

SELFIE SCHOOL REPORT

SELFIE DEMO SCHOOL, ISCED 2 - LSGE, Europe



November 2017



Dear school leaders, teachers and students of SELFIE DEMO SCHOOL,

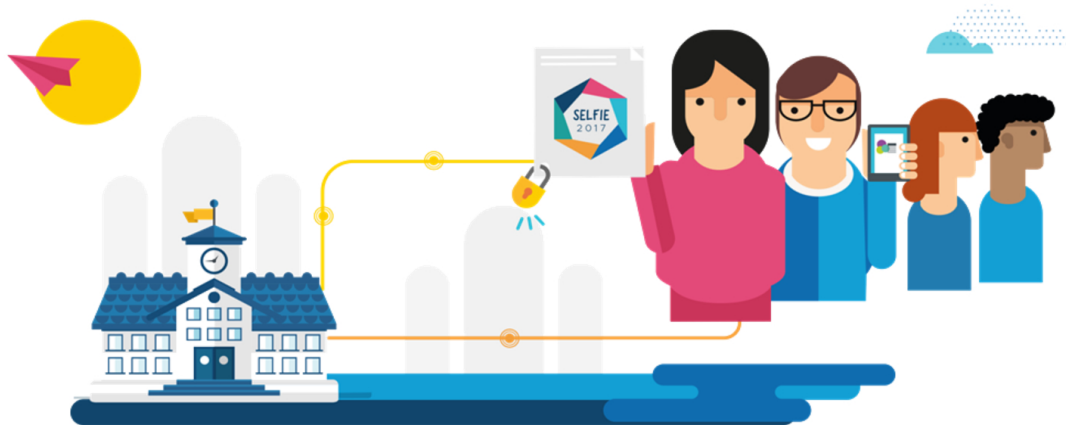
This is your first SELFIE School Report, which presents the results from three complementary questionnaires: one for school leaders, one for teachers and one for students.

Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand at the moment in relation to strategy and practice in the use of digital technologies for learning.

We hope you will use this to begin a dialogue within your school community, to identify and discuss strengths and weaknesses, and to consider creating your own action plan to improve the use of digital technologies for better learning. SELFIE can be used on e.g. a yearly basis so that you can track and compare the different snapshots and see in which areas the school has matured and in which areas changes may still be required.

The SELFIE School Report is available only to you - nobody else has access to it.

We hope you enjoy your participation in this very first SELFIE for schools and that the results will be useful for you.



The European Commission SELFIE team

Let all the voices be heard!

SELFIE School Reports brings together - and compares - the different perspectives of school leaders, teachers and students.



The table below presents the participation in the very first SELFIE of your school.

PARTICIPATION					
	School leaders	Teachers	Eligible teachers	Students	Eligible students
Total	4	25	17	260	200
Submitted questionnaires	3		13		197

How the report is organised

Your report is organised in five sections:

1. An overview dashboard of the responses from each group (school leaders, teachers, students) and a composite, combining responses from all three groups organised in seven thematic areas.
2. A question-by-question breakdown of the responses of the three groups to individual items in the SELFIE questionnaires (items scored on a 1-5 scale).
3. School leader and teacher responses when asked about various professional development activities.
4. A comparative perspective (school leaders, teachers, students) on the school's digital infrastructure.
5. Student responses when asked about time spent on different activities, including digital ones.

Using this report in your school

The Dashboard provides at a glance an overview of where the school stands. Everything is gathered in one place and the similarities and differences between the responses of school leaders, teachers and students can be easily pinpointed. Remember that school leaders, teachers and students were presented with individually adapted versions of the SELFIE questions. This provided the necessary overlap to enable comparisons to be made. Where an item was not presented, this appears greyed out on the dashboard.

We suggest that you:

Bring together a group of school leaders, teachers and students to discuss your results. Print out the four dashboard images at a large scale, or display on a whiteboard or projector to aid group discussion. Consider how your school might respond to the findings. Decide on a small number of improvement opportunities. Remember to communicate your outcomes to your school community: the people who have taken time to complete SELFIE should know that their efforts were useful, and they should see what you plan to do in response to the SELFIE data.

What to look for:

When you consider your results, you might look out for three things:

- High scores.

Where does everyone in your school agree that your school is doing well with digital technologies for learning? Why do you think they all agree on this? Are there groups of high scores that relate to things that influence each other? How can you lock in and build on these strengths?

- Low scores.

Where does everyone in your school agree that your school isn't doing so well, and how might you explain this? What could be done to make things better? You may need to address several issues at once to trigger improvements.

- Big differences.

Where do different groups (school leaders, teachers and students) give very different answers? This does not mean that anyone is wrong; just that it is interesting to consider why their opinions differ so much. For example, school leaders may know that good policies are in place, but teachers may not be able to put the policies into practice. Teachers may be doing their best with digital technologies in the classroom, but students may not be able to make the most of that good practice. If you can see and explain these gaps you can understand how to do things better.

