



European
Commission

JRC CONFERENCE AND WORKSHOP REPORTS
**SELFIE Forum - Teaching and
Learning in the Digital Age**

4-5 April 2019, Madrid



2019

*Joint
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EU Science Hub
<https://ec.europa.eu/jrc>

JRC117482

ISBN 978-92-76-09033-5
doi:10.2760/799301

Luxembourg: Publications Office of the European Union, 2019

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How to cite this report: European Commission, SELFIE Forum - teaching and learning in the digital age, 4-5 April 2019, Madrid, Publications Office of the European Union, Luxembourg, 2019, ISBN 978-92-76-09033-5, doi:10.2760/799301, JRC117482.

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Introduction



The SELFIE tool, launched by the European Commission in October 2018, aims to support schools on the use of digital technologies for teaching and learning. SELFIE consists of a series of reflection questions and statements for school leaders, teachers and students from upper primary, secondary and vocational schools. Schools can customise the questionnaires and can add up to eight questions of their own. Once participants have replied to the statements, the school receives a detailed report with insights as to how technology is being used. It can help identify gaps and start a discussion in the school and form the basis for an improvement plan.

SELFIE is one of 11 actions in the **Digital Education Action Plan** adopted by the Commission in January 2018. Under the action plan, SELFIE is to be made available to 1 million users, including schools in Western Balkan countries. SELFIE has been developed by the European Commission with more than 80 education policy and research experts from across Europe. In the first six months since its launch, over 300,000 students, teachers and school leaders have used the tool that is available in 31 languages.

SELFIE Forum: participants and purpose of event

The first SELFIE Forum took place on 4-5 April 2019 in Madrid. The event was hosted and co-organised by the **Spanish Ministry of Education and Vocational Training**. The 1.5-day event gathered almost 200 policy makers, researchers, students, teachers and school leaders from 35 countries (EU Member States, Western Balkans, European Free Trade Association and non-EU countries). Participants discussed feedback on the tool, shared practical examples of SELFIE use and in particular, discussed how schools could be supported with the next steps once they had completed SELFIE.

Key goals of the event:

- to promote SELFIE and the use of digital technologies to support teaching and learning;
- to exchange practice and experience on promoting the use of the tool;

- to foster a SELFIE community and strengthen the connections between schools/countries using SELFIE;
- to explore how an 'ecosystem' could be developed around SELFIE use - including recommendations on funding and policy;
- feedback on strengths and weaknesses of SELFIE and recommendations on how to improve the tool.

The hashtags used during the Forum were #SELFIE_FORUM2019 and #SELFIE_EU (the generic hashtag of the project).

See also the short video created by the Commission on the Forum at https://youtu.be/PeKq_tmWTz0 or the report by Spanish TV at <https://bit.ly/2SF52ml> (from 16:23" to 26:26").

Drawnalism artists have sketched the key moments of the Forum - selected illustrations are presented in this report.

At the end of the Forum the participants were asked to fill in an evaluation form. 84% of SELFIE Forum participants said they were very satisfied with the event.



Day 1

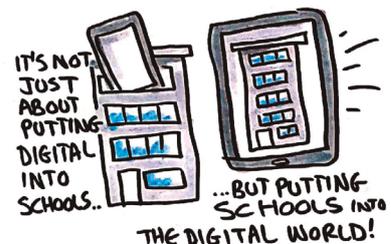
Opening session

The SELFIE Forum was opened with a keynote speech by **Maeve Galvin**, a 16-year old student from Ireland and winner of the 2017 European Digital Girl award, who shared her experience as a young person living and studying in the digital age. Maeve outlined the benefits of digital technology as she sees it every day, including easy access to unlimited information and communication with like-minded people from across the globe. Maeve talked about how digital technology had enhanced her learning by providing a way to study in an interactive and proactive way, including with games and software. She shared her experience as mentor in a Coder-Dojo coding club helping younger girls to learn to code, a key step, in her view, to close the gender digital divide. Maeve also emphasised some of the drawbacks of technology such as addiction and cyber threats but pointed to the central role of schools in teaching young people internet safety and digital well-being. In conclusion, Maeve saw the SELFIE tool as a great opportunity to give a voice to students in how digital technologies are used in their school.

Deputy Director-General of the Joint Research Centre, **Charlina Vitcheva**, welcomed participants on behalf of the European Commission and thanked the Spanish Ministry of Education and Vocational Training for hosting the event. She emphasised the importance of involving students in the conversation on digital age learning and teaching and welcomed those students from local secondary schools who had joined the event.

The Deputy Director-General spoke about the success of SELFIE since launch and future goals of the project: extending SELFIE to the Western Balkans, Georgia, Russia and Turkey and adapting the tool further to the needs of VET. SELFIE can help further a number of key policy goals: boosting digital skills, using technologies in a pedagogical and purposeful way in the classroom and improving school infrastructure. The role of the European Commission is to support Member States in scaling up innovation, exchanging good practice and providing funding through programmes such as **Erasmus+**.

Alejandro Tiana, Secretary of State for Education and Vocational Training, opened the conference for the Spanish Minister of Education and VET. The aim of SELFIE, he stressed, was to foster cooperation and create a sense of community where everybody can learn and reflect on improvements to be made. In Spain, the importance of integrating technology in education has been recognised by the establishment of the National Institute for Educational Technologies and Teacher Training (**INTEF**), which aims to address the needs of citizens to be able to use digital tools in safe, responsible, critical and competent ways. The Ministry of Education and VET has deployed various initiatives in this regard, such as the Common Digital Competence Framework for Teachers,



Digital Competence Portfolio for Teachers and Open Digital Credentials. In addition to these national initiatives, the Ministry is also collaborating in various EU projects and studies.

In his keynote speech, **Fernando Trujillo Sáez**, University of Granada, spoke about innovation in schools in the context of digital transformation. Education and schools are at the centre of major societal problems, such as poverty, hunger, health and gender inequality. Even though many people in the education sector would like to act as agents of transformation, they can find themselves limited because they work in an institution that is slow and reluctant to change. Education should not be the first stage for preparing students for the workforce but the first stage in preparing citizens of the future. Technology is essential in such preparation. We should ask the question: how can we reach our goals, with the tools we have, with the people we have in our schools right now?

“How can we reach our goals, with the tools we have, with the people we have in our schools right now?”

