



# DigCompEdu SELFIEforTEACHERS

**Building educators' digital competence**



*Anastasia Economou  
Joint Research Centre, Unit B4  
European Commission*

Teacher Education in Digital & Media Literacy Frameworks  
and strategies at National and European level  
20 April 2022, 14:00 – 15:15

DIGITAL EDUCATION

ACTION PLAN

2021 - 2027

Resetting  
education and training  
for the digital age

*“Digital competence should be a **core skill for all educators and training staff** and should be embedded in all areas of teacher professional development”*



JRC SCIENCE FOR POLICY REPORT

# European Framework for the **Digital Competence of Educators**

DigCompEdu

Christine Redecker (Author)  
Yves Punie (Editor)



2017

EUR 28775 EN

Joint  
Research  
Centre

<https://ec.europa.eu/jrc/en/digcompedu>

# DigCompEdu framework

- ✓ Provides a common reference
- ✓ Covers all education levels

<https://ec.europa.eu/jrc/en/digcompedu>

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

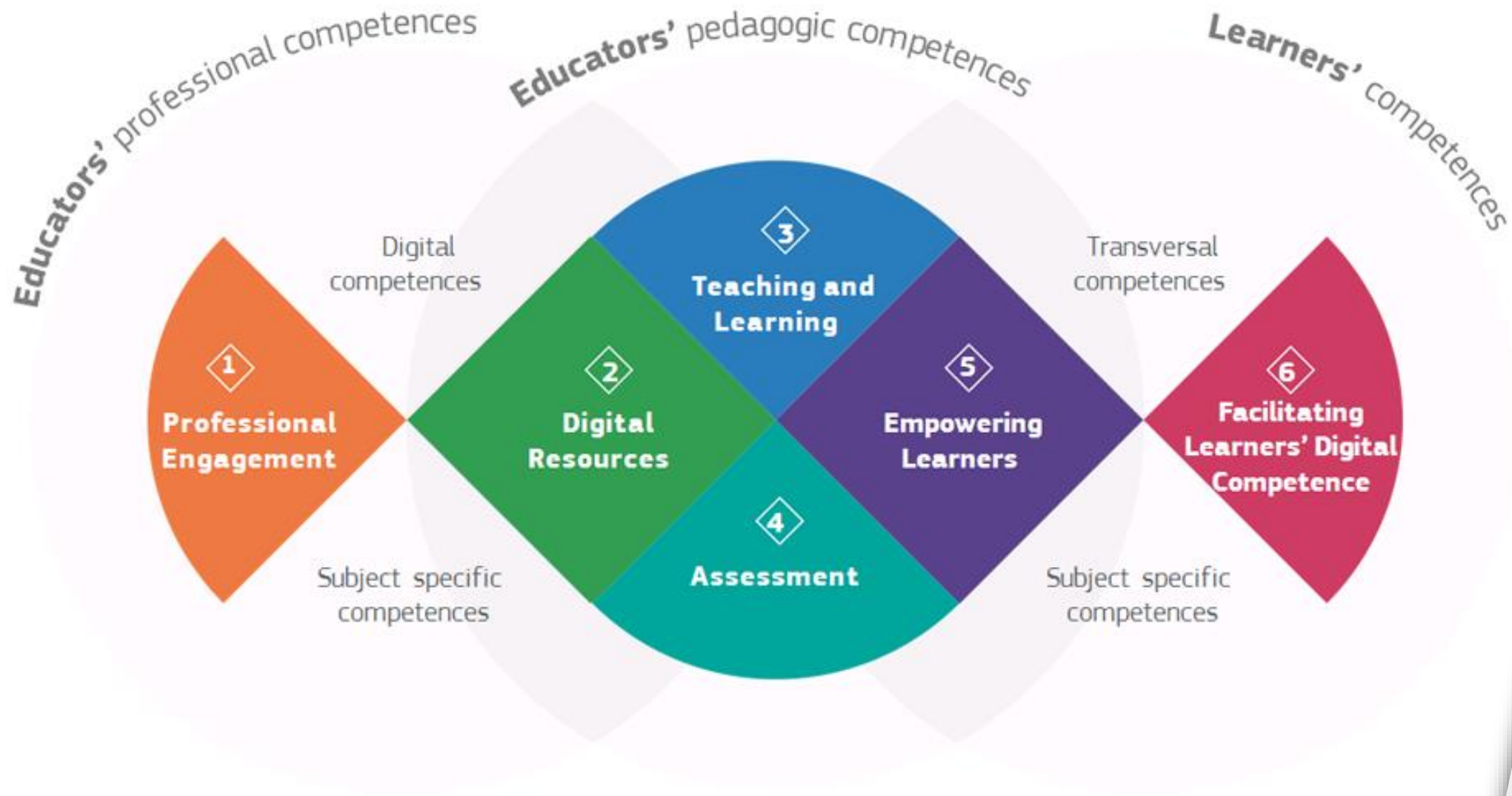


DigCompEdu

**Competence:** knowledge, skills, attitudes

**“Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.** It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.”

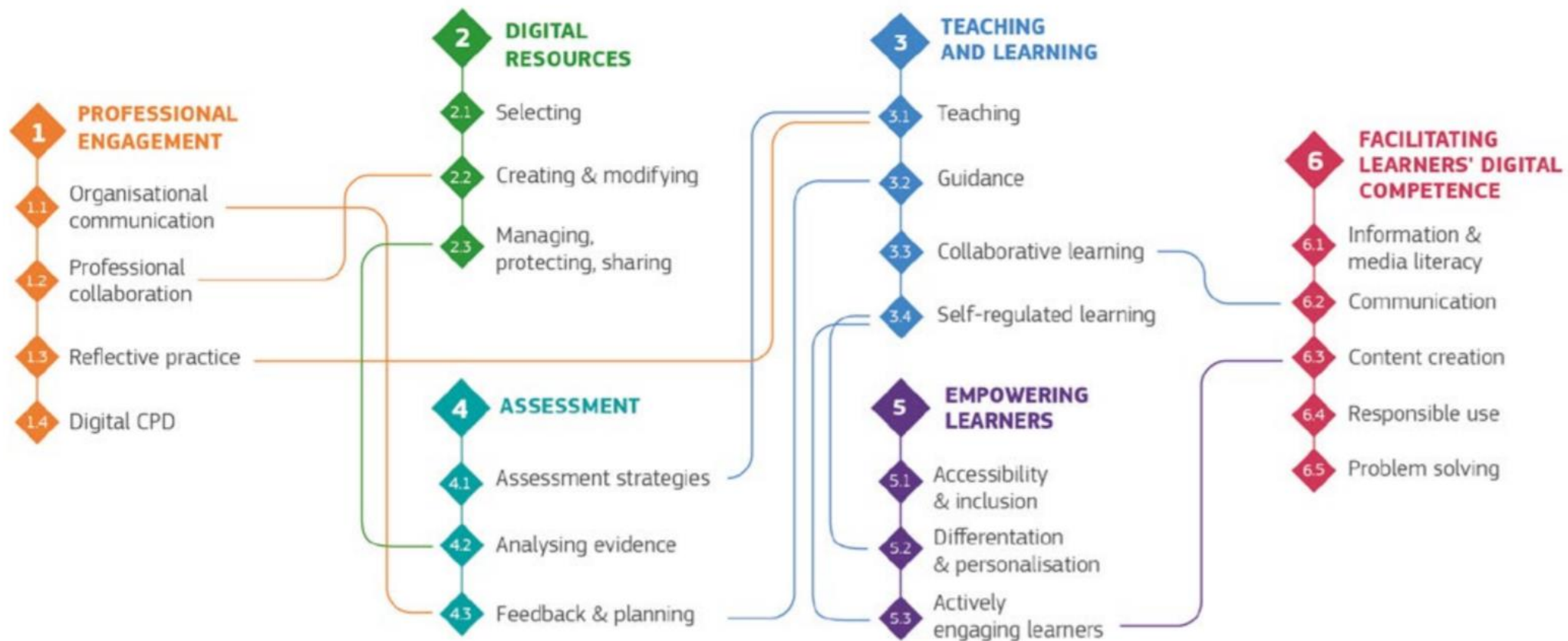
(Council Recommendation on Key Competences for Life-long Learning, 22 May 2018).