Use of Selfie School Report



Dialogue among school community



Basis for developing an action plan for improvement

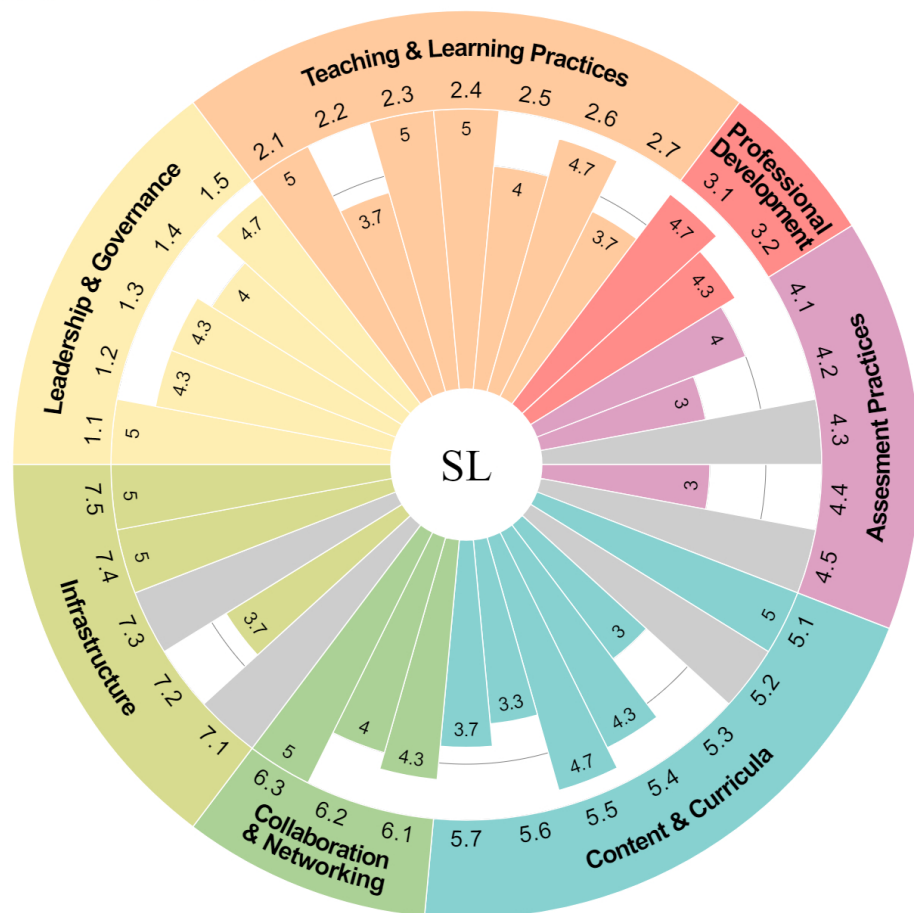


Year on year comparison

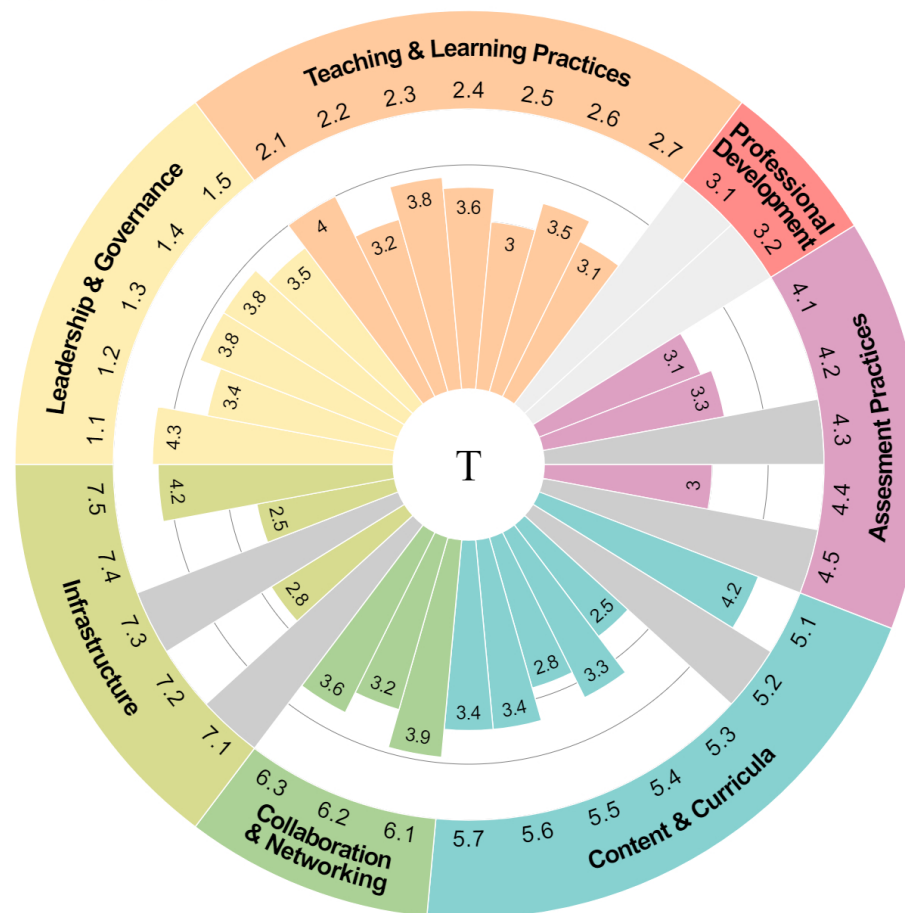
1. Dashboard overview

In the following dashboard graphics, you can find the average results for a group of core items. The items are grouped in seven areas following the European Framework for Digitally Competent Educational Organisations - DigCompOrg (<http://europa.eu/dV98uF>), which is the theoretical basis of SELFIE. You will find the detailed presentation of each item with the statement and the average results for each user group after the four dashboard graphics.

