DigCompEdu
SELFIEforTEACHERS

Building educators’ digital competence

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“Digital competence should be a core skill for all educators and training staff and should be embedded in all areas of teacher professional development”
The European Framework for the Digital Competence of Educators

✓ Conceptual framework of educators’ digital competence
✓ Provides a common reference
✓ Covers all education levels

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).
The European Framework for the Digital Competence of Educators

Professional Engagement

Organisational communication
To use digital technologies to enhance organisational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.

Professional collaboration
To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

Reflective practice
To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

Digital Continuous Professional Development (CPD)
To use digital sources and resources for continuous professional development.
DigCompEdu Progression Model

6 Proficiency levels

- Awareness
  - A1: Curiosity, willingness
- Exploration
  - A2: Meaningful use, variation
- Integration
  - B1: Strategy, diversification
- Expertise
  - B2: Reflection, sharing
- Leadership
  - C1: Critique, renewal
- Innovation
  - C2
<table>
<thead>
<tr>
<th>Area</th>
<th>Stage</th>
<th>Practice</th>
<th>Strategies</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL ENGAGEMENT</td>
<td>B2 Expert</td>
<td>Enhancing professional practice</td>
<td>Strategically using interactive resources</td>
<td>Strategically using a range of tools to empower</td>
</tr>
<tr>
<td>B1 Integrator</td>
<td>Expanding professional practice</td>
<td>Fitting digital resources to the learning context</td>
<td>Meaningfully integrating digital technologies</td>
<td>Strategically fostering learners' digital competence</td>
</tr>
<tr>
<td>A2 Explorer</td>
<td>Exploring digital options</td>
<td>Exploring digital resources</td>
<td>Exploring digital teaching &amp; learning strategies</td>
<td>Implementing activities to foster learners' digital competence</td>
</tr>
<tr>
<td>A1</td>
<td>Exploring</td>
<td>Exploring</td>
<td>Exploring learner-centred strategies</td>
<td>Encouraging learners to use digital technologies</td>
</tr>
</tbody>
</table>
### Proficiency statements
**Area:** Teaching and Learning  
**Competence:** Teaching

<table>
<thead>
<tr>
<th>Explorer (A2)</th>
<th>Making basic use of available digital technologies for instruction.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I use available classroom technologies, e.g., digital whiteboards, projectors, PCs.</td>
</tr>
<tr>
<td></td>
<td>I choose digital technologies according to the learning objective and context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrator (B1)</th>
<th>Integrating available digital technologies meaningfully into the teaching process.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I organise and manage the integration of digital devices (e.g., classroom technologies, students’ devices) into the teaching and learning process.</td>
</tr>
<tr>
<td></td>
<td>I manage the integration of digital content, e.g., videos, interactive activities, into the teaching and learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expert (B2)</th>
<th>Using digital technologies purposefully to enhance pedagogic strategies.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I consider appropriate social settings and interaction modes when integrating digital technologies.</td>
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<tr>
<td></td>
<td>I use digital technologies in teaching to increase methodological variation.</td>
</tr>
<tr>
<td></td>
<td>I set up learning sessions or other interactions in a digital environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leader (C1)</th>
<th>Orchestrating, monitoring and flexibly adapting the use of digital technologies to enhance pedagogic strategies.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I structure learning sessions so that different (teacher-led and learner-led) digital activities jointly reinforce the learning objective.</td>
</tr>
<tr>
<td></td>
<td>I structure and manage content, contributions and interactions online.</td>
</tr>
</tbody>
</table>
Piloted with 4000+ teachers in 5 countries to confirm validity and reliability
### SELFIEforTEACHERS items

#### Professional Engagement
- Organisational communication
- Online learning environments
- Professional collaboration
- Digital technologies and school level infrastructure
- Reflective practice
- Digital life
- Professional learning (through digital technologies)
- Professional learning (about digital technologies)
- Computational thinking

#### Digital Resources
- Searching and selecting
- Creating
- Modifying
- Managing and protecting
- Sharing

#### Assessment
- Assessment strategies
- Analysing evidence
- Feedback and planning

#### Facilitating Learners’ Digital Competence
- Information and data literacy
- Communication and collaboration
- Content creation
- Safety and wellbeing
- Responsible use
- Problem solving

#### Teaching and Learning
- Teaching
- Guidance
- Collaborative learning
- Self-regulated learning
- Emerging technologies

#### Empowering Learners
- Accessibility and inclusion
- Differentiation and personalisation
- Actively engaging learners
- Blended learning
Individual -> collective

Specific -> strategic
CONTINUOUS PROFESSIONAL LEARNING PROCESS

1. Take the self-reflection
2. Receive the individual feedback report
3. Design a professional learning plan
4. Implement the plan – e.g. training courses, communities of practice, working with colleagues
5. Apply new competences in professional practice
6. Take the self-reflection again to see progress
Early Childhood and Care Education

Higher Education
National level

The Spanish example
Regional level

The Flemish example
Research / academia

The Swiss example for VET

Digcompedu Framework

The New Questionnaire

<table>
<thead>
<tr>
<th>Digital Competence Area</th>
<th># items</th>
<th>Cronbach’s α</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication and Collaboration</td>
<td>6</td>
<td>.903</td>
</tr>
<tr>
<td>2. Professional Development</td>
<td>3</td>
<td>.736</td>
</tr>
<tr>
<td>3. Digital Resources’ Selection</td>
<td>3</td>
<td>.849</td>
</tr>
<tr>
<td>4. Digital Resources’ Creation</td>
<td>4</td>
<td>.849</td>
</tr>
<tr>
<td>5. Data Protection</td>
<td>6</td>
<td>.892</td>
</tr>
<tr>
<td>6. Teaching and Learning</td>
<td>9</td>
<td>.916</td>
</tr>
<tr>
<td>7. Assessment</td>
<td>5</td>
<td>.904</td>
</tr>
<tr>
<td>8. Learners’ Empowerment</td>
<td>6</td>
<td>.867</td>
</tr>
<tr>
<td>9. Media Education</td>
<td>4</td>
<td>.880</td>
</tr>
<tr>
<td>10. Learners’ Digital Competence</td>
<td>6</td>
<td>.869</td>
</tr>
</tbody>
</table>

52 ITEMS
Want to know more?

- DigCompEdu framework: https://joint-research-centre.ec.europa.eu/digcompedu_en
- Community: https://www.linkedin.com/groups/12765111/
- E-mail: JRC-DigCompEdu@ec.europa.eu
- Twitter: #SELFIEforTEACHERS_EU
SCIENCE FOR POLICY REPORT

SELFIEforTEACHERS
Designing and developing a self-reflection tool for teachers’ digital competence

Based on DiCompEdu (the European Framework for the Digital Competence of Educators)

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2023

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TOOLKIT
Using SELFIEforTEACHERS

Supporting teachers in building their digital competence
Thank you

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- #SELFIEforTEACHERS_EU
- https://ec.europa.eu/educators-go-digital

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