational thinking processes. Computational thinking can facilitate your understanding of the world around you, as for example to be able to spot where information processing is used in everyday life.

[Suggestions to level up]: **Use *various* digital tools to explore solutions to a problem** (e.g. visual programming tools, authoring tools and editors).

Area 2 – Digital Resources

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

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

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

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

Your response: I **use** *various* techniques and tools to store, organise and facilitate access to digital content *(e.g. tree structures, use of metadata/tags).*

Using technology purposefully to organise, store and retrieve digital content is essential to facilitate access to your digital content, adding context through tags and metadata so that you and others can understand it in the short, medium, and long-term. Consider collecting student's personal data and content you actually need for specified purposes and to delete any data that is not necessary for educational purpose.

[Suggestions to level up]: **Define and apply protection and security measures for the storage, management and access of digital content.** This includes, for example, protecting your devices with strong 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. Consider also protecting students' personal data such as exams, grades and reports, systematically and effectively, in line with *GDPR* regulation.

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

Your response: I **have tried** ways to attribute to the creator of the resources I use *(e.g. citing author's name, link to original source).*

Exploring ways to provide attribution to the creator of resources used for education purposes, by citing author's name, or linking to the original source to inform on *copyright* is a good starting point to know copyright issues, understanding whether your use of a *digital resource* is permitted by an exception, or whether a relevant licensing scheme applies. You can start, for example, using email attachment for sharing private and limited use content or providing access through a link, in an online repository, or through a social network for public use resources.

[Suggestions to level up]: **Share digital resources choosing the most appropriate channels for private, limited or public use.** Consider main issues when using copyrighted material for your teaching and learning activities, including how to determine whether a work is copyrighted, whether you will need to ask permission for a particular use or understanding if fair use conditions for education purposes apply.

Area 3 – Teaching and learning

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

Your response: I **use** *various* digital technologies that can support innovative pedagogical approaches, enhancing my students' active involvement in their learning *(e.g. inquiry based learning, project based learning, game based learning, peer and self-assessment, e-portfolios, student coaches).*

Now that your students are used to basic uses of digital technology, you can start to broaden the range you use to support innovative pedagogical approaches, enhancing your students' active involvement in their learning.

[Suggestions to level up]: **Focus on enhancing your digital pedagogy. Select and employ *digital technologies* in your *learning designs* based on their *affordances*, so as to meet teaching and learning aims.** Whatever the task at hand, encourage students to be more active in their learning - perhaps via inquiry-based learning, project based learning, game based learning, peer and self-assessment, e-portfolios, and using student coaches - and use technology to facilitate and support this. Consider the benefits for design, develop and implement learning with the use of digital technologies to enhance learning outcomes that can result from simulations, digital games, online interactive tools, collaborative environments.

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 teachers 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 **have tried** using digital technologies to *support* students in planning their own learning *(e.g. planning and scheduling using digital calendars, goal setting using digital journals, recording progress).*

Exploring learning activities that encourage your students to plan for their own learning and record their progress towards specific learning goals is an important aspect of using *digital technologies* to enhance students' *self-regulated learning* processes, fostering active and autonomous learning.

[Suggestions to level up]: **Test-out with your students the use of a variety of digital technologies that foster self-regulated and *autonomous learning*.** 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. Challenge your students to identify learning goals for a specific aspect of their programme and then plan how to reach these, thinking about how technology can assist in the process and also record their progress. Switch between individualised and team-based activities to ensure that all students are offered different types of opportunities for developing self-regulated and autonomous learning.

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

Your response: I **have tried** emerging technologies to see their relevance for my teaching and my students *(e.g. virtual and augmented reality, robots, AI).*

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

[Suggestions to level up]: **Work to select and employ emerging technologies in your *learning designs* to engage my students in novel learning opportunities, while taking into account any relevant ethical implications**. This can include the use of emerging

technologies to assist in simulating /modelling, gaming, *computational thinking*, creative and innovative thinking, data-driven decision making. Try to adapt your choice of technology to your students' requirements. Always focus on the pedagogical value of the technology not its novelty and work from this perspective.

Area 4 – Assessment

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

Your response: I **use** *various* digital technologies to support formative and summative assessment *(e.g. create a digital test, use assessment platforms that offer timely feedback to students).*

Developing a range of options that use various, appropriate technologies within *formative* and *summative assessment* activities to provide teacher-led and/or automated feedback broadens the range of learning-centred assessment strategies used in teaching contexts.

[Suggestions to level up]: **Work to select and use *digital technologies* to *support* specific aspects in your assessment "of", "for", and "as" learning and to capture in a communicable way the nature of that learning**. For instance, investigate the use of self reflection rubrics, automated assignments that offer timely feedback to students, the generation through learning-tasks of shared documents that support peer reviewing/feedback.

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

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

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

[Suggestions to level up]: **Work to identify and build into your assessment activity *various* digital technologies that can help you to collect and analyse evidence on students' individual and/or group learning outcomes and learning processes**. This should include

selecting technologies appropriate to the type of assessment you are designing; for instance, online polls, forms, surveys, *learning analytics*, spreadsheets can all be used as part of either *formative* or *summative assessment* activity.