SCHOOL LEADERS

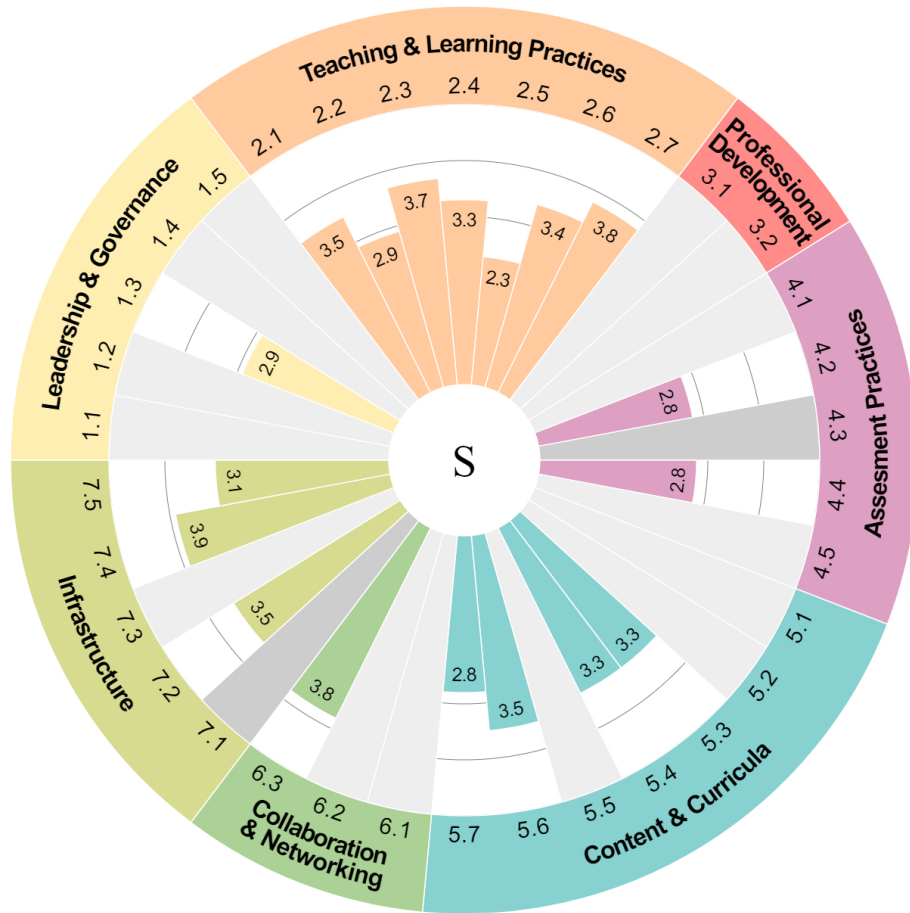


TEACHERS



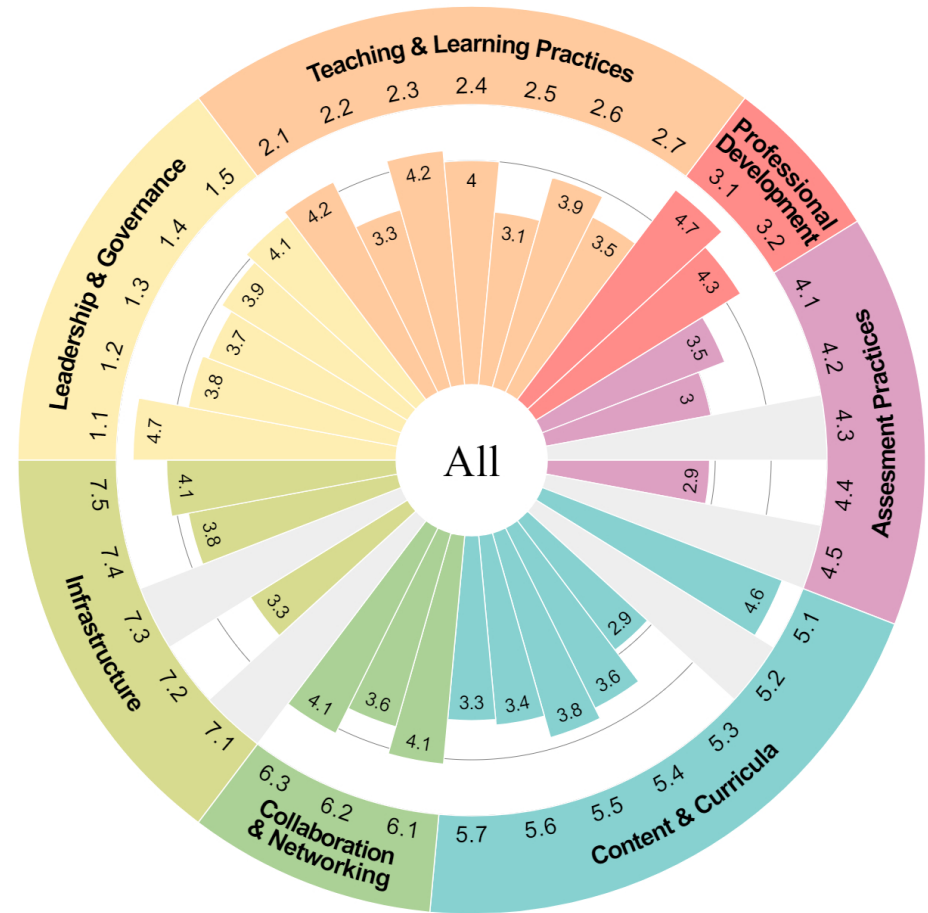
These dashboard graphics summarise the mean values of the responses of school leaders (SL) and teachers (T). Where an item is shown in light grey it means that it was not presented to the relative group. The colours represent different thematic areas.

STUDENTS



This dashboard graphic summarises the mean values of the responses of the students (S). Where an item is shown in light grey it means that it was not presented to students.

ALL USERS



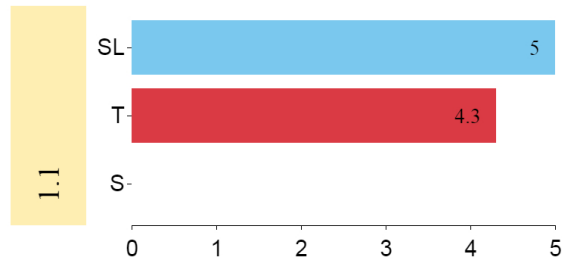
This dashboard graphic summarises the mean values for the school. The values are computed as the average of the mean values per user group - school leaders (SL), teachers (T) and students (S). Where an item is shown in dark grey it means that it was optional and the school decided not to include it in its SELFIE.

