

# DigCompEdu SELFIEforTEACHERS

**Building educators' digital competence**

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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”*

# The European Framework for the Digital Competence of Educators

- ✓ Conceptual framework of educators' digital competence
- ✓ 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).

# The European Framework for the Digital Competence of Educators

European Commission

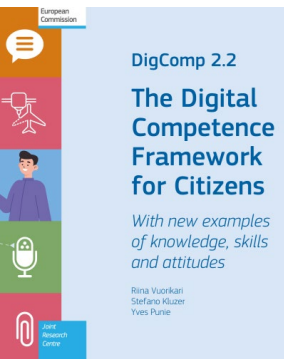
DigComp 2.2

**The Digital Competence Framework for Citizens**

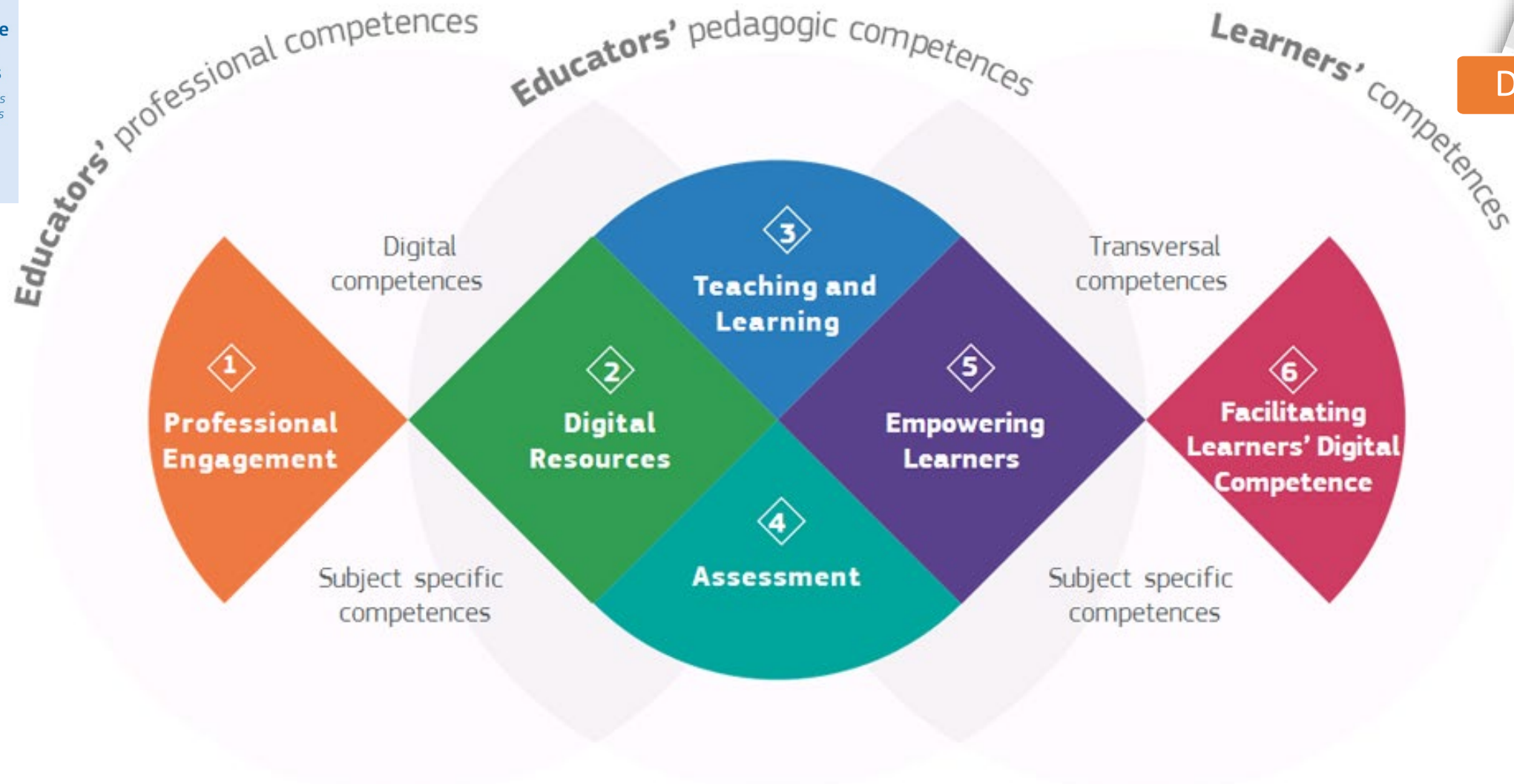
*With new examples of knowledge, skills and attitudes*

