

From DigCompOrg model to SELFIE tool for schools' digital capacity

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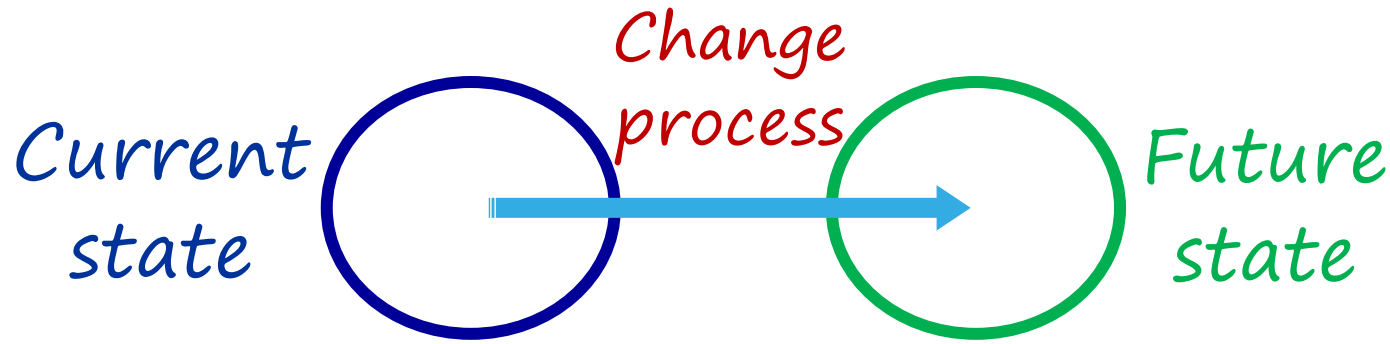
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the European Commission's
in-house science service

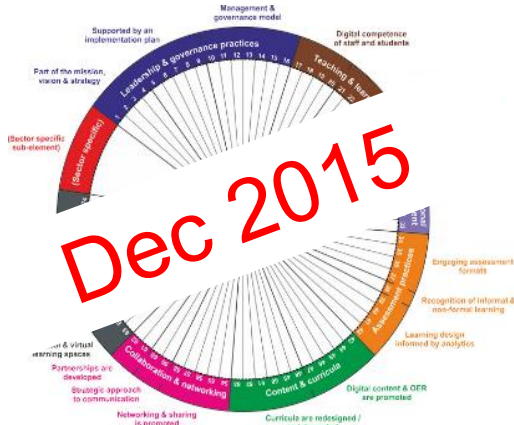


How to support the digital transformation of EU schools



1

DigCompOrg Conceptual Framework



Holistic approach - Common understanding

2

DigCompOrg self-assessment tool



*Self-reflection, benchmarking
& action plan for improvement*

3

External evaluation & support



*External evaluation,
recognition, training...*

And the name is... **SELFIE!**

An online **self-assessment tool** for schools who want to reflect on their uptake of digital technologies for better learning.

The idea is that, **every year**, each schools **reflect** on their **current uptake** of digital technologies for innovative and effective **learning** and take snapshots of where they stand. So, this is like a selfie!! Schools can share their 'selfie' with the others, as they like, as people do with their selfies in social media.

SELFIE is the abbreviation for:

Self-reflection on **E**ffective **L**earning by **F**ostering **I**nnovation through **E**ducational Technology



What can SELFIE offer?

For schools

- **Validated tool** for self-reflection based **both on research AND practice**
- Self-assessment process **is owned by the school**
- **School decides** how and with whom **to share the outcomes**
- Snapshot of their current level (**visual presentation of analysis**)
- **Recommendations** for raising level
- **Benchmarking** with others
- Acknowledgement (**badges**)

For researchers and policy makers

- Snapshot of the current (meso- & macro-)level through the analysis of aggregated, **anonymized data**
- Strategic planning for research and policy interventions



Theory and Practice: Online User Consultation

Survey statements		
School leaders	Teaching staff	Students
58	45	17

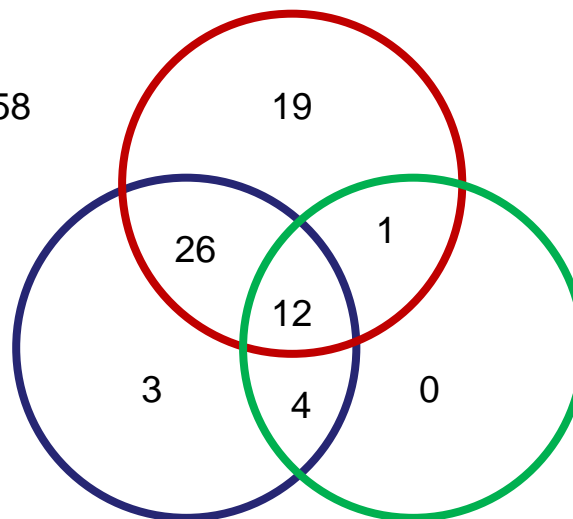


$$58+45+17=74!!!$$

Statements for School leaders: 58

Statements for Teachers: 45

Statements for Students: 17



NO user identification

NO personal data collection

NO obligatory questions (only demographics)

User Consultation Survey – more than 5000 completed questionnaires!



5052 completed questionnaires!

	School leaders	Teachers	Students	TOTAL
Estonian	43	168	491	702
Italian	51	338	769	1158
Spanish	93	426	1516	2035
Danish	12	96	569	677
English	25	126	329	480
TOTAL	224	1154	3674	5052

100+1 schools took part!

	VET	General	All
Estonian	5	13	18
Italian	5	18	23
Spanish	8	27	35
Danish	6	0	6
English	0	19	19
TOTAL	24	77	101

JRC B.4 is conducting an in-house analysis of UCS quantitative and qualitative data (with the support of SELFIE experts and national coordinators):

- ✓ Descriptive statistics
- ✓ Item analysis (Item Response Theory)
- ✓ Factor analysis
- ✓ Thematic analysis

3400+ replies to open-ended questions!