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

Your response: I **have tried** using digital technologies that support the integration of feedback and reflection on students' learning *(e.g. blogs, wikis, video-based feedback, digital annotation on assignments).*

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

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

Area 5 – Empowering learners

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

Your response: I **have tried** digital technologies that can be adapted to students' context

and needs *(e.g. students' devices, access to infrastructure, family context, students' special needs).*

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

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

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

Your response: I **have tried** digital technologies that enable differentiation and personalisation of learning *(e.g. online quizzes with personalised feedback, educational games with levels of difficulty, online learning environments with adaptive material).*

You are now aware and have tried available means (e.g. tools, apps, platforms) in order to find out which ones better suits the needs of your students. In this respect you know which kind of resources are more accessible or appealing to your students. A next step would be to apply this

knowledge to your own teaching, and to address different learning needs and preferences in the way that you present information or encourage differentiated use of in-class activities.

[Suggestions to level up]: **Explore the *affordances* of different *digital technologies* to better address different learning needs and preferences when teaching.** Get involved in professional communities and exchange ideas on how to better address the needs of your students with the use of digital technologies.

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

Your response: I **have tried** using digital technologies to engage students in active learning *(e.g. use of blogs and wikis, e-portfolios, virtual and augmented reality).*

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

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

5.4 *Blended learning*. Using *digital resources* and tools, *online learning environments* and platforms to ensure students' learning within and beyond the classroom.

Your response: I **have tried** using digital technologies that facilitate learning within and beyond the classroom *(e.g. web meeting tools, online learning environments, discussion forums, chats, virtual worlds).*

Once you have started using *digital technologies* for teaching and learning, you will start to see the benefits and possible drawbacks. Try out different tools and options for online learning and think how they could be adapted to different settings to meet your students' learning needs and /or blended learning situations.

[Suggestions to level up]: **Start using *blended learning* approaches and maintain regular contacts with individual students and learning groups** (e.g. video lessons, social media applications, learning resources).

Area 6 – Facilitating learners' digital competence

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

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

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

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

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

Your response: I **have tried** learning activities that encourage students to communicate and collaborate with teachers and each other using digital technologies *(e.g. using online meetings, discussion forums).*

Exploring learning activities that encourage students to communicate and collaborate with you and each other is essential for developing effective practices for communication and collaboration. The next step is to encourage students to communicate and collaborate more often. A good starting point is to think of students' learning needs and set up an online space

that can best support these.

[Suggestions to level up]: I**mplement learning activities that require students to communicate and collaborate in digital contexts according to their learning needs.** This may include choosing tools that best support students' communication, then assigning them a concrete collaborative task they can work on. This way they get accustomed to the main principles of online collaboration in a closed and familiar social setting.

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

Your response: I **have tried** learning activities that encourage students to create and modify digital content *(e.g. text, presentations, audios, videos).*

Exploring learning activities that encourage students to create and modify digital content may boost their interest in and understanding of the topic at hand. Many students have access to a mobile phone or a camera at home. If they don't, you may be able to equip them with a school device or ask them to work in teams. Taking photos is an activity which all, even younger students are capable of and which can be linked to any subject (e.g. geometric shapes, number patterns in mathematics or correct or incorrect movements in sports). Just try it out. Ask your students about their opinion and the problems they faced and take these into account for your next experiment.

[Suggestions to level up]: **Ask your students to express and convey their ideas *creatively* by using digital tools.** This may include using digital tools and devices to create visualisations, simulations or digital stories.

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 **have tried** learning activities that allow students to consider the safety and wellbeing implications of using digital technologies *(e.g. identifying inappropriate behaviour, discussing overuse/addiction issues).*

Exploring learning activities which focus on the benefits and drawbacks of using *digital technologies* will foster students' awareness of how such use may affect their physical, psychological and social well-being. One option could be to discuss together with them which personal data they make available through the tools and apps they use, and to whom. Let them

manage the privacy settings of their social media in a way they feel comfortable with how they present themselves to the world and with the information they share online.

[Suggestions to level up]: **Let students explore ways to protect themselves from risks and threats to their physical, psychological and social well-being.** This may include setting strong passwords or learning how to block or report individuals who make them feel uncomfortable.

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 **have tried** learning activities that foster students' understanding of legal and ethical implications when using digital technologies *(e.g. sharing of copyrighted digital content, accepting permissions when installing apps).*

Exploring learning activities that require the use of *digital technologies* can be an important way to foster students' understanding of legal and ethical implications when using digital technologies. Students should be aware of the pitfalls and risks of being a digital consumer and creator, such as spamming, phishing, stalking, and know how to manage their *digital footprint* and protect their digital data by complying with data protection regulations and copyright law. They should also consider the social and cultural norms for communication in the environments they use and the online activities they engage in.

[Suggestions to level up]: **Implement learning activities that require students to act in a responsible and ethical way** (e.g. being critical towards online information, reacting to misinformation spread, behaving positively online, complying with data protection regulations and *copyright* law, respecting diversity and multiple opinions).

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

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

Exploring learning activities that encourage students to use digital technologies for understanding and solving problems may boost their interest in the subject/topic - and in many cases also their understanding of it. Anticipate potential challenges and even actively trigger challenging learning situations. Watch out for situations where students voice that there is

something impossible to be known or asserted, or something too difficult to achieve - something desirable that they believe goes beyond their capacities or possibilities. Convert it into a challenge to be overcome - collectively by all students, or by a small group of students, or by individual students. Ask them to identify how this desirable goal could be obtained and design a plan to reach it, thinking about how technology can assist in the process. You will see that there are many opportunities for integrating digital problem-solving into your teaching than you thought.

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

Proficiency levels explained

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.