Riina Vuorikari  
Stefano Kluzer  
Yves Punie

Joint Research Centre



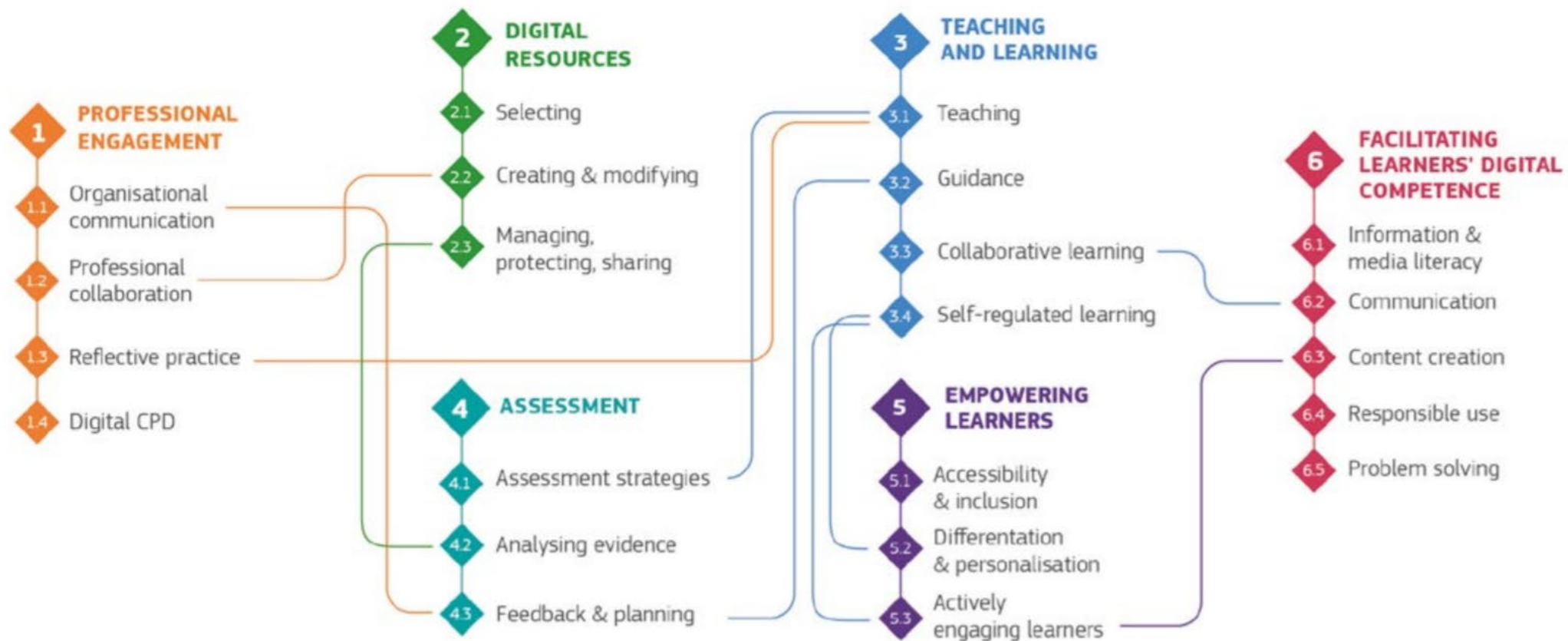
DigCompEdu



**Educators' professional competences**

**Educators' pedagogic competences**

**Learners' competences**



## Descriptors (example area1)

# 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

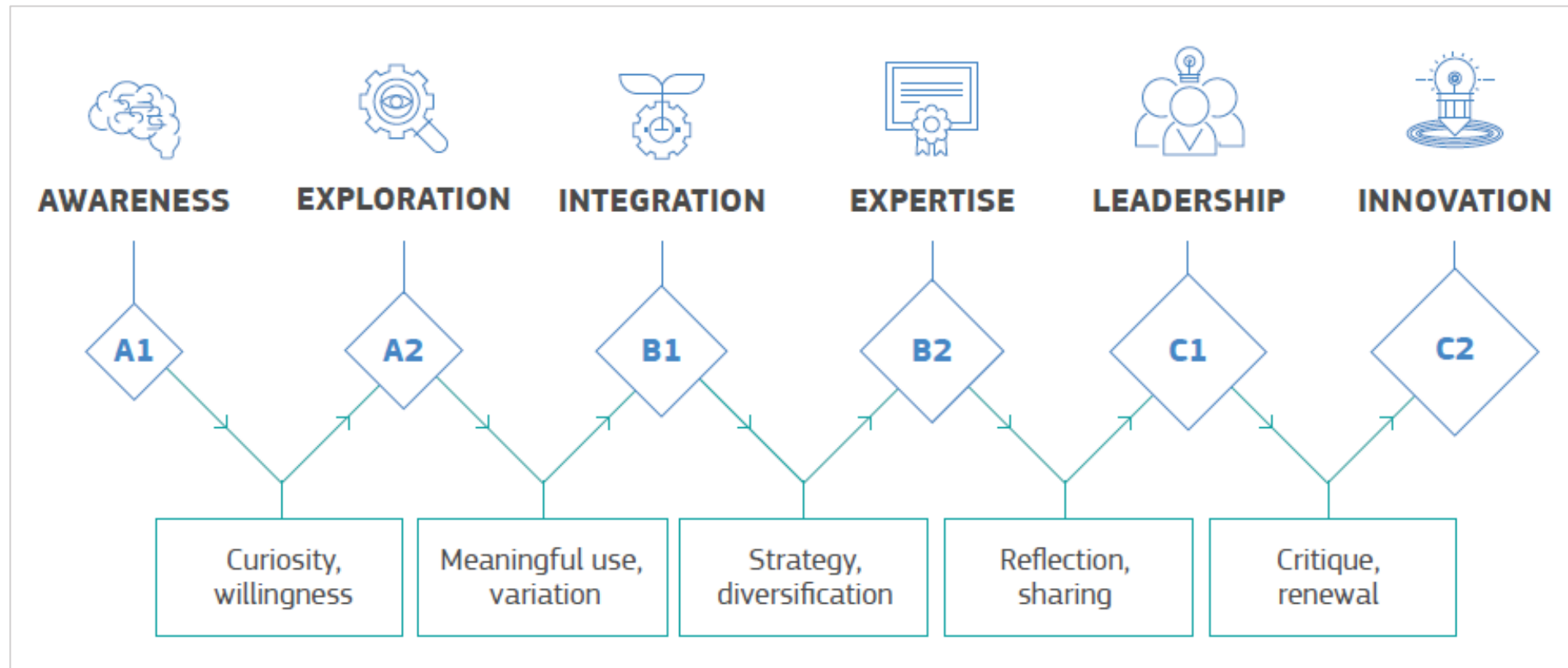