	School leaders	Teachers	Students	TOTAL
Estonian	24	75	172	271
Italian	45	139	722	906
Spanish	70	249	1238	1557
Danish	7	71	190	268
English	49	110	250	409
TOTAL	195	644	2572	3411

Evidence-based selection of standard set of SELFIE items

AREA	No	Lot 1 selection (using overall average)	Descriptors	SCHOOL LEADERS		TEACHERS		STUDENTS	
				% very important	Discrimination (do it)	% very important	Discrimination (do it)	% very important	Discrimination (do it)
5. Content and Curricula	46	OK	Digital tools and content are licensed as required	87%	Not discriminative				
	53	OK	Students' digital competence is developed across the curriculum	90%		76.50%			
	52	OK	Digital learning provision is evident across curriculum areas	78.30%					
	48	OK	Subject-based learning is reimagined to create more integrated approaches			72.90%			
	47	TBC	Open Educational Resources are promoted and used	77.40%		67.60%			
	51	OK	Learning in authentic contexts is promoted			75.30%		63.70%	
	49	OK	The time and place of learning is rescheduled			69.50%			
	45	TBC	Intellectual property and copyright are respected	66.10%		65.30%		58.90%	
	44		Content repositories are widely and effectively used			65.80%		54%	
	50		Online provision is a reality	53.10%				51.90%	
	43		Staff and students are creators of content			54.00%		49.70%	

...complemented by analysis of qualitative data and iterative consultations

The screenshot displays the NVivo Pro software interface for analyzing qualitative data. The main window is titled 'UCS QUAL DATA.nvp - NVivo Pro'. The left sidebar shows a tree view of sources and nodes. The central pane displays a list of nodes under '0_MyCODES_UCS', including '01. GENERIC feedback', '02. USEFUL DESIGN of SELFIE', '03. LEADERSHIP and Governance P', '04. Teaching and Learning Practices', '05. Professional Development (CPD)', '06. Assessment practices', '07. Content and Curricula', '08. Collaboration and Networking', '09. Infrastructure', '10. Additional area', and '11. NEED FOR HUMAN TRANSLATI'. The right pane shows a table of data for 'ENGLISH4NVivo_SchoolLEAD', with columns for ID, 1. Leadership and Governance Practices, 2. Teaching and Learning Practices, 3. Professional Development, and 4. Assessment. The table contains two rows of data, with the first row highlighted. The bottom status bar shows 'Record 1 of 12' and 'Code At'.

ID	1. Leadership and Governance Practices	2. Teaching and Learning Practices	3. Professional Development	4. Assessment
1	The greatest resource that is needed is time and although human resources and learning technologies are provided, time is not..... It must start with time, it would seem.	I never considered tracking or assessing digital competence of either students or teachers. Already, a new idea to work on.	Areas above that we are not engaged in are solely down to the fact that such programmes have not become available to us yet.	Assessment in is only evident individual tea work - not in a managed way
2	Again the challenge is to answer this consistently from a whole school perspective rather than from a feeling that some teachers are doing this in some classes.	In relation to the statement '... tracks the digital competence of teachers and/or students', we do and peer observation a lot. this by way of observationa nd focus-group.	Gaelcholáiste Luimnigh promotes peer-learning and peer observation a lot.	I would say th very little of t than in speci related subjec ECDL

Key challenge: the scale(s)/progression model

Maturity models/Scales from existing self-assessment tools												
	n/a	0	1	2	3	4	5	6	7	8	9	10
HEInnovate ¹	n/a	-	1	2	3	4	5					
eP&OBMM	-	-	Aware	Exploring	Developing	Integrated	Transformative					
		Not yet	Aware	Committed	Established	Advanced						
JISC S ICT Toolkit	Don't know or N/A - Neutral	Strongly disagree		Disagree	-	Agree	Strongly agree					
Digital mirror ² (Estonia)	-	-	Exchange	Enrich	Enhance	Extend	Empower					
eLemer	N/A	Not true ³	-	Partly true	-	Nearly true	Completely solved					
Opeka ⁴	Neither agree nor disagree	Strongly disagree		Disagree	-	Agree	Strongly agree					
	-	Never	Less frequently	1-2 times per month	Weekly		Daily					
Ae-MoYS ⁵	-	Strongly disagree		Disagree	-	Agree	Strongly agree					
	-	0-25%		26-50%	51-75%	76-100%						

Key design principles of SELFIE tool



Online platform with different versions of SELFIE for schools, IVET, HEIs

Single entry point using school's official email

A mockup of the SELFIE login interface. It features a light gray background with a dark blue border. At the top, there's a label 'Email' above a white input field containing the text 'info@schoolname.net'. Below this is a 'Password' label above another white input field filled with ten asterisks. At the bottom, there's a prominent teal 'Login' button.

NO PERSONAL DATA!

Key design principles of SELFIE tool



School Data
Dashboard

SELFIE coordinator
in each school



Supported by
Q&A, videos,
case studies...

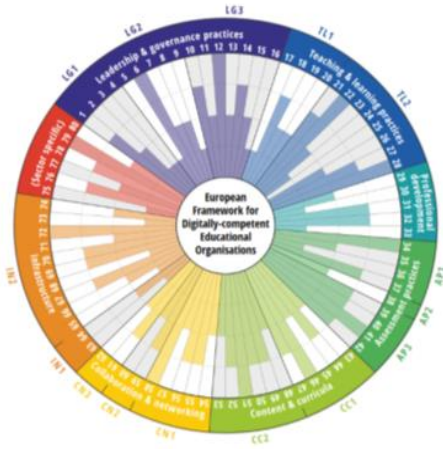
Fully customisable:

1. standard set of items,
2. optional items,
3. school-specific ones



Users will indicate
(not upload) **'evidence'**

Key design principles of SELFIE tool – Each school...



...will get a report with its aggregated results



... will benchmark with similar schools

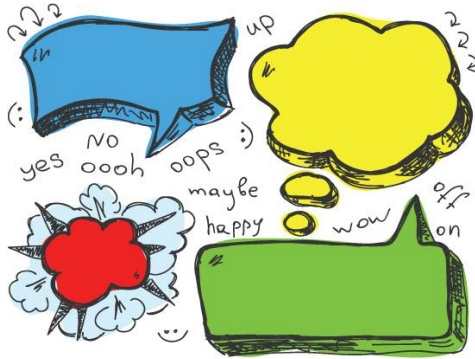


... will have full ownership of its data



Take Ownership

Key design principles of SELFIE tool



Internal dialogue based
on SELFIE results

Basis for school's
action plan

ACTION PLAN			
WHO	WHAT	WHEN	HOW



Aggregated data
for policy
making at regional,
national, EU level

Complemented by
qualitative research

Watson, I know what
caused the death



But you have only
administered a few interviews
and gone on two site visits.
Should you not collect
evidence that is more robust?