Fernando Trujillo Sáez

Fernando highlighted three common myths that could lead to failure in fostering education innovation:

- the idea that teachers are solely responsible for the failures of education, when in reality, they are often working within an environment which does not allow innovation to take place;
- the ‘supermarket innovation’ approach, where teachers are led to believe that transformation is based on using the latest technology or educational trend, be it flipped learning or interactive whiteboards without going through a reflection on the possible benefits of this new product or trend;
- the ‘heroic innovator’ approach, where the system rewards teachers who are working solo and who might be highly innovative in their classrooms, but such practice is difficult to scale to school-level and is not sustainable in the long run.

Fernando stressed that ‘islands of innovation’ cannot help us build the future, it should be a collective process, which tends to be gradual and slow, but which emerges from the exchange of ideas and knowledge amongst teachers. SELFIE, he argued, adds value in this respect because it is a tool for collective self-knowledge and shared critical reflection based on the opinions of different institutional stakeholders. It is a good tool which allows the institution to get to know itself better and to understand that every school is different. Moreover, the data belongs to school and the results from SELFIE can act as a guide for future improvement and innovation at the school. Fernando concluded that it is important that we stop insisting that teachers alone are the key for innovation and transformation. It is the community of practice of reflective practitioners which is vital for innovation, transformation and change.





Panel discussion

In this session, moderated by **Yves Punie** (Deputy Head of Human Capital and Employment Unit, European Commission), the panel was asked to address questions related to scalability, sustainability and resistance to change. All speakers agreed that the toughest challenge was scalability. Sustainability, in their view, was in some ways less difficult as is granted by the usefulness of technology and its ability, when used effectively, to facilitate learning.

A major point throughout the panel discussion was the European dimension. **Carmen Lázaro** (School leader, Itaca School, Spain) highlighted how SELFIE allows users in Europe, especially teachers and school leaders to know

...it is important that teachers understand that they are not supposed to be experts in technology but experts in pedagogy

that they are facing similar challenges or answering similar questions. It can also provide a “portrait” for policy-makers and help them with policy interventions.

Anja Balanskat (Senior Analyst, European Schoolnet) highlighted the heterogeneous nature of education systems in Europe, and their different needs and stakeholders when introducing or facilitating innovation.

The panel discussed how SELFIE is an important tool for allowing innovation to develop in the school. It can enable teachers to understand the steps needed for innovation and in this way, change mindsets. **François Jourde** (Teacher, Digital Learning, European Schools) explained that it is important that teachers understand that they are not supposed to be experts in technology but experts in pedagogy. In this respect, SELFIE is an excellent tool to nurture and link bottom-up with top-down processes. Indeed, the importance of including all stakeholders from the beginning was highlighted. Understanding that not all countries have the same approach to risk-taking is also important. The need for more evidence on how technology is, or is not, improving learning outcomes and supporting competence-based education was also discussed.

Alessandro Brolpito (Senior Specialist, European Training Foundation) discussed the need to reflect on processes such as digital transformation and its impact on education. It is important to examine whether digital transformation is working or examine unexpected barriers. Two questions we need to ask is whether SELFIE should be implemented in national policy and whether and, if so how, it should be combined with other initiatives.

Speakers also highlighted the usefulness of SELFIE in providing a snapshot to schools on where they are in terms of technology adoption, so as to design an action and improvement plan for the future.

Scene setter

SELFIE project managers **Panagiotis Kampylis** and **Deirdre Hodson** (European Commission) gave an overview of the origins of the SELFIE project and the basis of the tool, which was the **European Framework for Digitally Competent Organisations** published by the

The focus of SELFIE is on innovative learning in the digital age, rather than technology

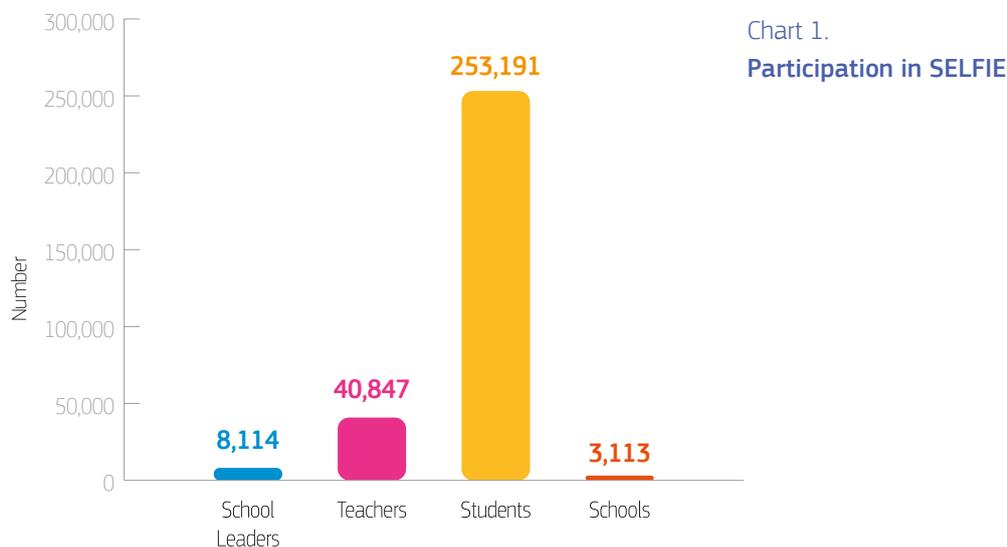
Commission at the end of 2015. They recalled the design principles on which SELFIE has been developed: the need to create a tool which was

flexible and adaptable to the particular needs of every school; involving the whole school community; including students; making sure the tool could run on any platform and operating system; testing and iterating and focusing on the usability of the tool.