To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.



## Digital Continuous Professional Development (CPD)

To use digital sources and resources for continuous professional development.

## 6 Proficiency levels

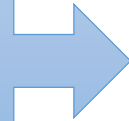








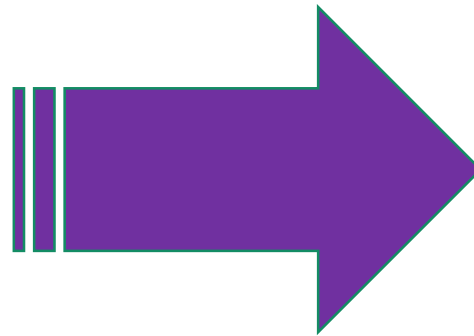
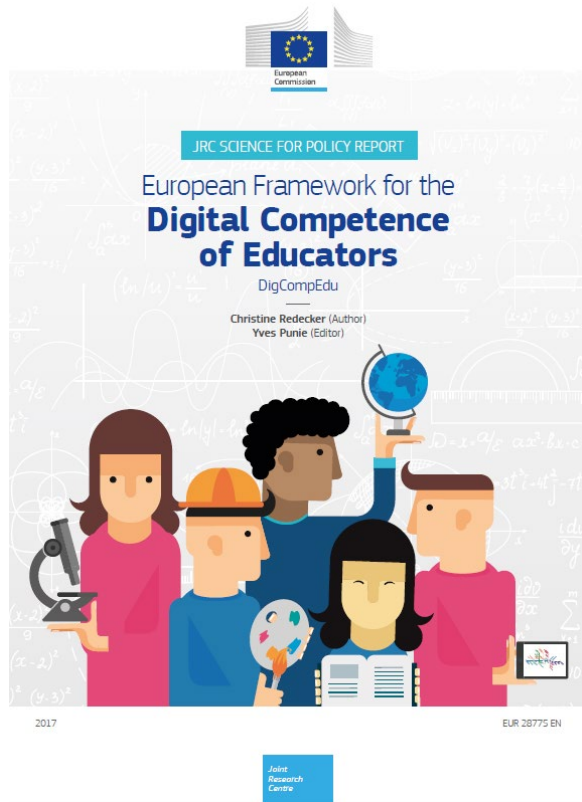