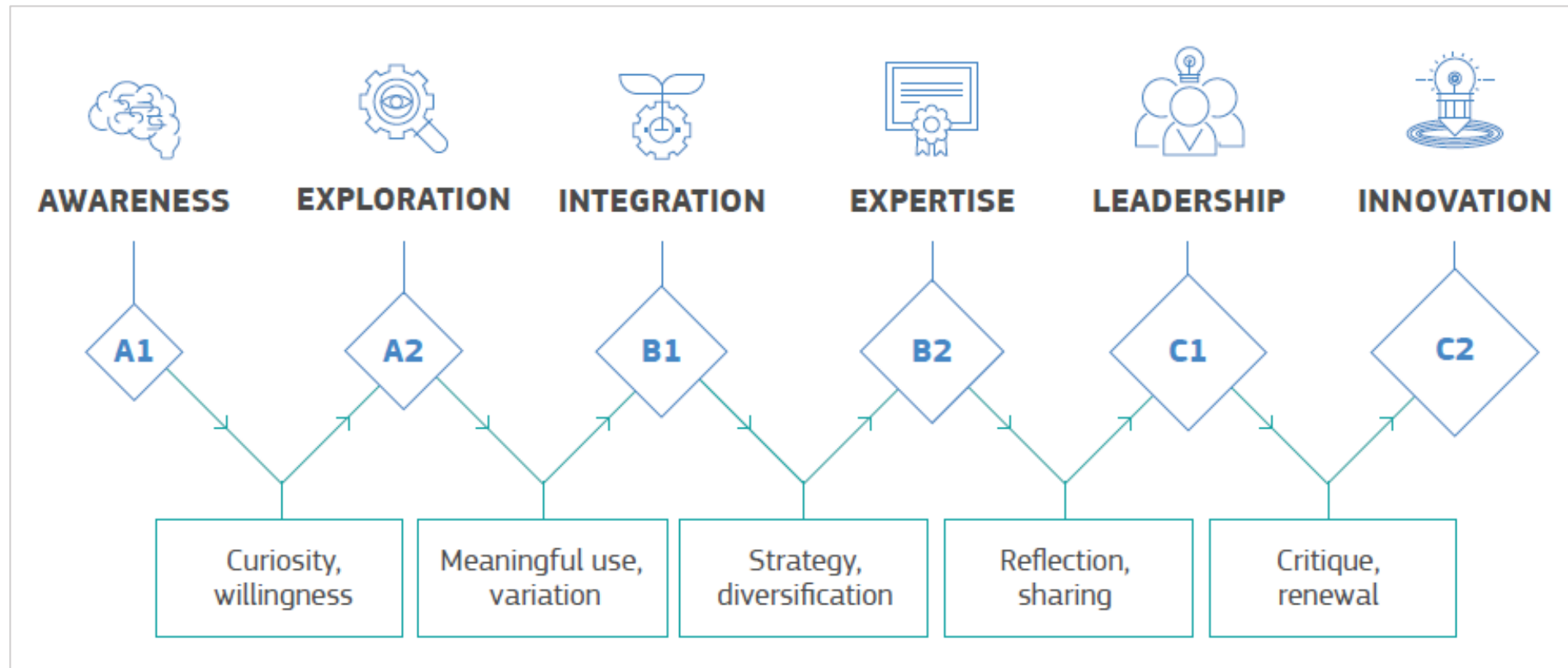
**Educators' professional competences**

**Educators' pedagogic competences**

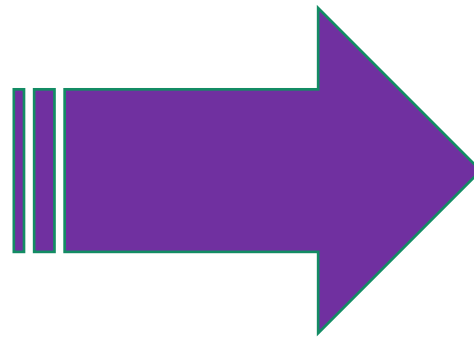
**Learners' competences**



## 6 Proficiency levels







Piloted with 4000+ teachers in 5 countries to confirm validity and reliability

# SELFIEforTEACHERS items

## PROFESSIONAL ENGAGEMENT

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

## DIGITAL RESOURCES

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

## TEACHING AND LEARNING

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

## ASSESSMENT

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

## EMPOWERING LEARNERS

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

## FACILITATING LEARNERS' DIGITAL COMPETENCE

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





European  
Commission



Joint  
Research  
Centre

## DigComp 2.2

# The Digital Competence Framework for Citizens

*With new examples  
of knowledge, skills  
and attitudes*

Riina Vuorikari  
Stefano Kluzer  
Yves Punie

EUR 31006 EN

## SELFIEforTEACHERS items

### PROFESSIONAL ENGAGEMENT

- 1.1 Organisational communication
- 1.2 Online learning environments
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### DIGITAL RESOURCES