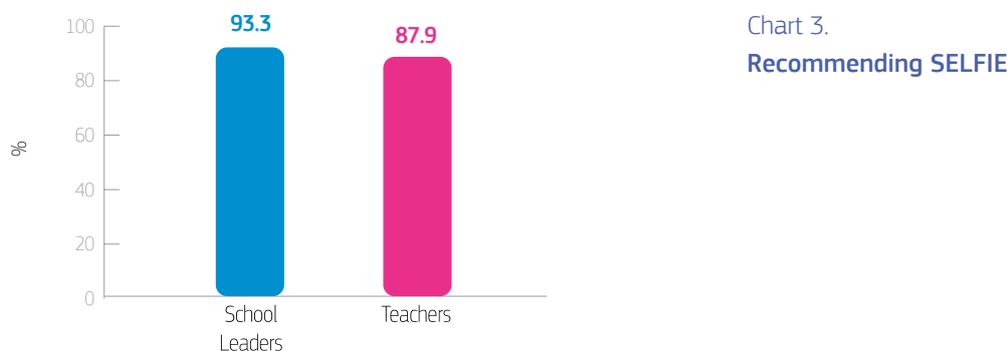
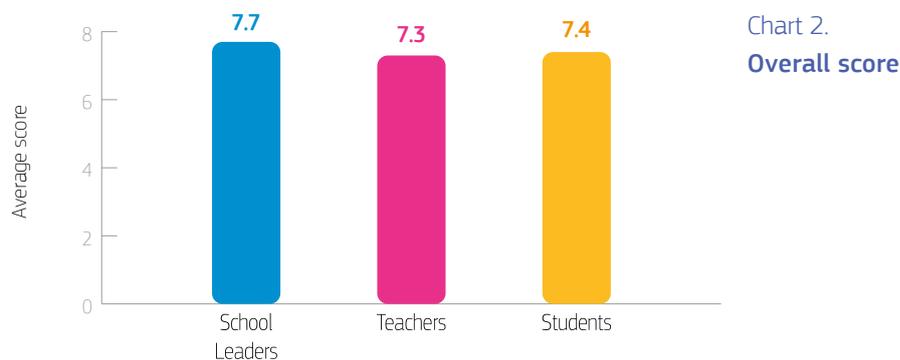
The focus of SELFIE is on innovative learning in the digital age, rather than technology. The results generated through using SELFIE can form the basis for planning and dialogue within the school. The idea of the Forum was to gather ideas from participants on how we could further develop and raise awareness of the tool and provide support and guidance for schools to use their results from SELFIE.



Panagiotis and Deirdre presented some key figures on participation in SELFIE and user satisfaction. In the first six months since its launch, over 300,000 school leaders, teachers and students from more than 3,000 schools (mainly primary and secondary) in 33 countries have used the tool.



Respondents rated SELFIE 7.5 out of 10 and 9 out of 10 school leaders and teachers would recommend SELFIE to a colleague.



Panagiotis and Deirdre recalled the participatory nature of the tool and thanked the many countries and organisations that have been involved in the development of SELFIE, in particular the 14 countries and 650 schools, which tested and gave feedback on an early version of the tool in late 2017.

Workshops

In the afternoon of the first day, participants split into eight groups to brainstorm and identify different scenarios on the support schools might need after having completed SELFIE. The discussion covered insights and existing good practice in supporting schools with technology use based on the six areas of SELFIE: leadership, infrastructure, teacher continuous professional development, teaching and learning, assessment, and student digital competence.

Group 1

Moderated by **Fernando Trujillo Sáez**, University of Granada, Spain

Key messages:

- There is a need to create a community of schools that have used SELFIE as a way to encourage exchange of practice and experience.
- More initiatives could be taken on a national level to promote SELFIE, such as SELFIE ambassadors, webinars, conferences and presentations to encourage more schools to use the tool.
- SELFIE could be linked to Continuous Professional Development of teachers and other school staff. The feedback collected through SELFIE could be used to address the improvement of teacher and student digital skills.
- Data gathered from the tool could potentially be analysed and used for policymaking on a regional or national level.



However, it is important that the data is not used for ranking schools, but to inform policymakers and to give insights as to how technology is used in schools.

★ PROVIDE AGGREGATED RESULTS FOR REGIONAL AND NATIONAL LEVEL



Group 2

Moderated by **Ana Hernández**, Ministry of Education and VET, Spain

Key messages:

- SELFIE could be reinforced by providing schools with recommendations and guidance on the next steps, e.g. how a school can use the results as the basis for creating a plan for improvement, to be implemented by school leaders and teachers.
- Aggregated results from the self-reflection could be shared not only with schools but also with policymakers on a regional and national level.
- A SELFIE network could be established, based on existing networks such as **eTwinning**, as a way to inspire schools and encourage them to participate in self-reflection.
- Existing frameworks such as the Digital Competence Framework for Educators (**DigCompEdu**) and the Digital Competence Framework for Citizens (**DigComp**) could be linked to SELFIE. This way schools could work on teacher professional development using DigCompEdu, and on the digital competence of students with DigComp.

Group 3

Moderated by **Ana Maria Stan**, European Commission

Key messages:

- Existing networks, such as **eTwinning** could be used to engage not only schools but also to encourage local authorities, cities and universities to approach schools and promote SELFIE.
- There is a need to build trust so that schools understand that their participation in SELFIE will not be used to rank or 'punish' schools.
- Provision of support for schools after they have run SELFIE, could include Massive Online Open Courses (MOOCs), guidance documents, gamification, labels or awards which recognise that the schools are part of a wider SELFIE project. SELFIE could be integrated to schools development plans, when relevant and in capacity-building projects for school leaders and teachers.

#SELFIE_EU



Group 4

Moderated by **Ignacio Casado**, Ministry of Education and VET, Spain

Key messages:

- A programme is needed to promote SELFIE across

schools through incentives and to sustain it in the longer term in order to ensure that results and impact are maximised.

- Schools should develop strategies and plans to improve weaker points highlighted in the SELFIE report. Activities could include job shadowing or a mentoring arrangement with schools more experienced in technology use.
- Recommendations on Continuous Professional Development on a national level are needed, as well as consultancy for schools, national SELFIE networks or recognition mechanisms.

Group 5

Moderated by **Alina Senn**, European Commission

Key messages:

- Dialogue on an institutional level - before, while taking SELFIE and after receiving the results - is crucial for identifying where a school stands with the use of digital technology in the classroom and planning the way forward. Such discussion can also result in a CPD programme for teachers and staff.
- The schools could be given an option to share their results publicly with other schools. This way schools with more experience can be used as good practice for embedding digital technology in the learning process.
- Anonymised and aggregated data could potentially be shared with public bodies to improve policymaking.
- The SELFIE platform could include materials for professional development based on SELFIE results. Collaboration between formal and non-formal actors has been identified as key in CPD.

STAKEHOLDER ENGAGEMENT AS A PART OF A PACKAGE OF WORK-BASED LEARNING!