# DigCompEdu Progression in the area of Teaching and Learning

Proficiency statements  
**Area:** Teaching and Learning  
**Competence:** Teaching



<p>Explorer (A2)</p> 	<p>Making <b>basic use</b> of available digital technologies for instruction.</p>	<p>I use available classroom technologies, e.g. digital whiteboards, projectors, PCs.</p> <p>I choose digital technologies according to the learning objective and context.</p>
<p>Integrator (B1)</p> 	<p><b>Integrating</b> available digital technologies <b>meaningfully</b> into the teaching process.</p>	<p>I organise and manage the integration of digital devices (e.g. classroom technologies, students' devices) into the teaching and learning process.</p> <p>I manage the integration of digital content, e.g. videos, interactive activities, into the teaching and learning process.</p>
<p>Expert (B2)</p> 	<p>Using digital technologies purposefully <b>to enhance pedagogic strategies.</b></p>	<p>I consider appropriate social settings and interaction modes when integrating digital technologies.</p> <p>I use digital technologies in teaching to increase methodological variation.</p> <p>I set up learning sessions or other interactions in a digital environment.</p>
<p>Leader (C1)</p> 	<p><b>Orchestrating, monitoring</b> and flexibly <b>adapting</b> the use of digital technologies to enhance pedagogic strategies.</p>	<p>I structure learning sessions so that different (teacher-led and learner-led) digital activities jointly re-inforce the learning objective.</p> <p>I structure and manage content, contributions and</p>



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

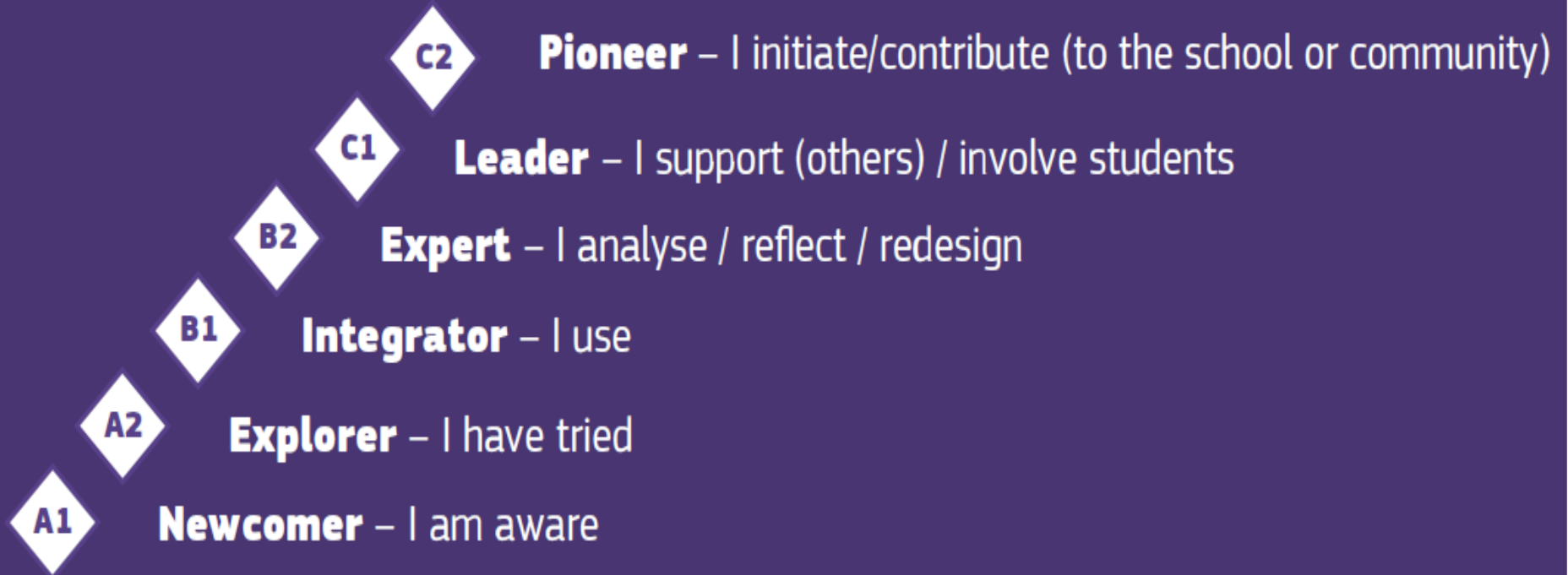
- 5.1 Accessibility and inclusion
- 5.2 Differentiation and personalisation
- 5.3 Actively engaging learners
- 5.4 Blended learning