A self-assessment tool for HEIs is also under development!

The **Irish National Forum for the Enhancement of Teaching and Learning in Higher Education** is currently developing a self-assessment tool for HEIs digital capacity, based on DigCompOrg framework. The experts of the National Forum aim to use the same design principles and an adaptation of SELFIE tool for schools to run a pilot implementation in the course of 2017. Universities from Spain and Greece have expressed their interest to adapt and pilot the tool in their own context.

The screenshot displays the website of the National Forum for the Enhancement of Teaching and Learning in Higher Education. The page features a navigation bar with links to 'WORK PROGRAMME', 'T & L SCHOLARSHIP', 'FORUM RESOURCES', and 'T&L PARTNERS'. The main content area is titled 'Building Digital Capacity' and includes a paragraph about the roadmap for building digital capacity, followed by a list of key elements of the work. Below this, a circular diagram illustrates the DigCompOrg Framework, which maps the European DigCompOrg Framework to the current digital capacity of the sector. The diagram is a complex web of interconnected nodes and lines, representing the various components and relationships within the framework. To the right of the main content, there is a sidebar with a logo for 'the Enhancement of in Higher Education' and a section titled 'Featured Forum Workplan Activities' which lists four activities: 'Pre-Specified Nationally Coordinated Projects', 'All Aboard 2017', 'Teaching And Learning Enhancement Fund', and 'Enhancement Theme 2016/18'. Below this, there is a 'Latest News' section. At the bottom of the page, there is a footer with the European Commission logo and the text 'European Commission'.

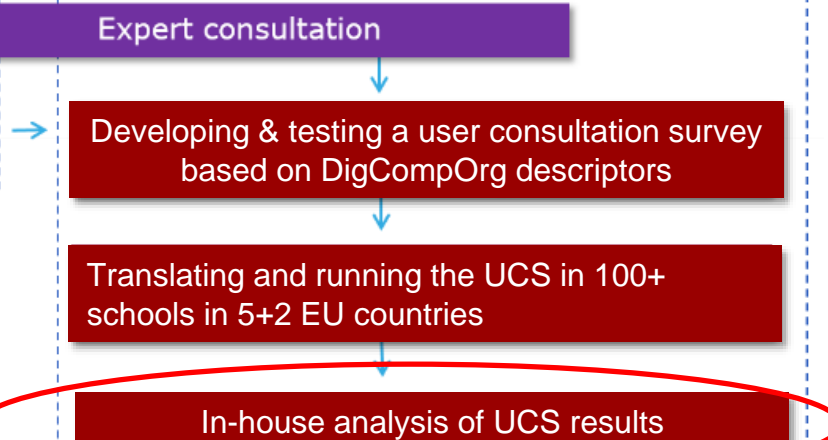
<http://www.teachingandlearning.ie/december-bulletin>