2. Question-by-question breakdown

In the following bar charts, you can find the average results for item and user group in a scale from 1 to 5. As in the overview charts above, the items are grouped according to the seven areas of the European Framework for Digitally Competent Educational Organisations (DigCompOrg).

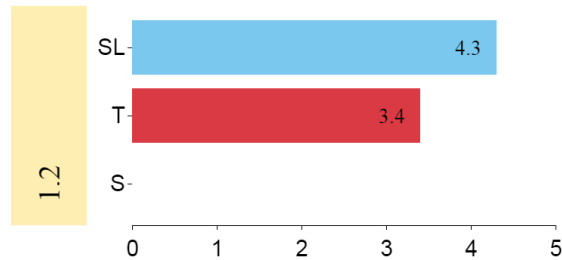
Leadership and Governance Practices

This area refers to the role of leadership in the school-wide integration and effective use of digital technologies in respect of its teaching and learning mission and activities.



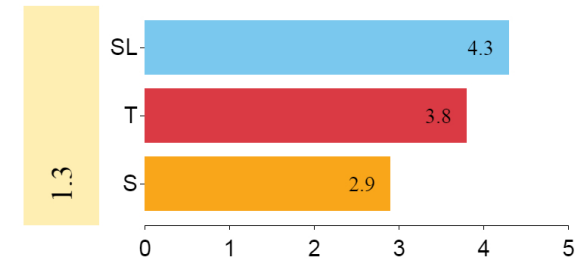
SL - In our school we develop a digital strategy.

T - In my school We have a detailed digital strategy.



SL - In our school we review the outcomes of using digital technologies for teaching and learning.

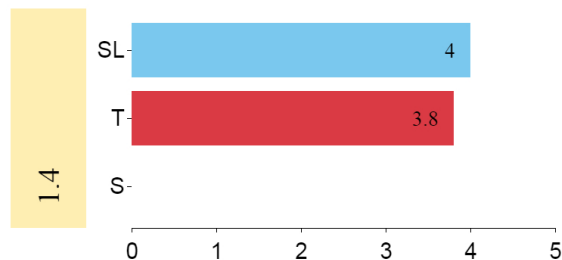
T - In my school I contribute to reviewing the outcomes of using digital technologies in teaching and learning.



SL - In our school we discuss with teachers and students the benefits and challenges of using digital technologies for teaching and learning.

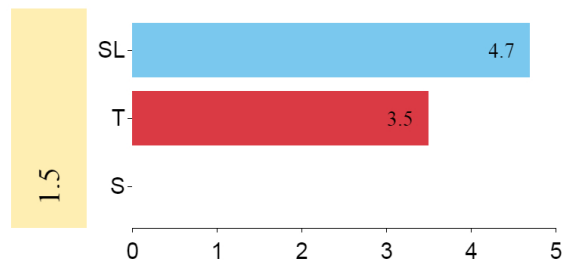
T - In my school I discuss with school leaders, teachers and students the benefits and challenges of using digital technologies for learning.

S - In my school Our teachers discuss with us the benefits and drawbacks of using digital technologies for learning.



SL - As part of our digital strategy, we provide a wide range of technologies for learning for teachers to choose from.

T - In my school I choose digital technologies for learning from a wide range of options.

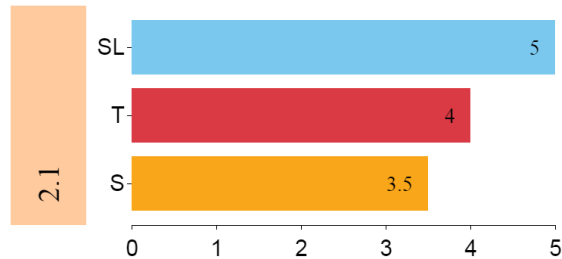


SL - In our school teachers contribute in the development of our digital strategy.

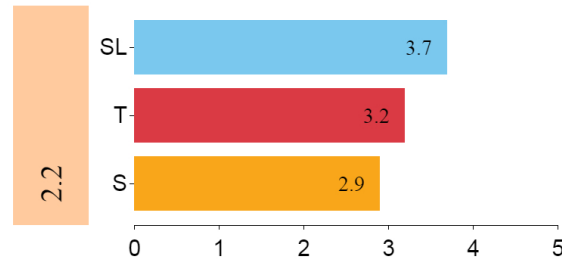
T - In my school I contribute to developing the school's digital strategy.

Teaching and Learning Practices

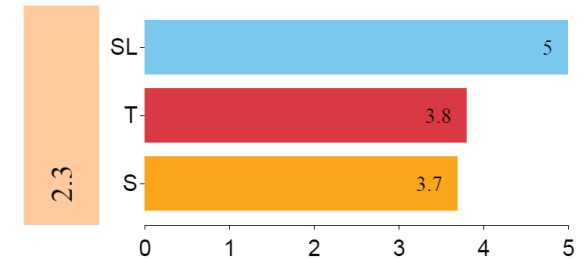
For a transition to digital-age learning, it is essential for schools to modernise teaching and learning practices, if they are to realise the potential of digital learning technologies as enablers of more effective learning experiences.