## 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



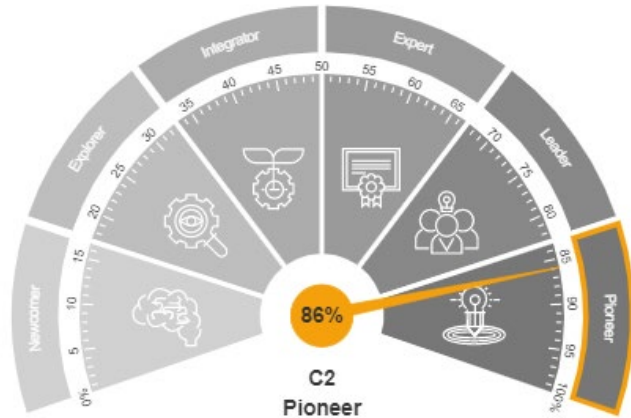
## PROFICIENCY LEVELS



Individual → collective

Specific → strategic

## Your self-reflection overall results

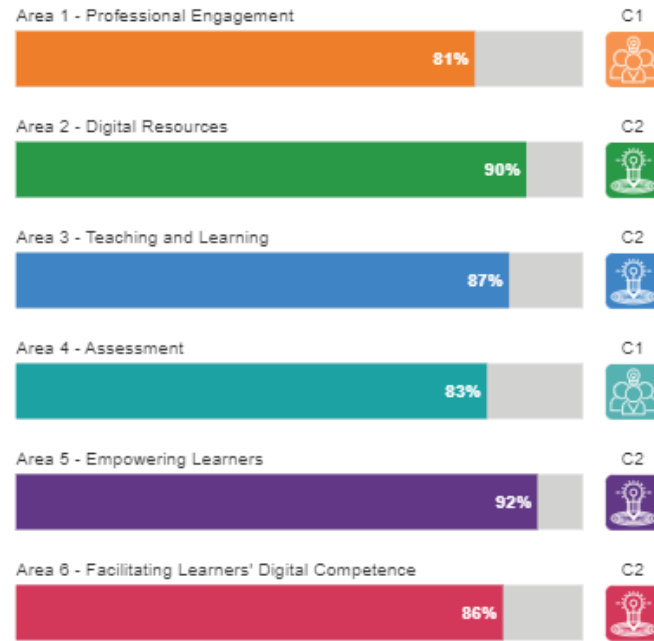


The competence level you indicated before you took the self-reflection

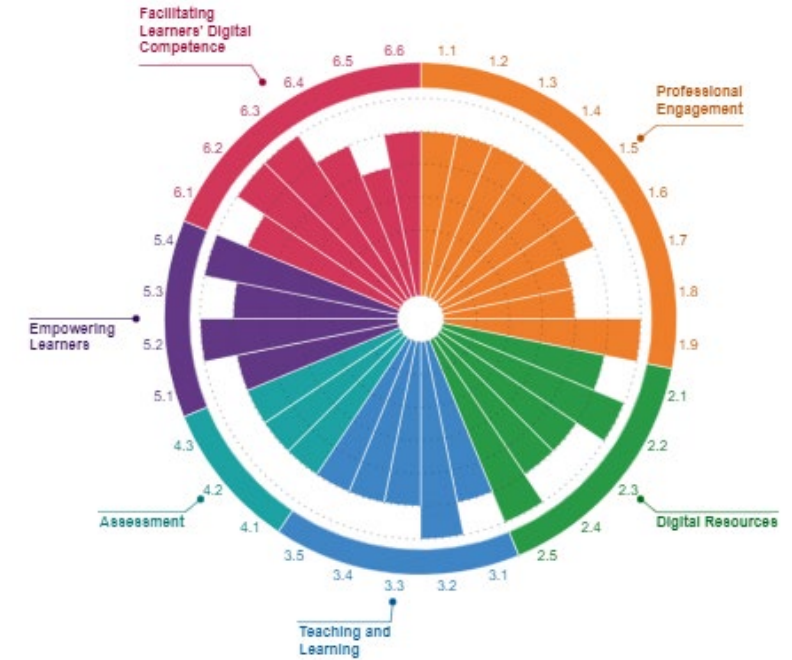


The competence level you indicated after you took the self-reflection

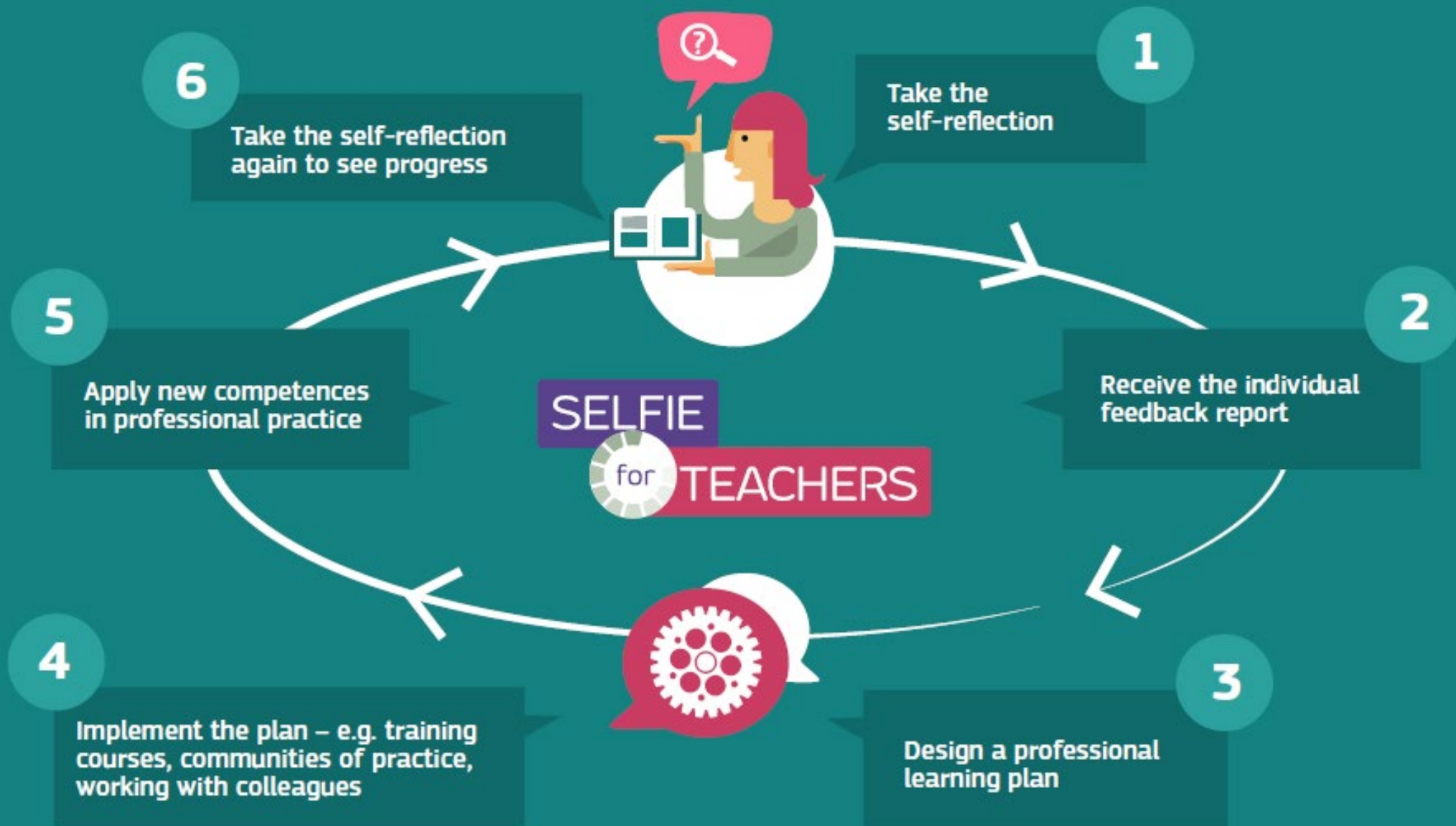
## Your self-reflection results by area



## Your self-reflection results overview



# CONTINUOUS PROFESSIONAL LEARNING PROCESS





Early Childhood and Care Education



Higher Education



# National level

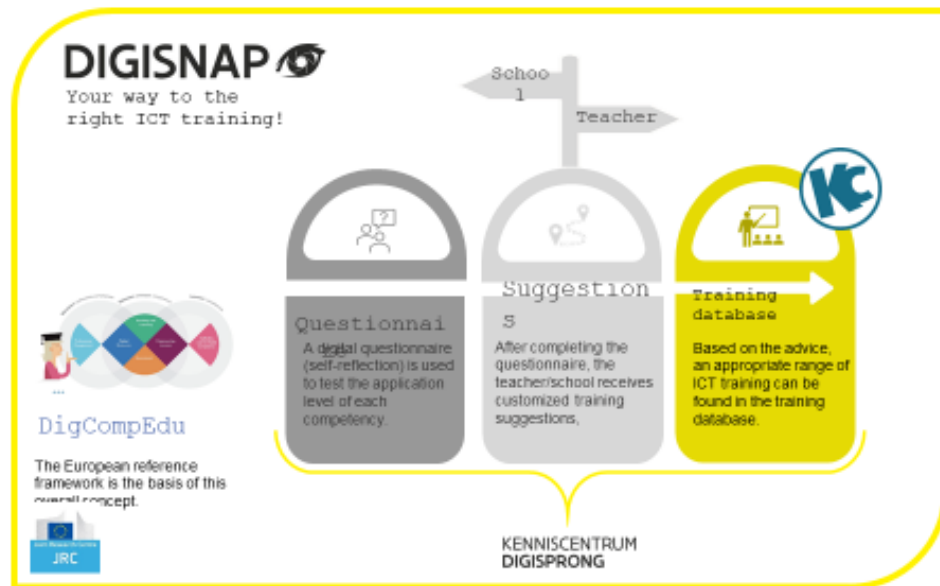
## *The Spanish example*



COMPROMISO PROFESIONAL		
DigCompEdu 2017	S4T 2021	REVISIÓN MRCDD 2022
1.1. Comunicación organizativa	1.1. Comunicación organizativa	1.1. Comunicación organizativa