Group 6

Moderated by **Ralph Hippe**, European Commission

This group looked specifically at SELFIE for the VET sector. It brought together national representatives from the EU's ET2020 VET Working Group on Innovation and Digitalisation as well as other VET experts. The group looked specifically at the possibility of extending SELFIE in the future to work-based learning contexts, i.e. when training is provided in school and in a company (such as dual apprenticeships). A feasibility study on this topic was recently carried out. The study and its results were presented by **Simon Broek** (Ockham IPS) and discussed by the group, including possible follow-up steps.

Key messages:

- Continue work on adapting SELFIE to work-based learning in VET.
- There is a need to clarify what will be done with feedback on companies gathered through SELFIE and how this data will be used.
- Important to involve companies working with VET institutions, sectoral bodies, chambers of commerce, trade unions and Centres of Vocational Excellence.
- Vital to use communication channels at different levels to raise awareness among companies and encourage them to get on board.
- The added-value ('selling points') of SELFIE need to be communicated, in particular that SELFIE can lead to better learning outcomes.
- Consider introducing a SELFIE support service for implementation bodies and stakeholder organisations (e.g. providing information and training on SELFIE), similar to the European credit system for VET (**ECVET**).

Group 7

Moderated by **Yves Punie**, European Commission

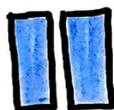
Key messages:

- Access to SELFIE could be widened to include teacher-training institutes, so SELFIE can be integrated into teacher training practices.
- SELFIE results (anonymised and aggregated) could potentially be shared based on an agreed data policy. Yet, SELFIE should not lose its focus on self-reflection and should not become a 'performance test'.
- Open Education Resources could be developed and made available for training based on SELFIE results at European/national level.
- An inventory of needs based on the results from SELFIE could be developed at school, regional, national level and European level.
- A personal learning development programme/portfolio could be created for each teacher to enhance individual teacher development and the school's digital capacity. At the same time, a cross-curricular development of digital skills for all (teachers, students and school leaders) should be created.
- Use of SELFIE should be promoted outside the school to ensure wider engagement in the digital society.

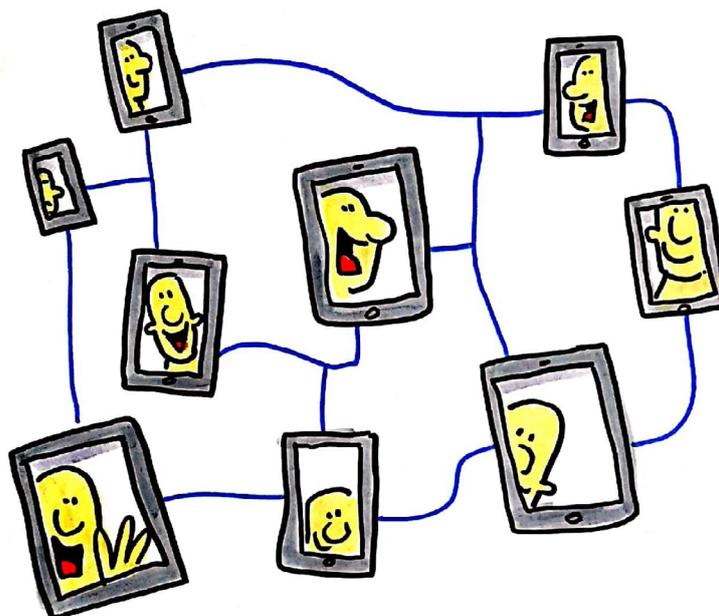
**DEVELOP AN INVENTORY
OF NEEDS AFTER DOING
SELFIE!**



#SELFIE_EV



CREATE NETWORKS
OF SELFIE AT LOCAL &
NATIONAL LEVEL!



Group 8

Moderated by **Diego Rojas**, Ministry of Education and VET, Spain

Key messages:

- Networks of SELFIE schools should be created at national and European level, to help raise awareness at school and policy level and allow for the sharing of good practice among schools that have taken and will use SELFIE. The networking would also encourage professional development and could be plugged into existing networks.
- Digital culture should be embedded at the whole school level and should impact the delivery of curriculum and services in the school. This should be coherent with and, reinforced by, the overall school plan. Innovation should be at the core of school's digital culture.
- The school improvement plan developed after running SELFIE should be driven by school leaders, and the school management team and be based on collective participation. The plan should be discussed and agreed by the whole community and be based directly on SELFIE results.

Day 2

Demo of tool and reporting

The second day started with reporting the results from the workshops and a demo of the SELFIE tool by **Lilian Weikert García** and **Ralph Hippe** (European Commission).

The first step for any school that wants to use SELFIE is the registration process. The school coordinator (person or small team who sets up SELFIE and coordinates the exercise) registers the school on the SELFIE platform. They will be asked to provide a few details such as the size, location and type of school (e.g. primary or secondary or both). If the school offers more than one level of education the school coordinator can choose where they want to run the tool. For example, just primary or both primary and secondary.

SELFIE has three types of questions:

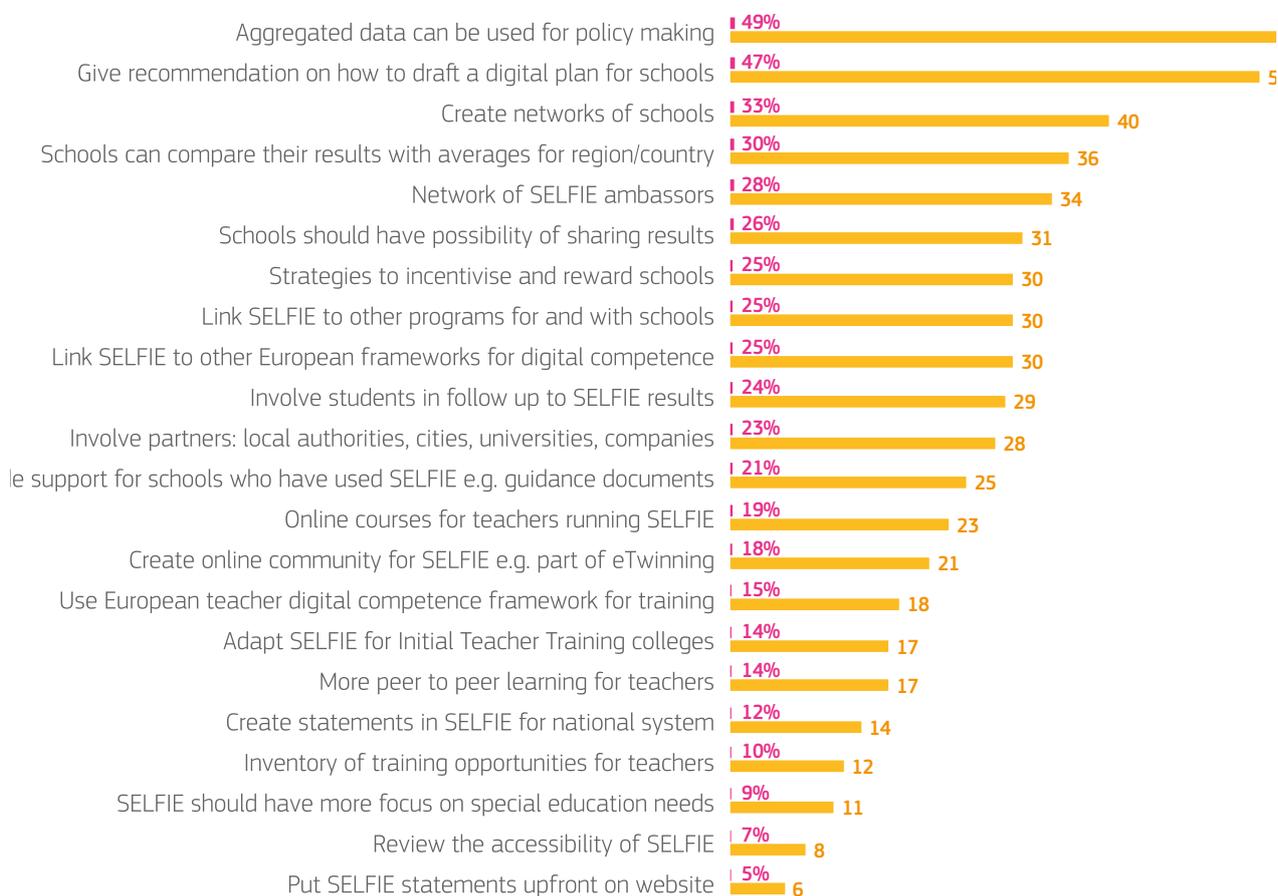
- A set of questions that are the same for every school.
- A set of optional questions that schools can choose from.
- Customised questions that the school can create (up to eight questions).

Once the questions and statements have been set up, the coordinator sends links to teachers and students who have between one and three weeks to answer (schools decide the timing). SELFIE can be run up to three times during the school year.

After the explanation of how SELFIE can be set up and run in a school, participants were then shown a demo report with SELFIE results. The feedback from staff and students is displayed in an interactive way and highlights what's working well and where improvement is needed. Lilian and Ralph showed how staff and students can download a personalised certificate when they have completed the questions. The school can receive an open digital badge for taking part in SELFIE, which can, for example, be put on the school website.

Conferences participants were asked to vote (through the Slido website) on what is needed to improve the experience of schools using the SELFIE tool. The recommendations from the workshop were summarised into 22 items and participants voted on these. Results are listed in chart 4.

Chart 4.

List of recommendations

SELFIE sister projects

Yves Punie presented how the SELFIE tool fits into the wider research and policy agenda for the development of digital competence in Europe. The questions and statements in SELFIE and the thinking behind the tool were based on the European framework for **Digitally Competent Educational Organisations** (DigCompOrg), published by the Commission in 2015. The framework aims to support schools, colleges, universities and policy makers in dealing with the digital transformation of education and training practices. Digital change in society and the economy not only affects organisations, of course, but also educators, students and, more broadly, all citizens. To address these challenges, two related frameworks

have been developed by the Commission: **DigComp** - the European Digital Competence framework for citizens and **DigCompEdu** - the European Digital Competence framework for educators.

The Commission has developed DigComp, DigCompOrg and DigCompEdu as reference frameworks which can help establish a shared language, understanding and vision for learning in the digital age within and across organisations, countries and at European level. Before the frameworks, there had been agreement that digital competences were needed, but little work had been done on what these should actually be, how to define and describe them and what different levels of proficiency could look like.

European Digital Competence framework for citizens

The European Digital Competence framework for citizens, DigComp, sets out the most important competences (knowledge, skills, and attitudes) people need to live and thrive in our increasingly digital world.

A total of 21 competences are defined around five areas: information and data literacy; communication and collaboration; digital content creation; safety; problem solving.

DigComp was first published in 2013 and an updated version, DigComp 2.0, was released in June 2016. A third edition of the framework was published in May 2017 focussing on detailed proficiency levels and how these could be applied, using the metaphor of “**learning to swim in the digital ocean**”.

The framework is currently used (its in entirety or adapted) in more than 14 EU countries, for example, for curricula development, student assessment, training and upskilling schemes for adults as well as in digital skills strategies and policies. The European Training Foundation, for example, uses the framework in their work with non-EU countries, including Western Balkans countries, to support reform of their education, training and labour market systems. DigComp is used by UNESCO to develop a Global Digital Literacy framework as part of Sustainable Development Goal 4. More examples of how the framework for citizens is being used can be found in the “**DigComp into action**”, guide which documents 38 examples.

The framework also formed the basis for the definition of digital competence in the European Commission’s **Eight Key Competences for Lifelong Learning** which sets out key skills needed by all learners today.

Framework for educators

The Digital Competence Framework for Educators (DigCompEdu) published in 2017, sets out the digital skills and competences educators need in contemporary teaching environments. It is designed for educators at all levels, from pre-primary to vocational, higher and adult education. A total of 22 educator-specific competences for teaching are set out in six competence areas: professional environment; sourcing, creating and sharing digital resources; managing and orchestrating the use of

digital tools in teaching and learning; digital tools and strategies to enhance assessment; the use of digital tools to empower learners and facilitating learners’ digital competence.

An online community has been created, bringing together stakeholders interested in using and implementing the framework to exchange experience and training materials. This community currently has around 100 members, including representatives of national and regional agencies, researchers, training providers and educators.

The Commission is currently working on developing self-assessment tools for educators based on the framework for primary, secondary, vocational and higher education. The tool will allow educators to reflect on their digital practices, test their practical knowledge and guide them in further developing their skills. Different modules will be offered that can be used flexibly, either by individual educators for their personal professional development or integrated into training courses.