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

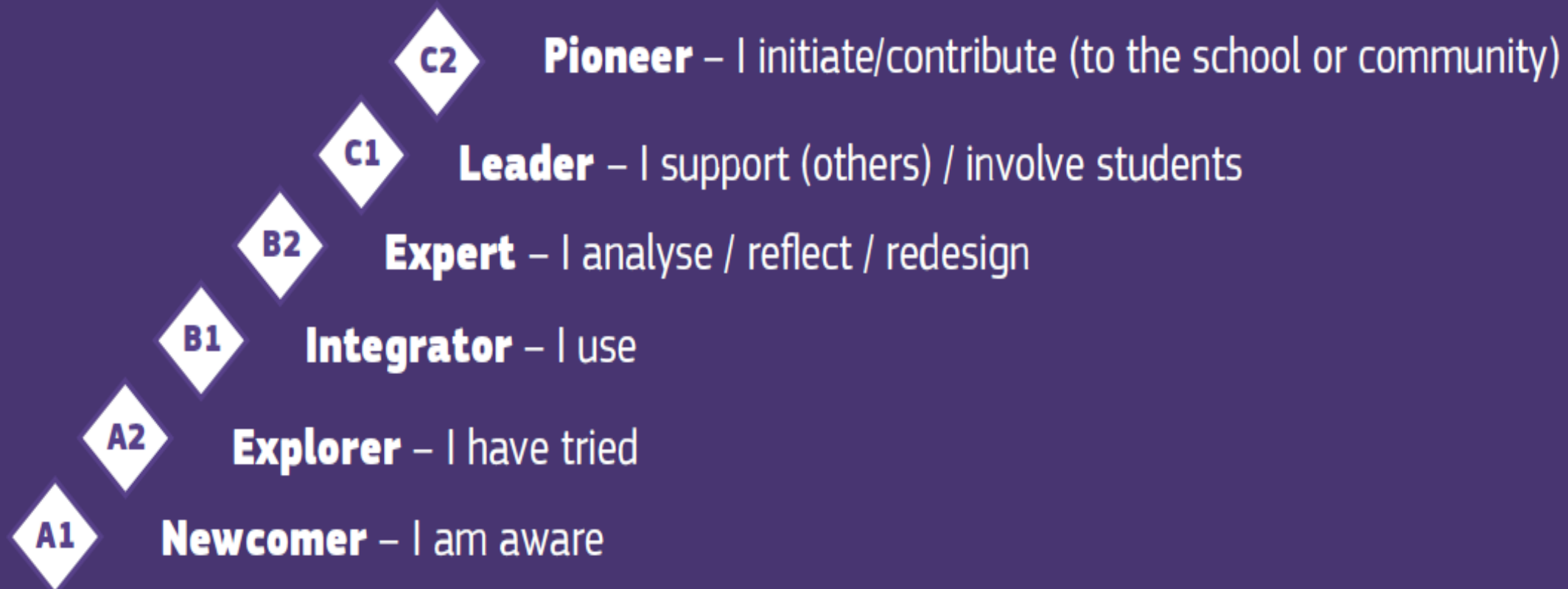
### ASSESSMENT

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

### FACILITATING LEARNERS' DIGITAL COMPETENCE

- 6.1 Information and data literacy
- 6.2 Communication and collaboration
- 6.3 Content creation
- 6.4

## PROFICIENCY LEVELS

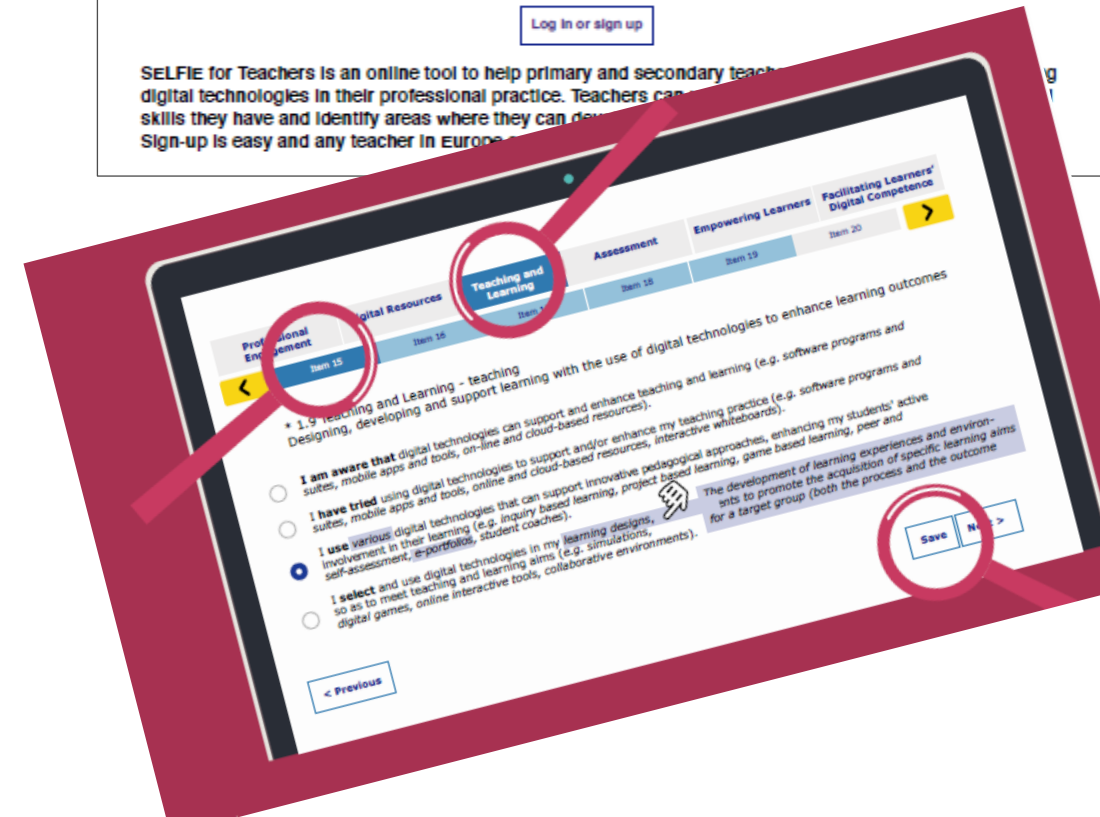


# How it works?

- Create an EU Log-in account
- Start a self-reflection
- Respond to 32 items in 6 areas
- Takes around 30'
- Get feedback report with results and tips
- Download digital badge and certificate



The screenshot shows the top part of the SELFIE for Teachers website. At the top left is the European Commission logo. To its right is a language selector set to 'English' and a search bar. Below this is a blue navigation bar with the text 'European Commission > EU Science Hub > DigCompEdu' and 'SELFIE for Teachers - Discover your digital potential'. A secondary navigation bar contains 'Home' and 'About' links. The main heading asks, 'Are you making the most of digital technologies for teaching and learning?'. Below this is an illustration of three people (two men and one woman) with a laptop and a gauge, with the text 'SELFIE for TEACHERS'. A paragraph follows: 'To start using SELFIE for Teachers you need to go to the dashboard and start a self-reflection.' Below the text is a 'Log In or sign up' button. At the bottom of the screenshot, a portion of the dashboard is visible, showing a progress bar with categories: Professional Engagement (Item 15), Digital Resources (Item 16), Teaching and Learning (Item 17), Assessment (Item 18), Empowering Learners (Item 19), and Facilitating Learners' Digital Competence (Item 20). The 'Teaching and Learning' item is currently selected and highlighted in blue.