SELFIE Planning

Phase 1 - completed

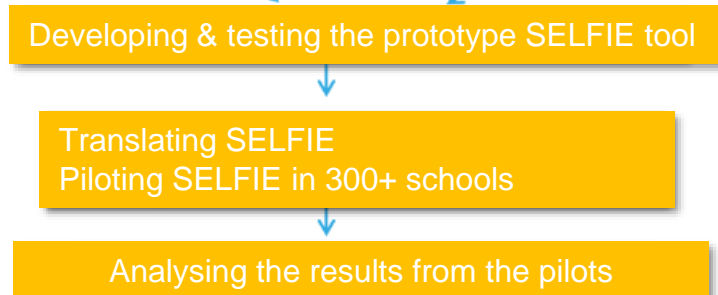


Phase 2 - ongoing



Mid-March

Phase 3 – by June 2017

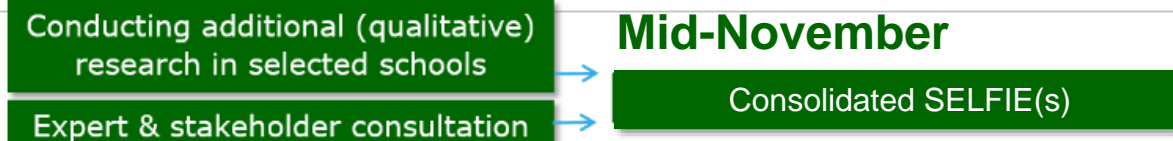


May

**June
September**

October

Phase 4 – by end 2017

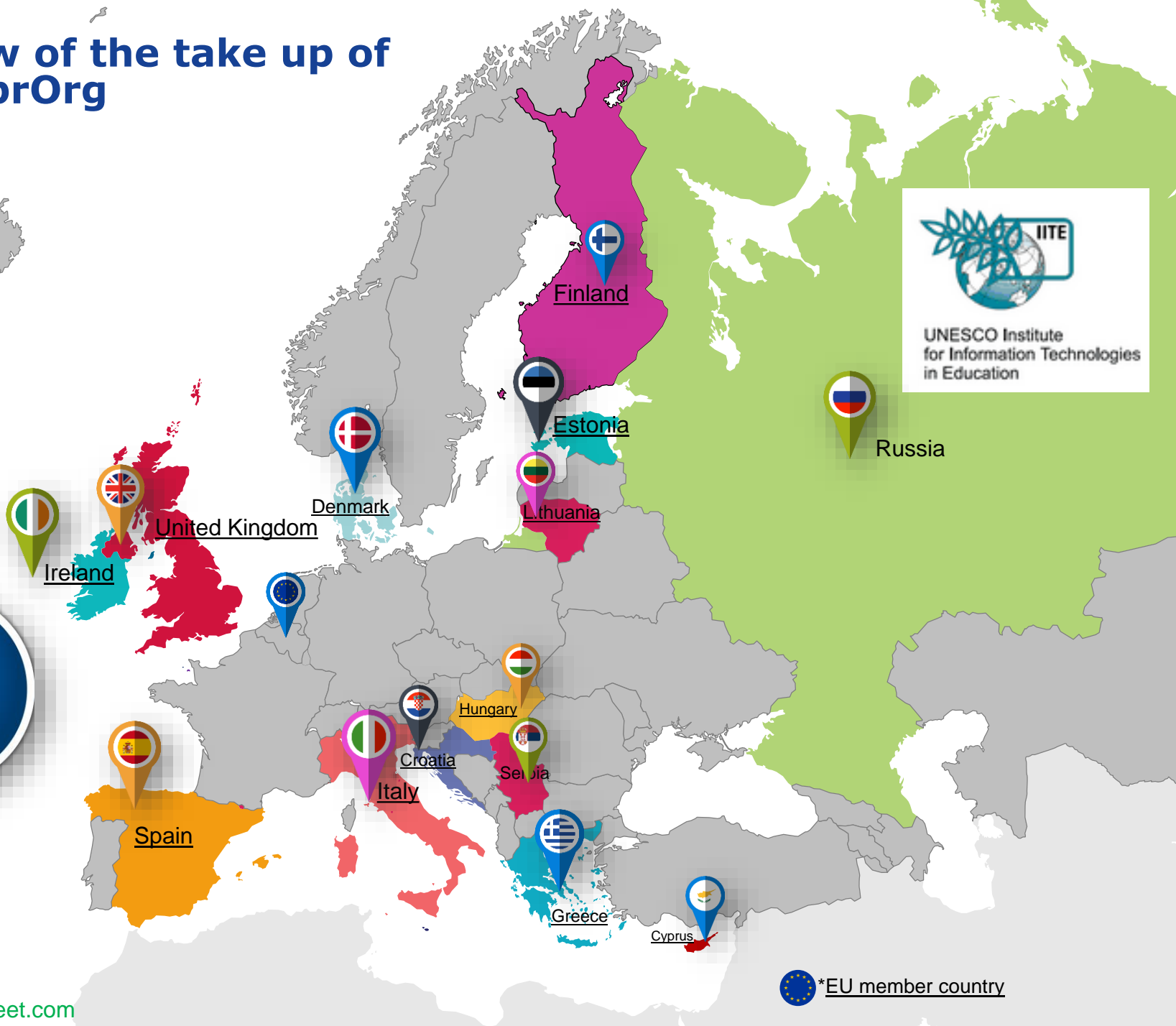


Mid-November

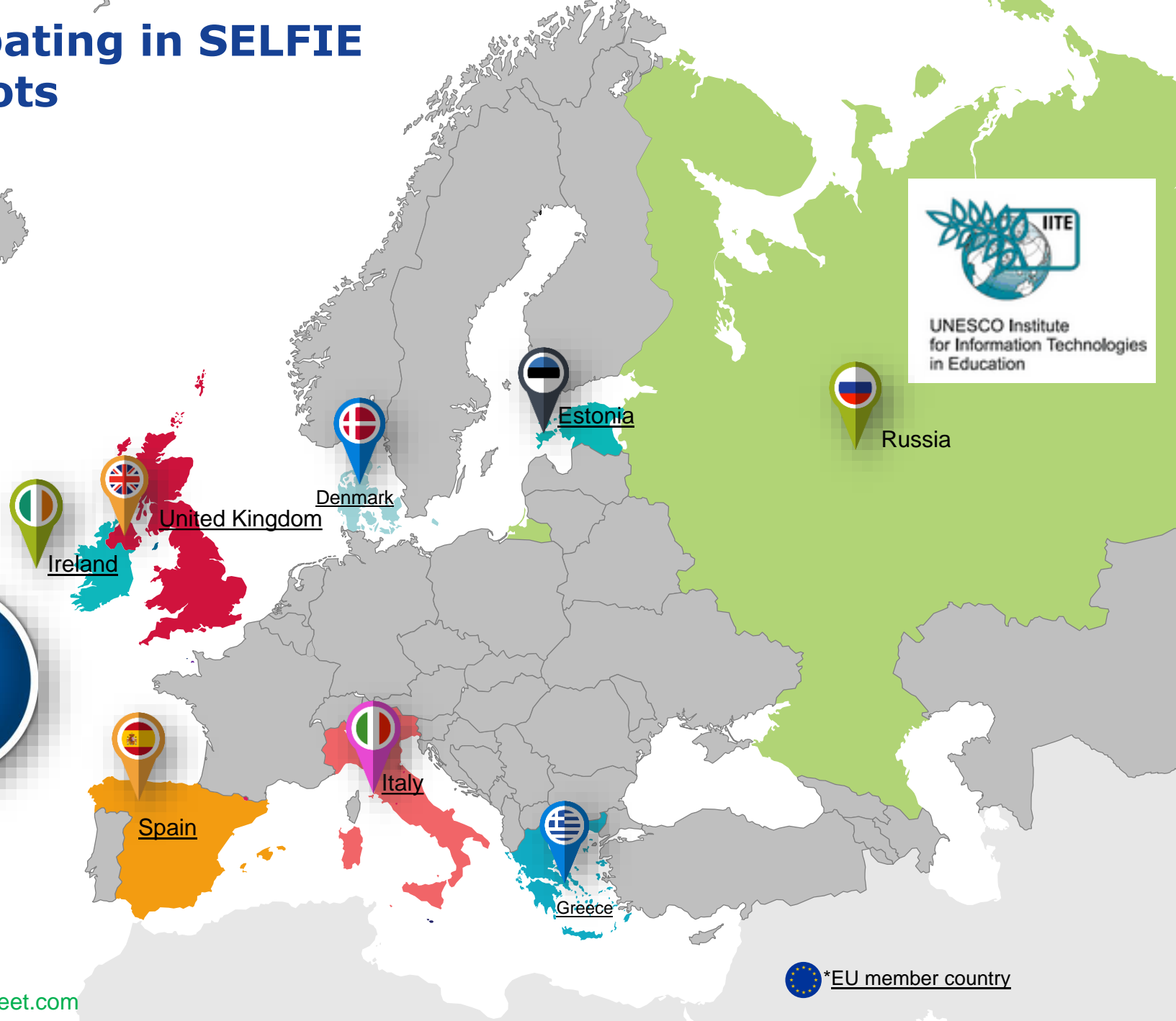
Dec 2017

End-November

Overview of the take up of DigComprOrg