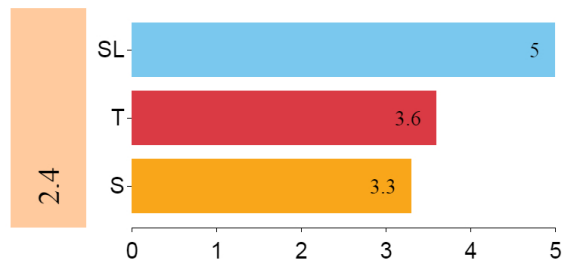
SL - It is part of our digital strategy to use digital technologies to make teaching and learning more effective.
 T - As a teacher, I use digital technologies to make teaching and learning more effective.
 S - In my school Digital technologies help me to learn better.



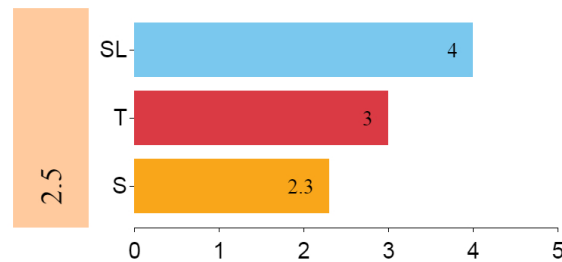
SL - As part of our digital strategy, we have guidelines for students on the critical use of information retrieved from the Internet or shared through social media.
 T - In my school I teach my students to critically analyse information retrieved from the Internet or shared through social media.
 S - In my school I learn how to check if a digital information is reliable.



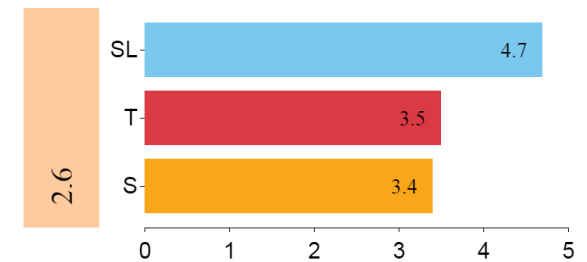
SL - It is part of our digital strategy to use digital technologies to try out new ways of teaching.
 T - As a teacher, I use digital technologies to try out new ways of teaching.
 S - In my school My teachers use digital technologies to try out new ways of teaching.



SL - It is part of our digital strategy to use digital technologies to actively involve students in their learning.
 T - As a teacher, I use digital technologies to actively involve students in their learning.
 S - In my school I use digital technologies to become a more active learner.



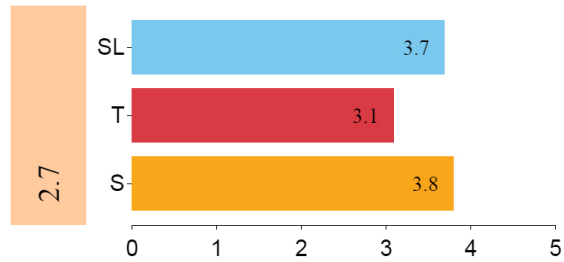
SL - It is part of our digital strategy to use digital technologies to tailor teaching to students' individual needs. We have guidelines on acceptable use of learning technologies.
 T - As a teacher, I use digital technologies to tailor teaching to students' individual needs.
 S - In my school I get to do special digital activities if I need extra help or if I am ahead of the class.



SL - It is part of our digital strategy to use digital technologies to foster students' creativity.
 T - As a teacher, I use digital technologies to foster students' creativity.
 S - In my school We use digital technologies for creative activities.

Teaching and Learning Practices

For a transition to digital-age learning, it is essential for schools to modernise teaching and learning practices, if they are to realise the potential of digital learning technologies as enablers of more effective learning experiences.



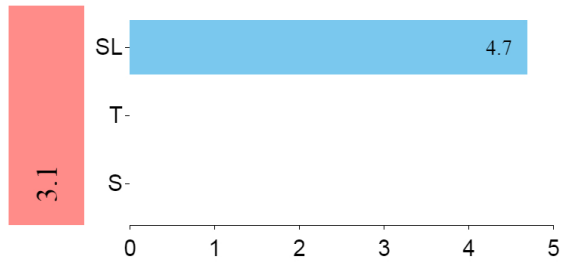
SL - It is part of our digital strategy that students collaborate using digital technologies.

T - As a teacher, I use digital technologies to help students collaborate with each other.

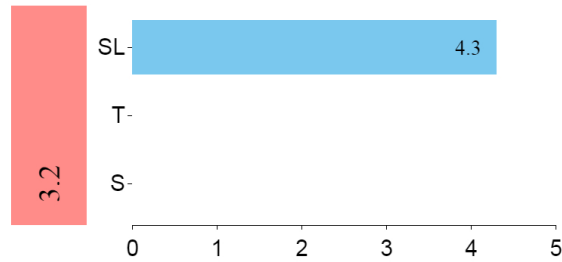
S - In my school My classmates and I help each other when we have problems with digital technologies.

Professional Development

The school facilitates and invests in the continuous, comprehensive and customised professional development (CPD) of its staff at all levels in order to develop and integrate new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.



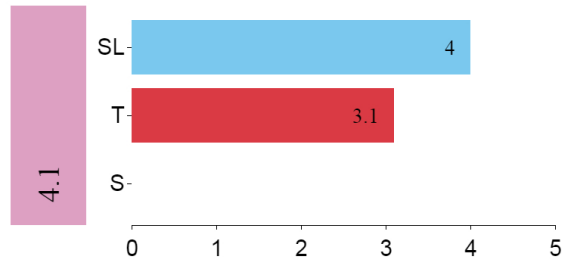
SL - As part of our digital strategy, we provide teachers with in-house professional development opportunities on the use of digital technologies for learning.



SL - As part of our digital strategy, we provide staff with professional development opportunities on the use of digital technologies for learning, organised by third parties.