This screenshot shows a close-up of the dashboard's self-reflection interface. A red magnifying glass highlights the 'Teaching and Learning' item in the progress bar. Below the progress bar, a question is displayed: '1.9 Teaching and Learning - teaching Designing, developing and support learning with the use of digital technologies to enhance learning outcomes'. The question is followed by four radio button options: 

- I am aware that digital technologies can support and enhance teaching and learning (e.g. software programs and suites, mobile apps and tools, on-line and cloud-based resources).
- I have tried using digital technologies to support and/or enhance my teaching practice (e.g. software programs and suites, mobile apps and tools, online and cloud-based resources, interactive whiteboards).
- 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).
- I select and use digital technologies in my learning designs, so as to meet teaching and learning aims (e.g. simulations, digital games, online interactive tools, collaborative environments).

 To the right of the question, a text box contains the text: 'The development of learning experiences and environments to promote the acquisition of specific learning aims for a target group (both the process and the outcome)'. At the bottom of the interface, there are 'Save' and 'Next' buttons. A red magnifying glass also highlights the 'Next' button.

# Key features

- Self-reflection
- Continuous learning process
- Active engagement
- Teachers as learning designers of professional learning paths
- Individual but also collaborative learning
- Teachers' agency towards their own professional learning

# Key features

- Can be used individually or within a group
- Teachers as learning designers



## Individual Self-reflection



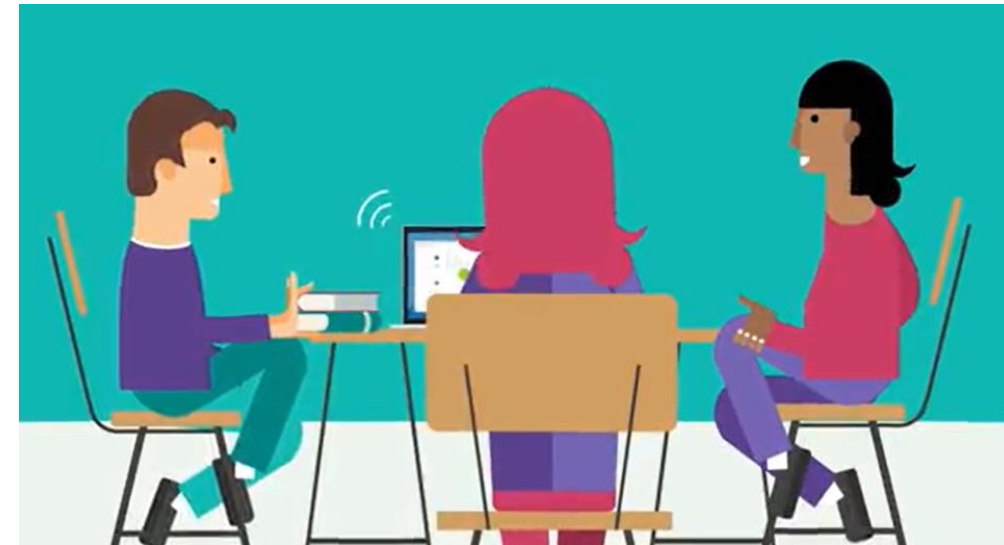
Start a new self-reflection

Start



Create a new group

New group



# Key features

## ➤ Immediate and personalised feedback

## Download report

Download your self-reflection Results and Feedback Report in PDF format.



SELFIEforTEACHERS Results and Feedback Report

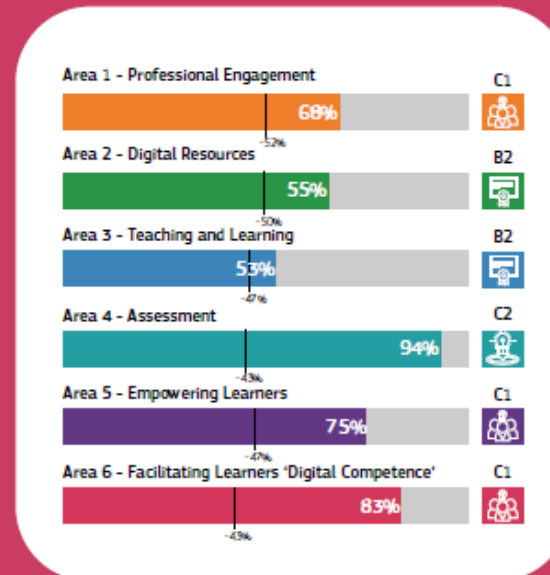
Download PDF

The screenshot shows the assessment interface with three main sections: Digital Resources, Teaching and Learning, and Assessment. The Assessment section is active, showing a list of items (Item 20, Item 21, Item 22) and a detailed view of a response for Area 4 - Assessment. The response is: "I initiate and promote a strategy within my school and its wider community on the use of digital technologies that facilitate giving, receiving and analysing feedback, to support planning for further action (e.g. e-portfolios, context dependent feedback, digital storytelling)". The proficiency level for this area is 78%, and the response is worth 3 out of 6 points.