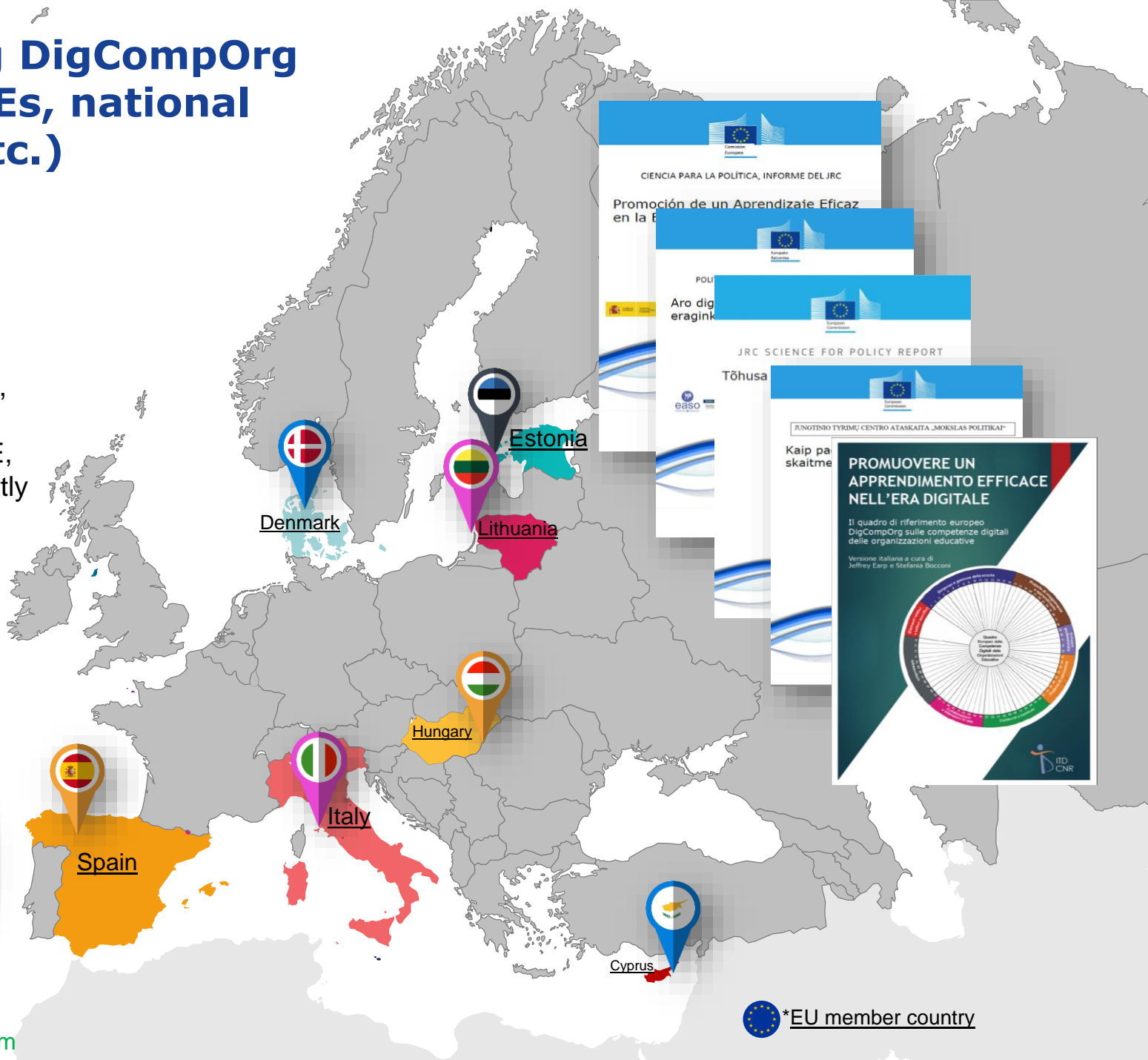


Participating in SELFIE tool pilots

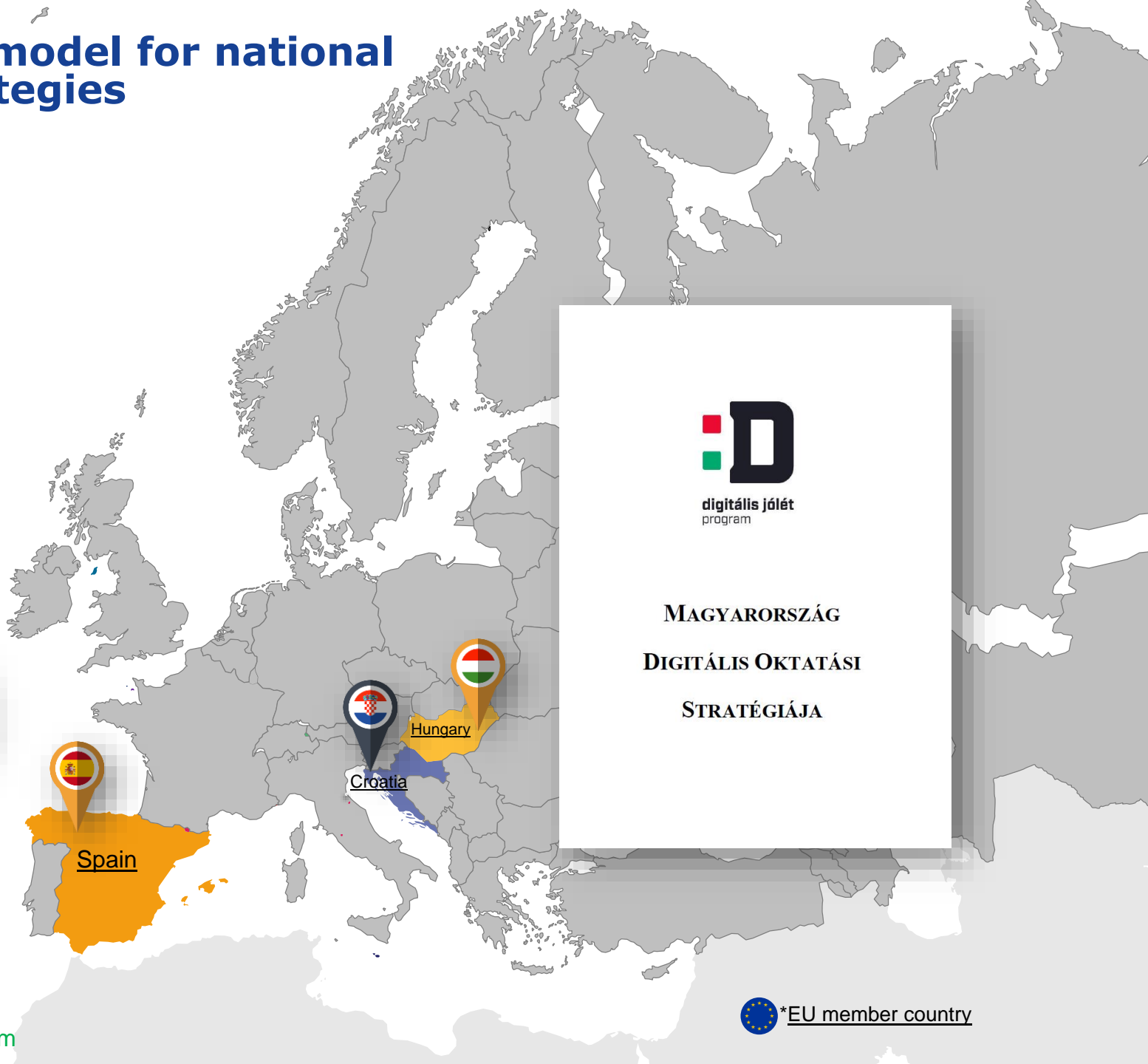


Translating DigCompOrg report (MoEs, national agencies etc.)

Available in EN, IT,
ES (& Basque
Language), EL, EE,
Lithuanian and partly
in DK and HU



Reference model for national digital strategies

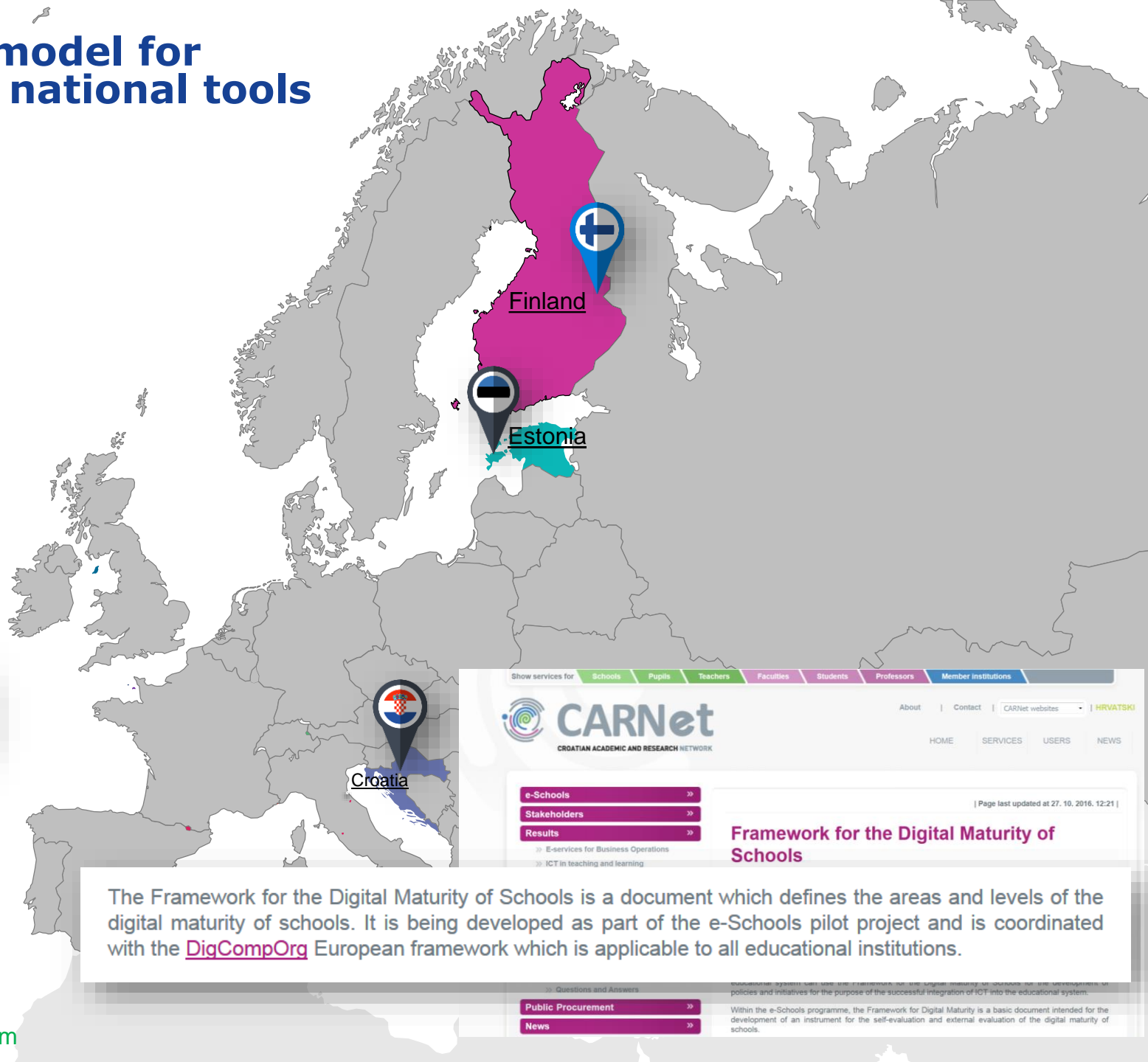


MAGYARORSZÁG DIGITÁLIS OKTATÁSI STRATÉGIÁJA



*EU member country

Reference model for developing national tools



Show services for Schools Pupils Teachers Faculties Students Professors Member institutions

CARNet
CROATIAN ACADEMIC AND RESEARCH NETWORK

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HOME SERVICES USERS NEWS

Page last updated at 27. 10. 2016. 12:21

Framework for the Digital Maturity of Schools

e-Schools »
Stakeholders »
Results »