Examples from policy and practice on how SELFIE is being used

1. Online course for Digitally Competent Educational Organisations, 2nd Edition

Fran Balsera, Ministry of Education and VET, Spain

Fran presented this free online course (in English and Spanish) which enables participants to:

- learn about the European Framework for Digitally Competent Educational Organisations as a way of improving teaching and learning at the school
- develop a school digital plan
- support teacher training and collaboration.

As part of the assignments, participants use SELFIE for the diagnosis of their school’s current use of technologies. The course combines self-assessment and peer assessment. At the end of the course, participants can receive a digital badge. The course is based on a collectivist learning approach, whereby participants interact with the team running the course and with each other to facilitate the

learning experience. A **second edition** of the course was launched live at the conference. The MOOC is under Creative Commons licence meaning it can be used and adapted by other countries and organisations.

2. Planning using SELFIE in a small school on Europe's edge

Seán Gallagher, St Angela's College, Sligo, Ireland

Seán Gallagher presented the approach undertaken by a small school in rural Ireland (where he was school principal) to adopting new technologies. He discussed how SELFIE enabled the school, not only to assess where they were at but also to formulate the digital plan of the school. Based on various policy documents, the school focused on ensuring that the teachers and school leaders had the right vision on how to use technology in the school. Coding and computational thinking were identified as priorities. SELFIE enabled the school to take on board ideas from all stakeholders, teachers, school leaders and students. A valuable aspect of SELFIE was how it allowed teachers to reflect on and learn about digital technologies in education while completing the exercise. The students were also happy to receive badges that came from a European programme. Seán explained how the role of teachers in the context of technology changes and moves to a more constructivist approach. As for the students, the school aims to foster and support active learners who are able to reflect on their learning and use digital technologies in confident and creative ways not just as consumers.

3. Widening schools' participation in SELFIE: the Italian approach

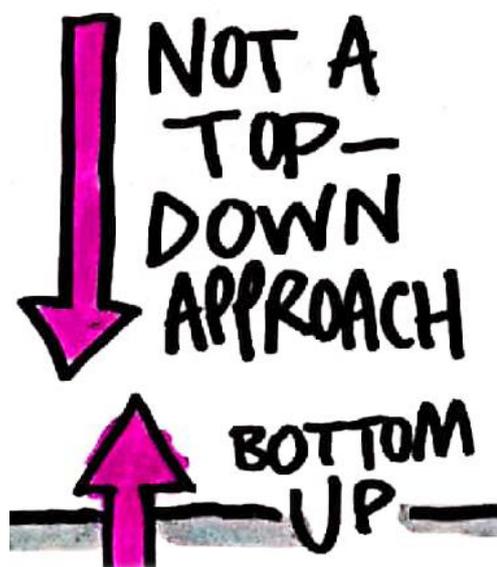
Stefania Bocconi, National Research Council, Italy

Stefania Bocconi, responsible for the pilot of SELFIE in Italy presented the approach undertaken by the Italian government to digital education and the role of SELFIE within this. Key to the successful SELFIE pilot exercise was getting different stakeholders involved. Italy is now pursuing work on three fronts:

1. building and reinforcing relations at all levels of the system
2. helping the schools to identify the synergies between SELFIE and local, regional and national policies initiatives on digital education

3. providing schools with training initiatives that build on the results of SELFIE in order to foster a culture of self-reflection, self-evaluation and self-action

In Italy, SELFIE was primarily a bottom-up initiative facilitated by the system and not imposed by it, where regional leaders helped connect the local actors. In terms of policy, SELFIE was included in some of the local digital education action plans of the autonomous regions. Moreover, those in charge of the national digital education plan at the regional level were involved in the process so they could understand possible synergies and connections between SELFIE and the national plan. And finally, SELFIE was included in the training programme for school leaders to help them identify ways of using SELFIE with their school community. Stefania also raised the importance of: (a) helping schools map what is mandatory in their context and how to transform the data analysis from SELFIE into an action plan; (b) helping schools collaborate in networks to compare their results and reflect together on what could be included in their action plan; (c) the appointment of a 'digital catalyst' teacher (an initiative of the national digital plan) to promote a culture of self-reflection in the school. This person also can act as a SELFIE coordinator.



4. SELFIE, embedded - the case of Cyprus

Anastasia Economou, Ministry of Education and Culture, Cyprus

In Cyprus, SELFIE was introduced in 2017 as part of the innovative schools programme. Anastasia pointed out that many schools were overwhelmed and frustrated with the top-down strategies which they felt had been imposed on them. This is why a flipped approach to SELFIE was used. In Cyprus, schools were encouraged to develop a vision of how to use digital technologies and how to use SELFIE to gather data, so as to get a snapshot of their digital learning and to learn about different digital competences.

After an analysis of their needs, schools could develop an action plan, implement it, monitor how the plan is going, gather evidence on what they are doing and discuss and reflect on it with the school community. In this way, schools can adjust their course of action and in addition can also share progress within their own school community as well as with other schools. This is supported by a mentor, at the ministry level for each school as well as teacher coaches, who support their peers in the school. A major success of the programme is the online working and collaborative space where teachers and schools can share, get online

feedback and reflect on an ongoing basis. Teachers and mentors can see how the different activities are designed, implemented, what kind of comments they received and see how the activity has been implemented. A major goal in Cyprus is that learning organisations and individuals are able to identify their own needs, using self-reflection tools like SELFIE, to design their development and learning cycle.

5. SELFIE as a tool for developing competences of ICT coordinators in Lithuania

Vaino Brazdeikis and **Asta Buinevičiūtė**, Ministry of Education, Science and Sport, Lithuania

In Lithuania, some 60% of schools have ICT coordinators, but many hold this position on a part-time basis. The main role of the coordinator is to support teachers in using ICT in a pedagogical way and managing and planning resources. According to research by European Schoolnet in 2015, 49% of IT administrators have not received any training. This is a challenge for Lithuania. Data and insights from SELFIE can help ICT coordinators reflect on their own training needs. Currently, SELFIE is promoted through presentations and awareness-raising seminars. A blended course has also been designed, of which 15 modules will be based on SELFIE.