## Overview of results



## Results by area

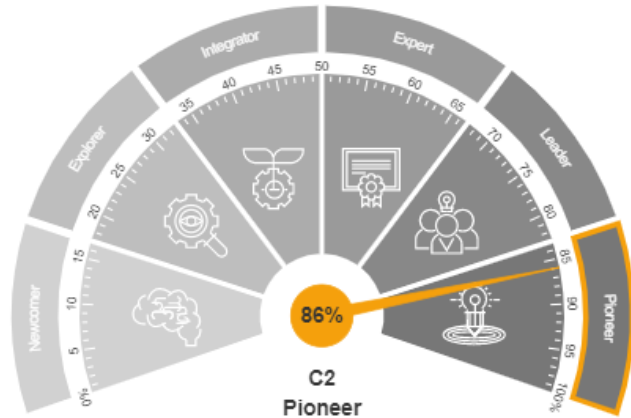


## Overall competence





## Your self-reflection overall results

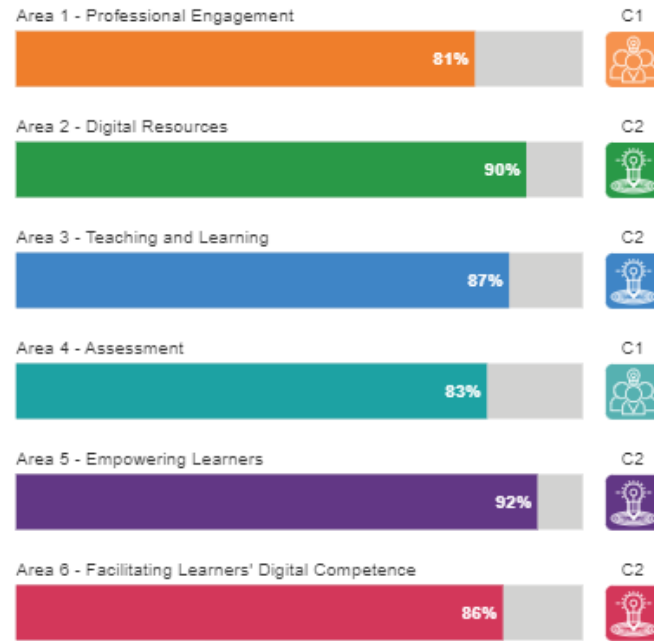


The competence level you indicated before you took the self-reflection

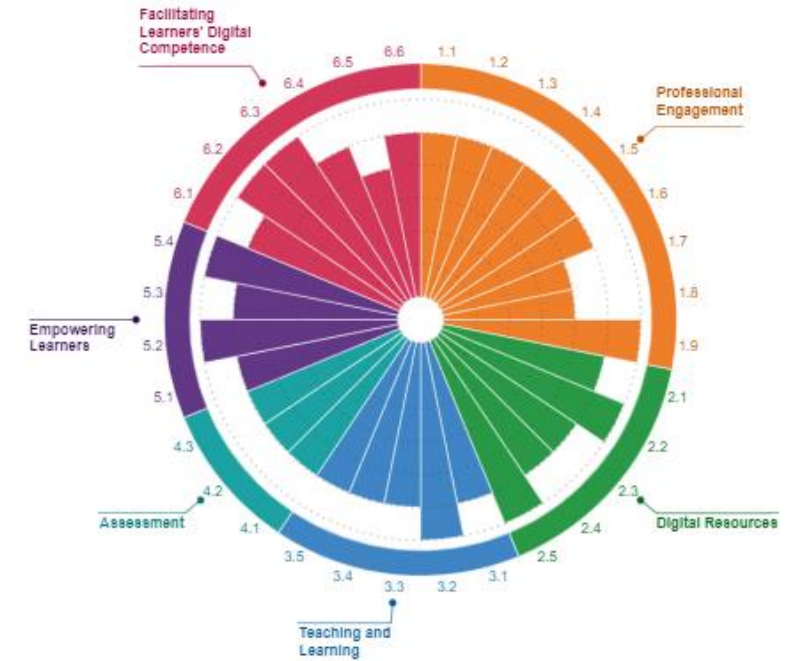


The competence level you indicated after you took the self-reflection

## Your self-reflection results by area



## Your self-reflection results overview



# Feedback per item

See your results per item and personalised feedback with suggestions to level up.

- > Area 1 – Professional Engagement
- > Area 2 – Digital Resources
- > Area 3 – Teaching and learning
- > Area 4 – Assessment
- > Area 5 – Empowering learners
- > Area 6 – Facilitating learners' digital competence

## > Area 1 – Professional Engagement

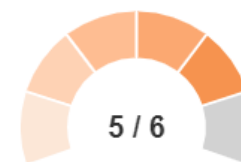


### 1.1 Organisational communication

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

#### Your proficiency level

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).