» E-services for Business Operations
» ICT in teaching and learning

Public Procurement »
News »

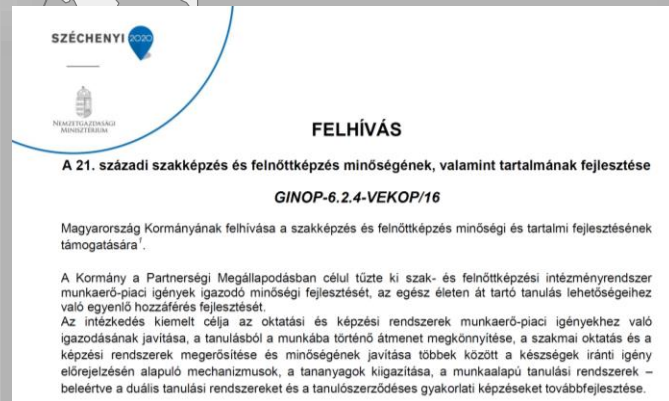
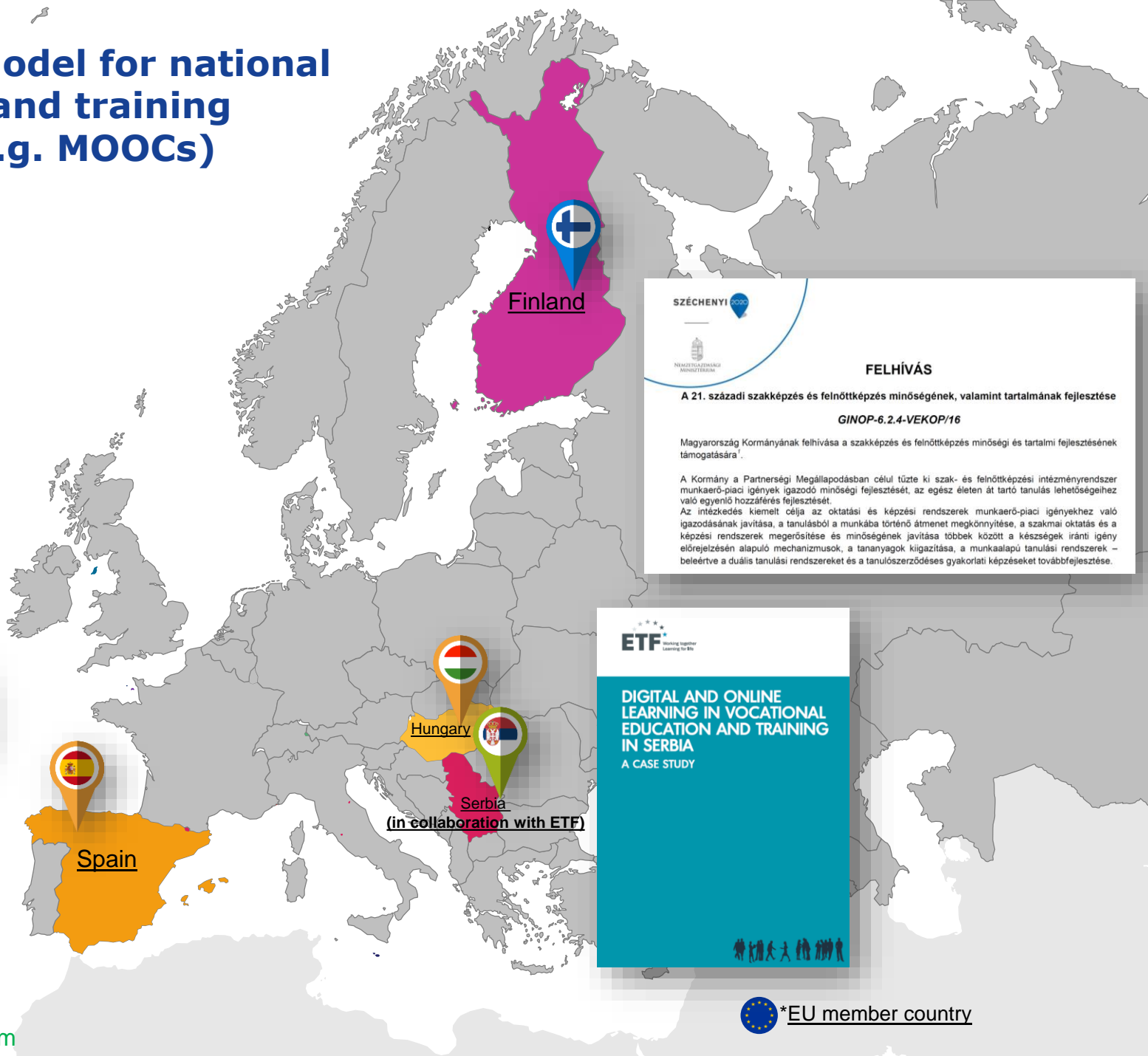
Questions and Answers

Education system can use the Framework for the Digital Maturity of Schools for the development of policies and initiatives for the purpose of the successful integration of ICT into the educational system.

Within the e-Schools programme, the Framework for Digital Maturity is a basic document intended for the development of an instrument for the self-evaluation and external evaluation of the digital maturity of schools.

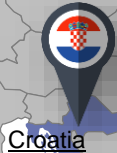
The Framework for the Digital Maturity of Schools is a document which defines the areas and levels of the digital maturity of schools. It is being developed as part of the e-Schools pilot project and is coordinated with the [DigCompOrg](#) European framework which is applicable to all educational institutions.

Reference model for national calls, pilots and training materials (e.g. MOOCs)



*EU member country

Policy support meetings with JRC DigCompOrg team



Jornada sobre Organizaciones Educativas Digitalmente Competentes

14-15 mayo de 2016
10:00
C/ Torrelaguna 18, 28027 Madrid

Organizada por:
Instituto Nacional de Tecnología Educativa y Formación del Profesorado, Ministerio de Educación, Cultura y Deporte.

Objetivos:

- Presentar el marco de la competencia digital en las organizaciones educativas diseñadas por el IPTV y una agenda de desarrollo.
- Determinar la situación actual con respecto a la competencia digital de las organizaciones educativas a nivel internacional, europeo y español.
- Analizar el impacto de la transformación digital de las organizaciones educativas en la educación actual y futura.
- Definir propuestas para avanzar en la implementación de la competencia digital en las organizaciones educativas.