6. Scaling up SELFIE in the Republic of Serbia

Danijela Scepanovic, Ministry of Education, Science and Technological Development, Serbia

In 2013, a policy paper promoting the role of ICT in the entire education sector was adopted with the aim of having an e-maturity model for all primary and secondary schools in the country. This was not implemented, however, due to lack of resources. In 2014, Serbia was invited to participate in European education policy cooperation. This was highly beneficial in terms of collaboration and mutual learning with other European countries. In 2016, SELFIE was integrated into the country's ICT action plan which was aimed at supporting the development of digital education. In 2017, Serbia participated with 13 other countries in the pilot phase of SELFIE and this included eight case studies of how schools had used the tool. Feedback from the schools showed that April was the best month to undertake the self-reflection exercise in schools.

In April 2019, an 8-hour online course on SELFIE was launched by the Institute of Quality in Education. Three participants per school were invited to take part and a small SELFIE team with a SELFIE school coordinator was formed. Teachers had one month to take the course and the school director promoted the course to staff. So far, 2,200 teachers in 40% of all schools in the country have taken the course that will continue to run. The goal is that by the end of the year, all schools are reached and informed about SELFIE.

Schools are also asked to give an estimate of how many teachers need digital competence training at a basic level. The idea is to repeat this course and modify it according to the needs of users. In Serbia, SELFIE is not an isolated project, but is part of other initiatives and programmes. Danijela also highlighted that the work done so far on training and raising awareness of SELFIE has been done with modest resources.

Closing remarks

Consuelo Vélaz de Medrano Ureta, Director General for Assessment and Territorial Cooperation from the Spanish Ministry of Education and VET, thanked the delegates for their active participation and the Commission for co-organising the event. The Spanish Ministry of Education and VET is fully committed to promoting innovation and systemic change in education with the support of technologies. Events like the SELFIE Forum allow for interaction and discussion and show that collaborative work between schools and countries is the way forward.

The SELFIE Forum was a unique opportunity to reflect with different people and organisations on the benefits of self-assessment and how to support schools in offering the best learning experiences to students. SELFIE is part of this supportive ecosystem for all those working to support and promote the transformation of education.

Finally, she thanked the European Commission for offering useful tools such as SELFIE. She also thanked the INTEF team for their hard work in organising the event.

Deirdre Hodson closed the event for the European Commission. She thanked participants for attending what had been the largest event on digital-age learning for schools organised by the Commission. Only six months since launch a community was already emerging around the

SELFIE tool. Although many of the discussions had been on SELFIE the key question was how to help students across Europe thrive in a rapidly changing and complex world? How can we prepare them to do jobs which may not even exist today? How can we get young people ready to solve societal challenges and problems we cannot even imagine yet?

Deirdre recalled the importance of closing the gap between technology use outside and inside the classroom. As digital technologies are part of our everyday lives so they should be an intrinsic part of our learning experience. Technology should not be on the edge of teaching and learning - it needs to be a central part of reshaping education for the digital age. Next steps for the SELFIE tool would be a new release in May with new features, including the possibility for schools to compare their results with previous exercises and a simpler process of customising the questions. New language versions of SELFIE would also be coming shortly, including Serbian, Albanian, Montenegrin, Turkish, Russian and Georgian. SELFIE is also being further embedded into the Erasmus+ funding programme, including a call for forward-looking cooperation projects, where SELFIE is highlighted as a priority area.

Deirdre concluded by thanking the Spanish Ministry of Education and VET for their warm welcome and for the excellent collaboration and weeks and months of hard work to prepare the Forum.



Workshop on self-reflection tools for schools

After the main SELFIE Forum, a separate workshop was held on self-reflection tools for schools. The workshop brought together 35 researchers and practitioners who have been involved in developing tools for schools.

The following were presented in the workshop:

- **360 Degree Safe** - Gareth Cort, SWGfL/UK Safer Internet Centre, UK.
- **AFS Global Competence Readiness Index for Schools** - Milena Miladinović, AFS.
- **Digital Schools Awards** - Victor McNair, UK.
- **Digital Schools of Pisa** - Cristina Morelli, Pisa, Italy.
- **Digital Schools of Europe** - Ismo Talsta, City of Oulu, Finland.
- **eLearning Roadmap** - Robbie O'Leary, Digital Schools of Distinction, Ireland.
- **e-Schools digital maturity tool** - Igor Balaban, Croatia.
- **MENTEP TET-SAT** - Anja Balanskat, European Schoolnet.
- **Opeka Tools** - Jaakko Vuorio, Tampere University, Finland.
- **Open Schools for Open Societies** - Nikos Zygouritsas, Ellinogermaniki Agogi, Greece.
- **PISA for Schools** - Tanja Bastianic, OECD.
- **Schools as Learning Organisations Survey** - Marco Kools, OECD.

Representatives working on a number of other tools were also at the workshop:

- **eTwinning.gr** - Nikos Tzimopoulos, Greece

- **Creative Classrooms** - Patricia Butterini, Spain
- **Open Source Consortium** - Theodoros Karounos, Greece
- **Castile & Leon tool and framework for digital schools** - María José Martínez Burgos, Spain
- **School mentor** - Morten Søbby, Norway
- **Assessing the e-Maturity of your school & innovative schools** - Anastasia Economou, Cyprus
- **DigCompEdu** - Georgios Kapsalis, European Commission.

Although most tools were aimed at schools and involved self-reflection or self-assessment they were nonetheless diverse in scope and target audience: from a regional level tool on digital capacity of schools (Spain), to OECD's PISA for schools to the UK's online safety tool.

Participants were put into groups to discuss five key areas for the further development and improvement of the SELFIE tool. Each group discussed each of the areas and key messages are presented below.

Awareness raising

- Dissemination and awareness raising are key to the success of SELFIE and activities need to target different groups. Communication with centralised national administrations/bodies was identified as vital for a rollout of the tool in a country. School leaders are also a key group when raising awareness of the tool.
- The use of technologies is not a main concern for all schools and not all will be open to using the tool. But if SELFIE wants to reach schools that are not using technology or reflecting on technology use it will be important to show success stories from similar schools.
- Rewards and recognition can encourage schools to use the tool but these should focus on the process, not on the excellence of using technologies. A public map/list where participating schools are listed (if they so choose) could be a way of increasing uptake.

- SELFIE needs to capitalise on existing networks (e.g. eTwinning) and events for the technology and education community. SELFIE should also have its own network of ambassadors who can promote the tool in existing networks. In addition, clusters of schools/teachers willing to participate can be promoted.
- Showing the added-value and usefulness of the SELFIE tool should be clear in order to convince (especially more reluctant) stakeholders/schools to participate. Motivational success stories should be shared on the SELFIE website. Robust evidence of the impact of participating in SELFIE is also needed. For public bodies, it can be also useful if SELFIE can be linked to other data sources.
- A mentoring programme could help connect schools regarding the use of technology.