#### Suggestions to further develop your digital competence

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.**

# Key features

- Monitoring progress
- Acknowledging participation



View your self-reflection report

[View report](#)



Get your certificate

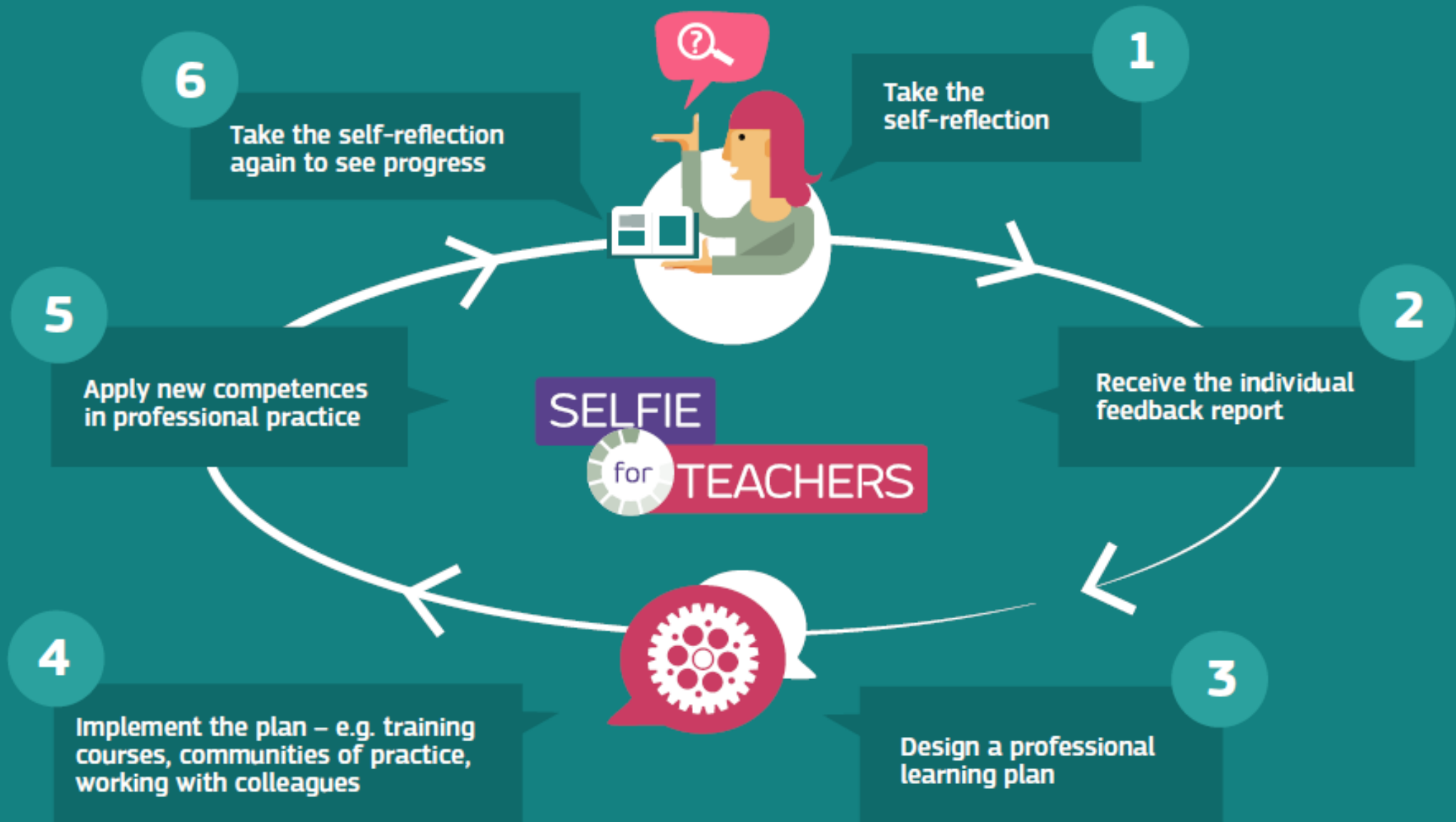
[Get certificate](#)