Fecha y Lugar:
24-25/2016, C/ Torrelaguna 18, 28027 Madrid.

Agenda:

Hora	Evento	Presencia
9:30 - 10:00	Accreditación	
10:00 - 10:30	Inauguración	José Luis Blanco - Director General de Evaluación y Cooperación Territorial
10:30 - 11:00	Sesión de debate de organizaciones internacionales	Comisión Europea JRC IPTV - Yoon-Paek UNESCO - Alexander Kharchukhin

It's your turn now!

Which of these **uses** you think are **most relevant** for your country/context? Is there something that is missing that you would like to add to the current take-up of DigCompOrg?



The principles of

DESIGN

Which of the **design principles** are the **most relevant** for your country/context? Is there something that you would like add/change?

Do you want **to stay informed** about the developments in DigCompOrg & DigCompEdu?
Do you want even **to be involved**? Please let us know!





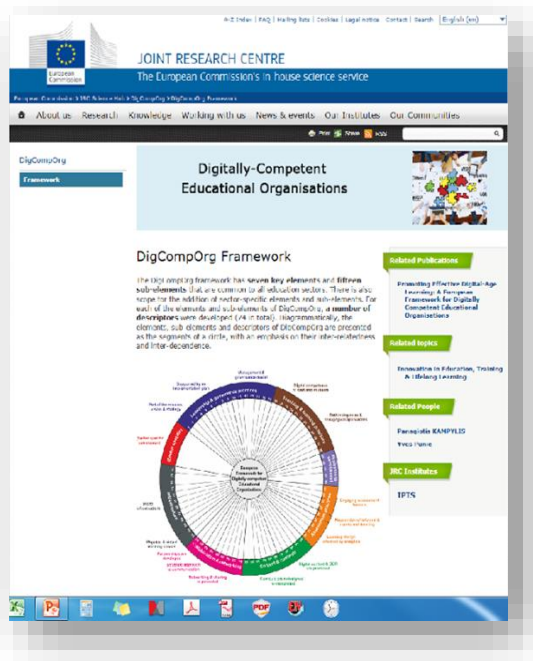
SELFIE DREAM-TEAM

AN INTERNATIONAL COMMUNITY IS EVOLVING AROUND!

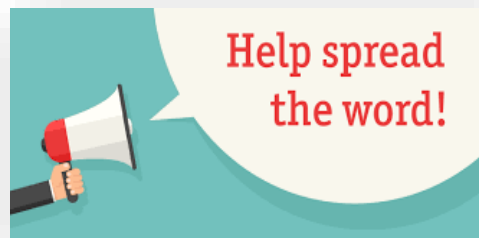
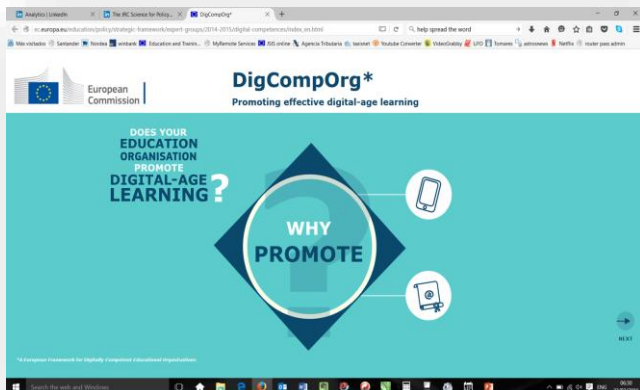
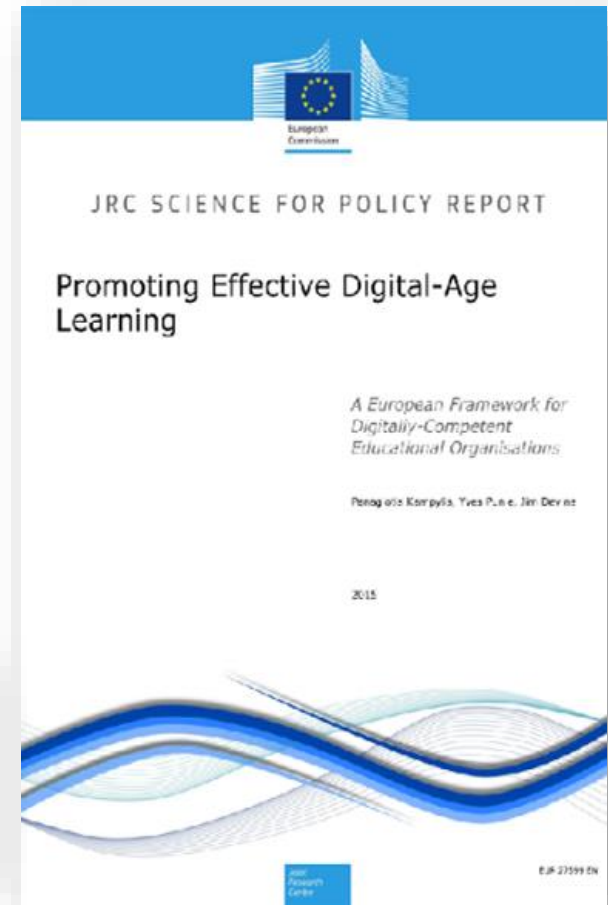
European Commission's (EC) **Joint Research Centre**, Human Capital and Employment Unit (JRC B.4 in short) has designed and run the study for EC's **Directorate General Education and Culture** (DG EAC). JRC B.4 collaborates with a group of international experts.



- Jim Devine | Policy | Projects | Innovation, IRELAND
- Timmus Limited, UK
- Danish Technological Institute, DENMARK
- Tallinn University - Centre of Excellence in Educational, Innovation, ESTONIA
- EIM consultancy, SPAIN
- National Research Council, Institute of Educational Technology & INDIRE, ITALY
- UNESCO Institute for Information Technologies in Education
- Professional Development Service for Teachers, IRELAND
- National Forum for the Enhancement of Teaching & Learning in Higher Education, IRELAND



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



<http://europa.eu/!TP78Wq>