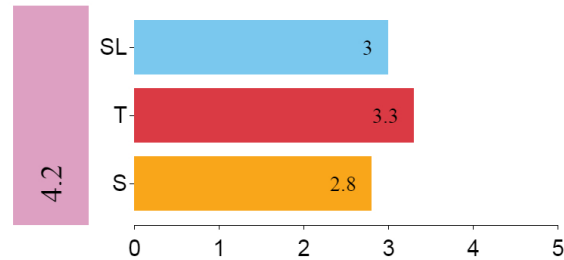
Assessment practices

This area refers to measures that schools may consider in order to progressively shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire will include technology-enabled assessment practices that are student-centred, personalised and authentic.



SL - It is part of our digital strategy to use digital assessment formats to capture not only students' knowledge but also their skills or attitudes.

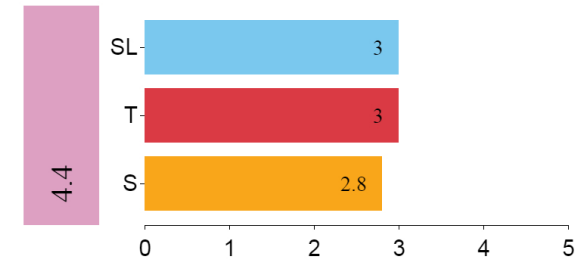
T - As a teacher, I use digital technologies to assess not only students' knowledge but also skills and attitudes.



SL - It is part of our digital strategy that students use digital technologies to document their learning.

T - As a teacher, I use digital technologies to enable students to document what they have already learned.

S - In my school I use digital technologies to document what I have already learned.



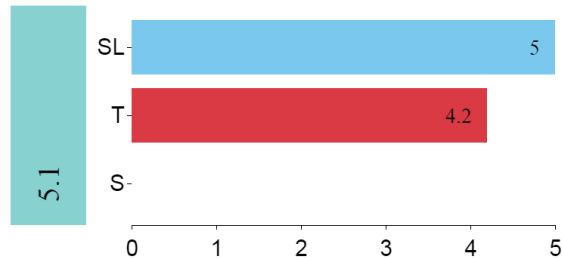
SL - It is part of our digital strategy that students use digital technologies to assess their own and other students' learning.

T - As a teacher, I use digital technologies for students to assess their own and other students' learning.

S - In my school I use digital technologies to assess my own work or the work of other students.

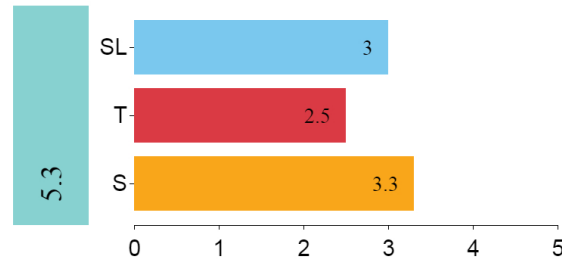
Content and Curricula

Curricula are reviewed or interpreted (depending on the degree of autonomy the school has in respect of such changes), to take advantage of the leverage potential of digital technologies to modernise teaching and learning practices.



SL - It is part of our digital strategy that teachers create digital content for teaching and learning.

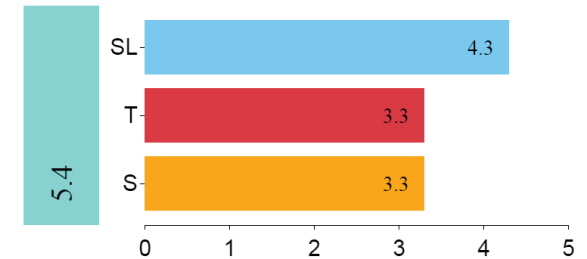
T - In my school I create digital content for teaching and learning.



SL - As part of our digital strategy, we have guidelines on how students should avoid plagiarism by referencing correctly the digital resources they use.

T - In my school I teach students how to avoid plagiarism by referencing correctly the digital resources they use.

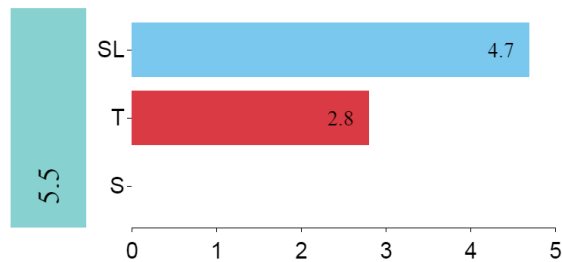
S - In my school I learn how to make correct references to the digital resources I use in my assignments.



SL - It is part of our digital strategy to use digital technologies to engage students in real-world activities.

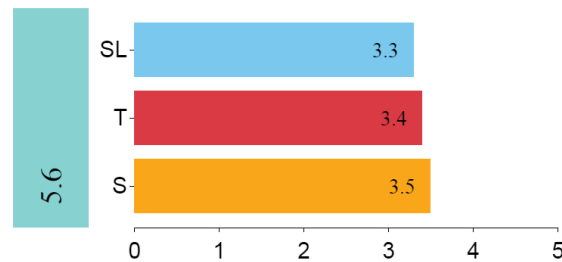
T - As a teacher, I use digital technologies to integrate real-world activities and settings in my teaching.

S - In my school We use digital technologies for real-world activities.



SL - It is part of our digital strategy to work across subjects, in an interdisciplinary, cross-curricular way.

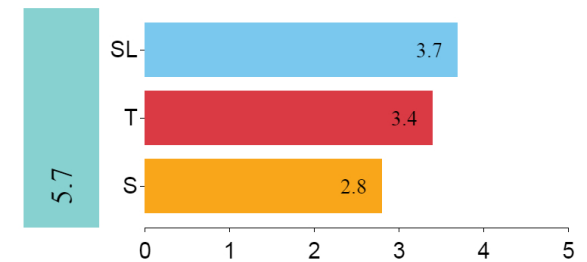
T - As a teacher, I use digital technologies to provide students with opportunities for working across subjects.