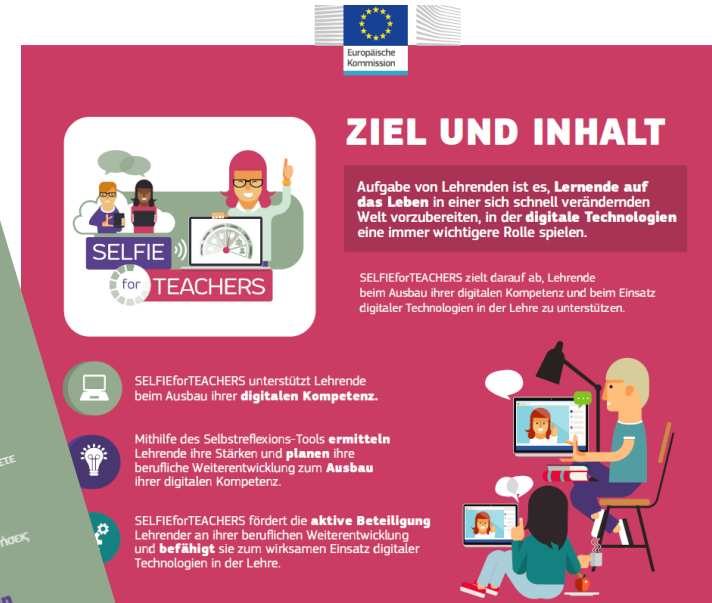
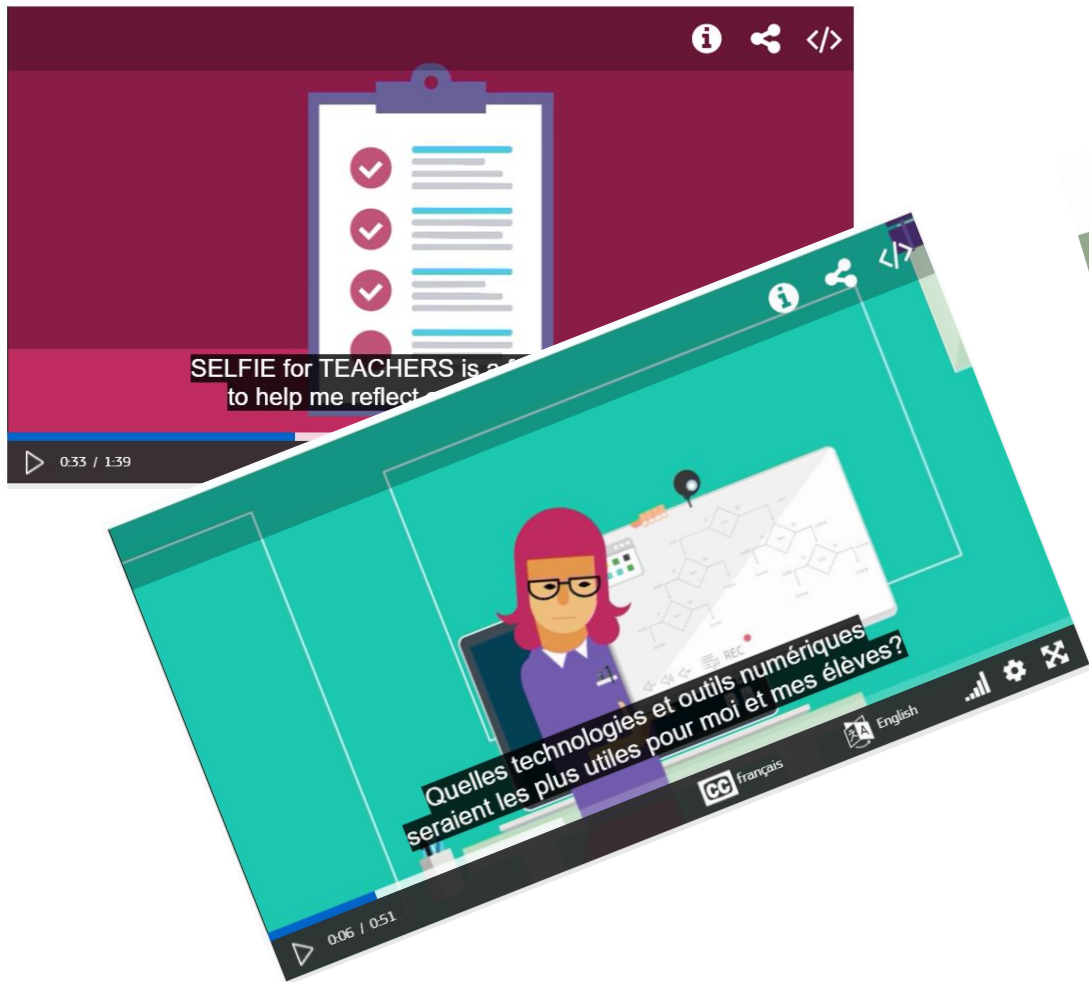
Get your digital badge

[Get badge](#)

# CONTINUOUS PROFESSIONAL LEARNING PROCESS



# SELFIEforTEACHERS supporting material



Videos, infographics, poster/leaflet, postcard ... in all EU official languages.

- <https://ec.europa.eu/jrc/communities/en/community/digcompedu-community/news/selfieforteachers-supporting-material>
- <https://ec.europa.eu/educators-go-digital>

# Videos

- SELFIEforTEACHERS video: <https://audiovisual.ec.europa.eu/en/video/I-213773>
- SELFIEforTEACHERS teaser: <https://audiovisual.ec.europa.eu/en/video/I-213776>
- SELFIEforTEACHERS testimonial: <https://audiovisual.ec.europa.eu/en/video/I-213779>
- DigCompEdu video: <https://audiovisual.ec.europa.eu/en/video/I-201842?lg=EN%2FEN>
- DigCompEdu teaser: <https://audiovisual.ec.europa.eu/en/video/I-201854?lg=EN%2FEN>

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- <https://educators-go-digital.jrc.ec.europa.eu>



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