	1.2. Gestión de entornos virtuales de aprendizaje en línea	<b>** Transversal</b>
1.2. Colaboración profesional	1.3. Colaboración profesional	1.2 Participación, colaboración y coordinación profesional
	1.4. Tecnologías digitales e infraestructura del centro educativo	<b>** Transversal</b>
1.3 Práctica reflexiva	1.5. Práctica reflexiva	1.3 Práctica reflexiva
	1.6. Vida digital	<b>** Competencia Digital Ciudadana de los docentes (correspondería al DigComp)</b>
1.4. Desarrollo profesional continuo a través de medios digitales	1.7. Aprendizaje profesional (a través de tecnologías digitales)	1.4 Desarrollo profesional digital continuo (DPC) <i>Formulación que integra ambos aspectos</i>
	1.8. Aprendizaje profesional (sobre tecnologías digitales)	
	1.9. Pensamiento computacional	<b>** Transversal</b>
		1.5 Protección de datos personales, privacidad, seguridad y bienestar digital

# Regional level

## The Flemish example



KENNISCENTRUM DIGISPRONG

Gefinancierd door de Europese Unie  
NextGenerationEU

DE VLAAMSE VEERKRACHT

## Individual learning route

### Individuele leerroute

**Professionele betrokkenheid**  
Dit is een overzicht van de resultaten van dit onderwerp. Je bent een pionier op gebied van professionele betrokkenheid.  
Jouw score is 80%

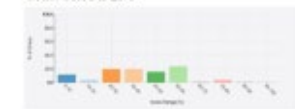


Op basis van uw antwoorden in de intake raden wij u aan om een bootcamp te volgen.

[Meer informatie](#)

### Digitale bronnen

Dit is een overzicht van de resultaten van dit onderwerp. Je bent beginner op gebied van digitale bronnen.  
Jouw score is 25%



Op basis van uw antwoorden in de intake raden wij u aan om modules 'communicatie, internet en online diensten' en de module 'content presenteren' te volgen in een CVO in de buurt.