SL - It is part of our digital strategy that students create digital content as part of their learning activities.

T - As a teacher, I use digital technologies to enable students to create digital content in class or as part of their assignments at home.

S - In my school I create digital content in class or at home as part of my assignments.



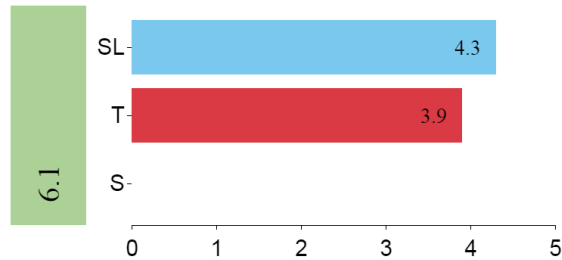
SL - It is part of our digital strategy that students develop their digital skills within a range of subjects, not just in ICT related ones.

T - As a teacher, I use digital technologies to provide students with opportunities to develop their digital skills in the subjects I teach.

S - In my school I have opportunities to develop my digital skills in all subjects, not just in Information Studies.

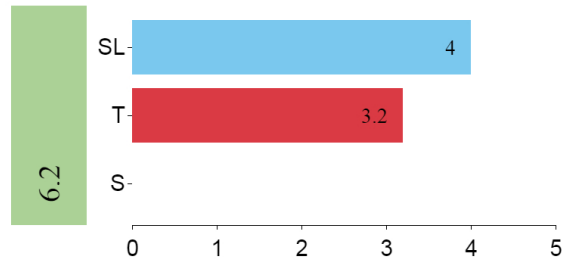
Collaboration and Networking

The school supports a culture of collaboration and communication and has processes in place to enable teachers and students to share experiences and learn effectively within and beyond the organisational boundaries.



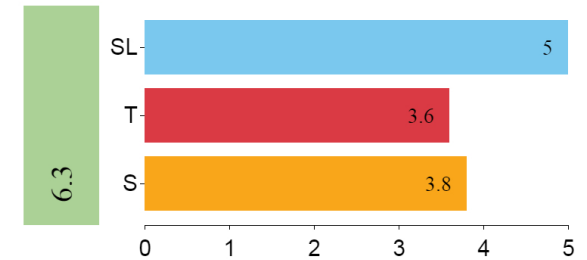
SL - It is part of our digital strategy that we exchange experiences about the use of digital technologies for learning within the school community.

T - In my school I exchange experiences about the use of learning technologies with my colleagues.



SL - It is part of our digital strategy that teachers participate in professional online networks and groups.

T - As a teacher, I participate in professional networks and groups.



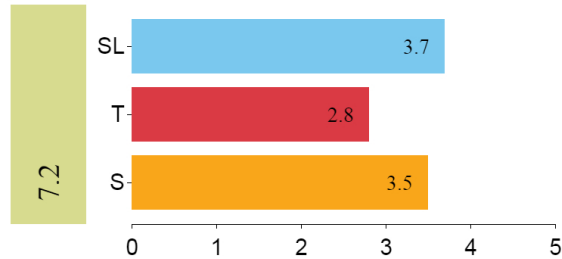
SL - As part of our digital strategy, we use different communication tools within and beyond the school community according to our different communication purposes and target groups.

T - In my school I use different communication tools according to the different communication purposes and target groups.

S - In my school We use digital technologies for communicating with teachers and other students.

Infrastructure

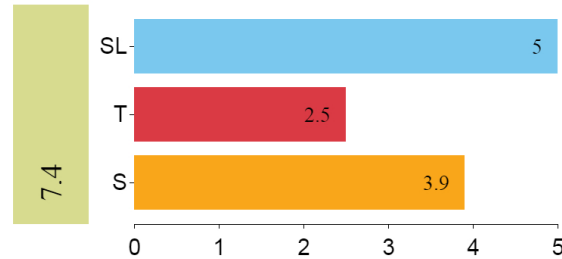
This element of DigCompOrg refers to the crucial role of a reliable, secure and scalable infrastructure in enabling and facilitating innovative teaching and learning practices.



SL - As part of our digital strategy, we use virtual learning environment(s) to enrich face to face learning settings.

T - In my school I set up virtual learning environment(s) to enrich face to face learning settings.

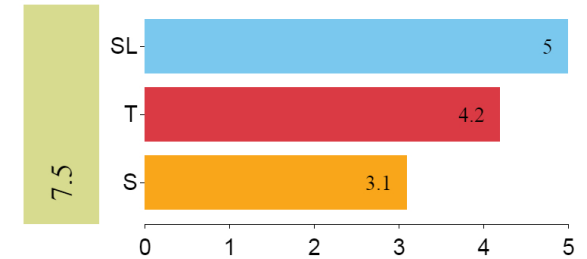
S - In my school My teachers use some online space, to which we contribute.



SL - As part of our digital strategy, we have guidelines for students on the safe and responsible use of digital technologies.

T - In my school I teach my students how to behave in a safe and responsible way, online and offline.

S - In my school I learn how to behave in a safe and responsible way, online and offline.



SL - As part of our digital strategy, we have systems in place to protect our school's digital data.