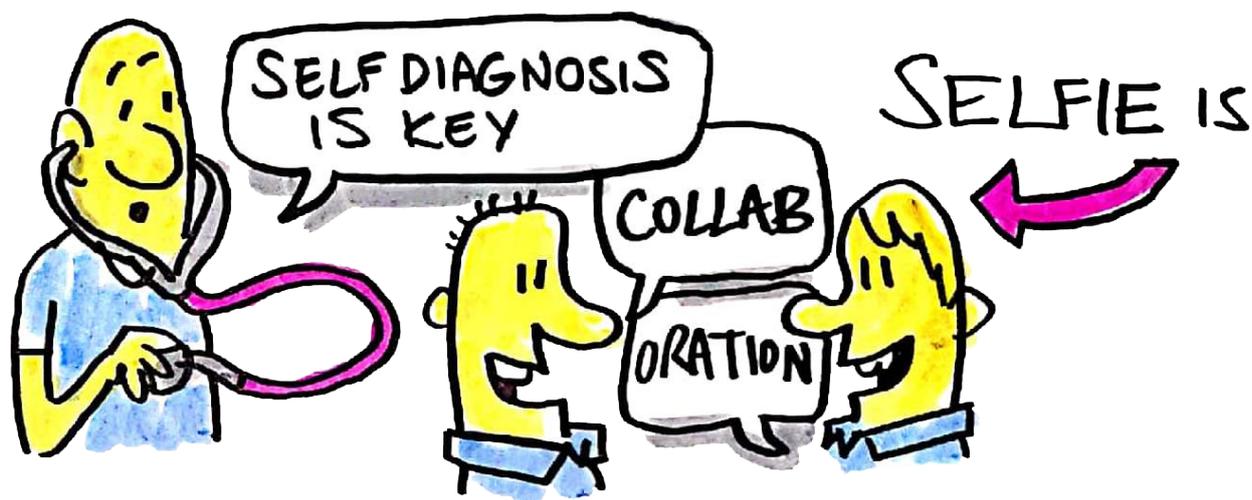


Synergies with other tools

- It would be valuable to have a catalogue of existing self-reflection tools for schools, but it was not clear who would create this. Updating the catalogue would also be challenging given the different lifecycles of the tools.
- An option could be to extend SELFIE and link it to existing tools; different tools could allow schools to go deeper in different areas of SELFIE. Yet, this could increase the complexity of the tool, create confusion and ultimately alienate users.
- SELFIE could be embedded in other tools and programmes to help schools to develop specifically a digital plan.
- SELFIE could in time be turned into an open-source tool, so people can use it and have an application programming interface (API) to share the data models with a SELFIE country desk while keeping a connection to the core SELFIE team.

Data usage

- Anonymised and aggregated data from SELFIE could be of use to policy makers. However, it is crucial that any data sharing respects the principles of SELFIE and that does not damage trust with the schools.
- Anonymised data from SELFIE could potentially be integrated into other databases such as eTwinning. Data could also be harmonised and standardised with these databases so that other tools can dock onto them.
- Data should be made available to schools not only in the form of a web interface but also through other means and formats (such as PDF or Excel). However, the data in SELFIE is extensive, so providing all information in such formats could be too much for users. Therefore, a balanced selection of data is needed.





How to help schools after their self-reflection

- A set of recommendations for schools could be embedded in the SELFIE platform for the various areas (leadership, assessment etc.).
- A map of resources could be provided based on the SELFIE results. However, this idea was considered as challenging and time-consuming, not least as similar results could reflect a variety of circumstances and contexts in schools.
- Face-to-face peer-support and exchange of practice were recommended as teachers would be willing to share resources and knowledge with fellow colleagues.
- Schools could learn from each other through the creation of a network of schools. This could be supported with an interactive map allowing schools to connect and exchange ideas. Awards (given by the European Commission) could also be seen as an incentive for schools to support other schools.
- A SELFIE week could be organised during which schools would be asked to reflect on their digital readiness and their approach to digital learning (the week could be held annually during May/June).

How and when we decide how to improve the tool

- The number of questions that schools can create themselves should be increased (currently it is set at eight questions). Optional questions could include questions for specialised schools (such as music and arts). However, adding more questions would increase the complexity of the questionnaire. Any change should bear this in mind.
- The cultural dimension of the questions is important as terms that are commonly used in one country can be unknown or difficult to understand for another (for example, students in Georgia were less familiar with the concept of copyright).
- SELFIE results should be accessible in PDF or Excel versions. There should also be an option to download a specific part of the results (e.g. in one area such as infrastructure or assessment).
- Schools should be able to see aggregated data to compare themselves in their region or country-wide.
- Usability tests should be done in actual schools (similarly to the OPEKA tool in Finland) to ensure that a wide mix of users take part in an authentic setting.

Annex 1

SELFIE Forum organising team

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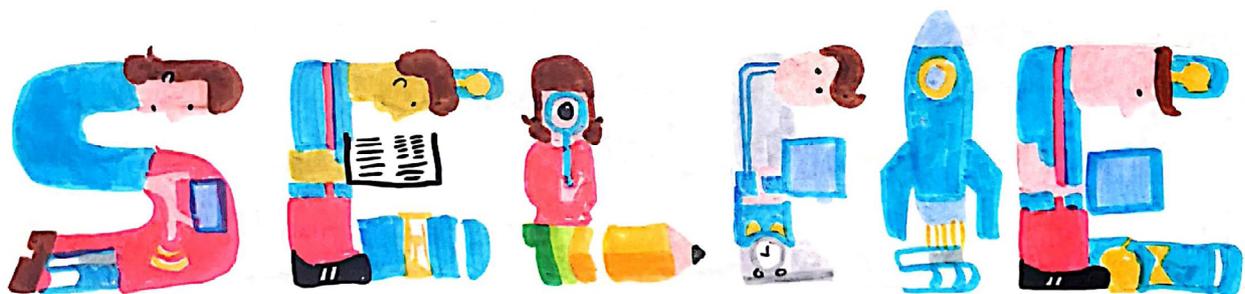
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