[Lijn met CVO's](#)

KENNISCENTRUM DIGISPRONG

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DE VLAAMSE VEERKRACHT

Digisnap: based on DigCompEdu and Selfie for Teachers

KENNISCENTRUM DIGISPRONG

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NextGenerationEU

DE VLAAMSE VEERKRACHT

# Research / academia

## *The Swiss example for VET*



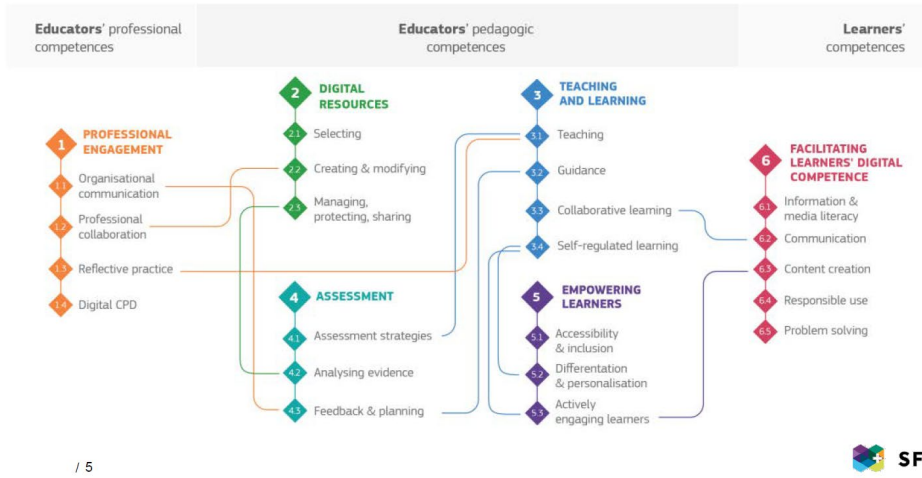
**SFIVET**

SWISS FEDERAL INSTITUTE FOR  
VOCATIONAL EDUCATION AND  
TRAINING

*Swiss excellence in vocational  
education and training*

### VET TEACHERS' DIGITAL COMPETENCE

### Digcompedu Framework

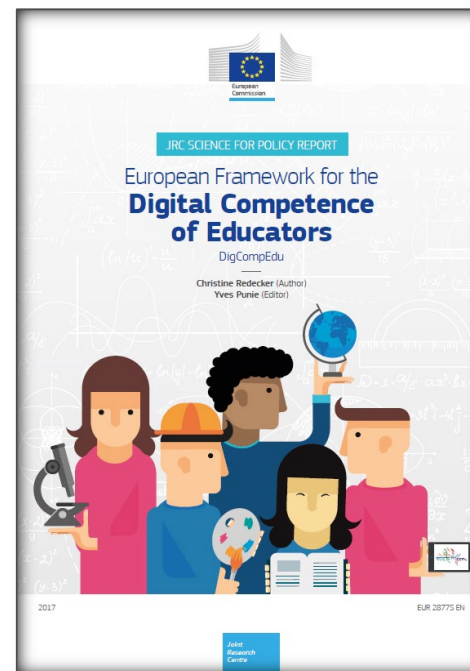


### The New Questionnaire

Digital Competence Area	# items	Cronbach's $\alpha$
1. Communication and Collaboration	6	.903
2. Professional Development	3	.736
3. Digital Resources' Selection	3	.849
4. Digital Resources' Creation	4	.849
5. Data Protection	6	.892
6. Teaching and Learning	9	.916
7. Assessment	5	.904
8. Learners' Empowerment	6	.867
9. Media Education	4	.880
10. Learners' Digital Competence	6	.869
<b>52 ITEMS</b>		



# Want to know more?



- ❖ **DigCompEdu framework:** [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)
- ❖ **SELFIEforTEACHERS:** <https://educators-go-digital.jrc.ec.europa.eu>,  
<https://education.ec.europa.eu/de/selfie-for-teachers>
- ❖ **Community:** <https://www.linkedin.com/groups/12765111/>
- ❖ **E-mail:** [JRC-DigCompEdu@ec.europa.eu](mailto: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 DigCompEdu (the European Framework for the Digital Competence of Educators)*



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2023

Joint  
Research  
Centre

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## TOOLKIT

Using SELFIEforTEACHERS

Supporting teachers in building  
their digital competence

#SELFIEforTEACHERS\_EU  
[ec.europa.eu/educators-go-digital](https://ec.europa.eu/educators-go-digital)

Joint  
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# Thank you

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