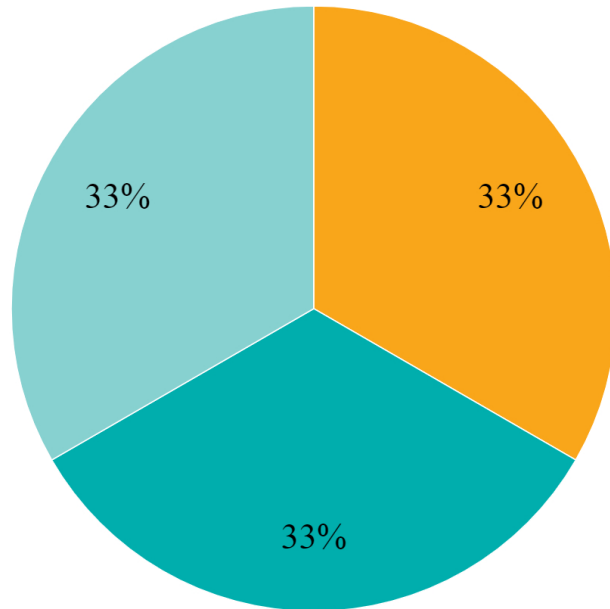
T - In my school I keep school-related digital data secure.

S - In my school I learn how to keep my digital data secure.

3. Additional info on professional development

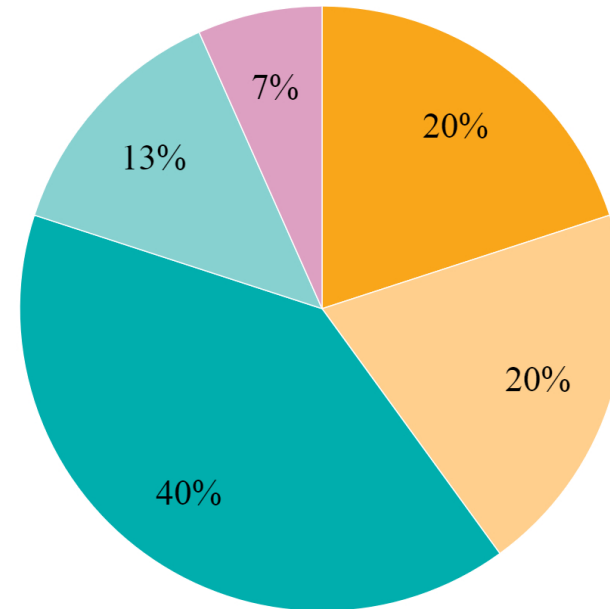
In the following charts, you can see school leaders' replies to the question: "Do teachers have time to explore how to better use digital technologies for learning?" and how teachers reply to the statement "In my school I am given enough time to explore how to use digital technologies for teaching and learning".

SCHOOL LEADERS



- This is not on our agenda
- This is on our agenda but is not done
- This is done, but not consistently
- This is done consistently
- This is done consistently and to a high standard

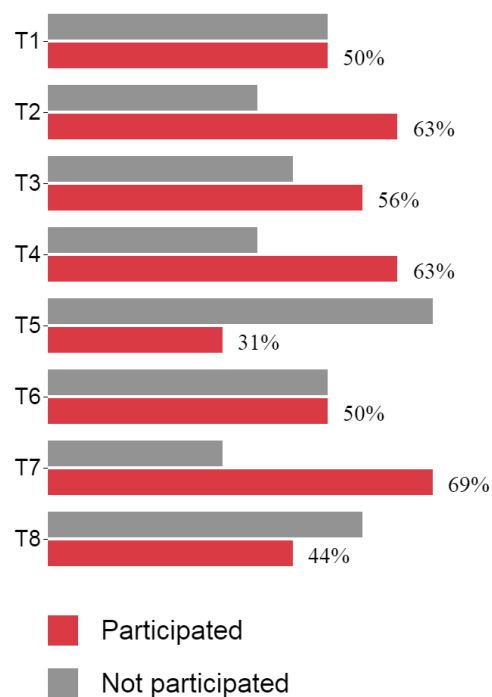
TEACHERS



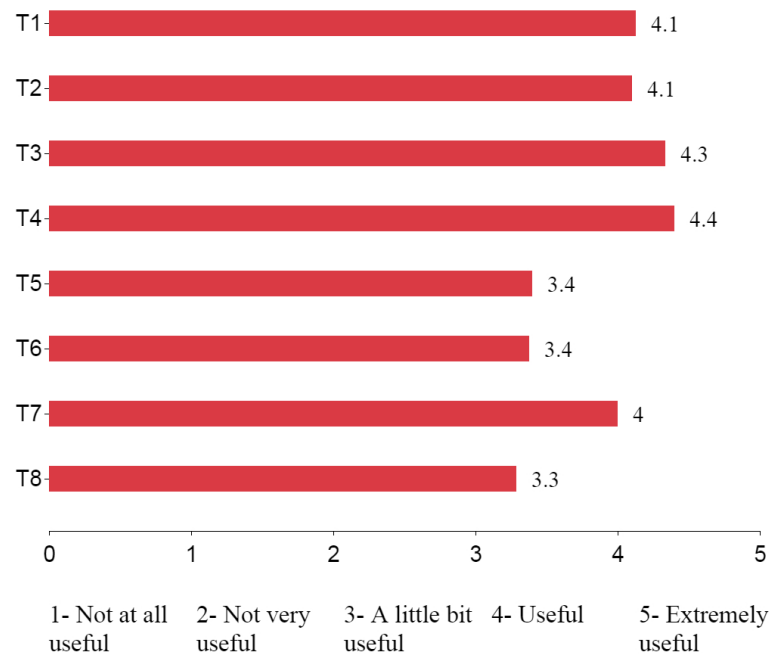
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

In the following bar charts, you can see teachers' replies to the question: "Have you participated in the last two school years in any of the following continuing professional development activities (CPD) related to improving your digital teaching skills? If so, how useful did you find them?" You will find the detailed presentation of each item in the next page. This info is complementary to the one you got from the thematic area 'Professional Development' in sections 1 and 2.

Participation in CPD



Usefulness of CPD



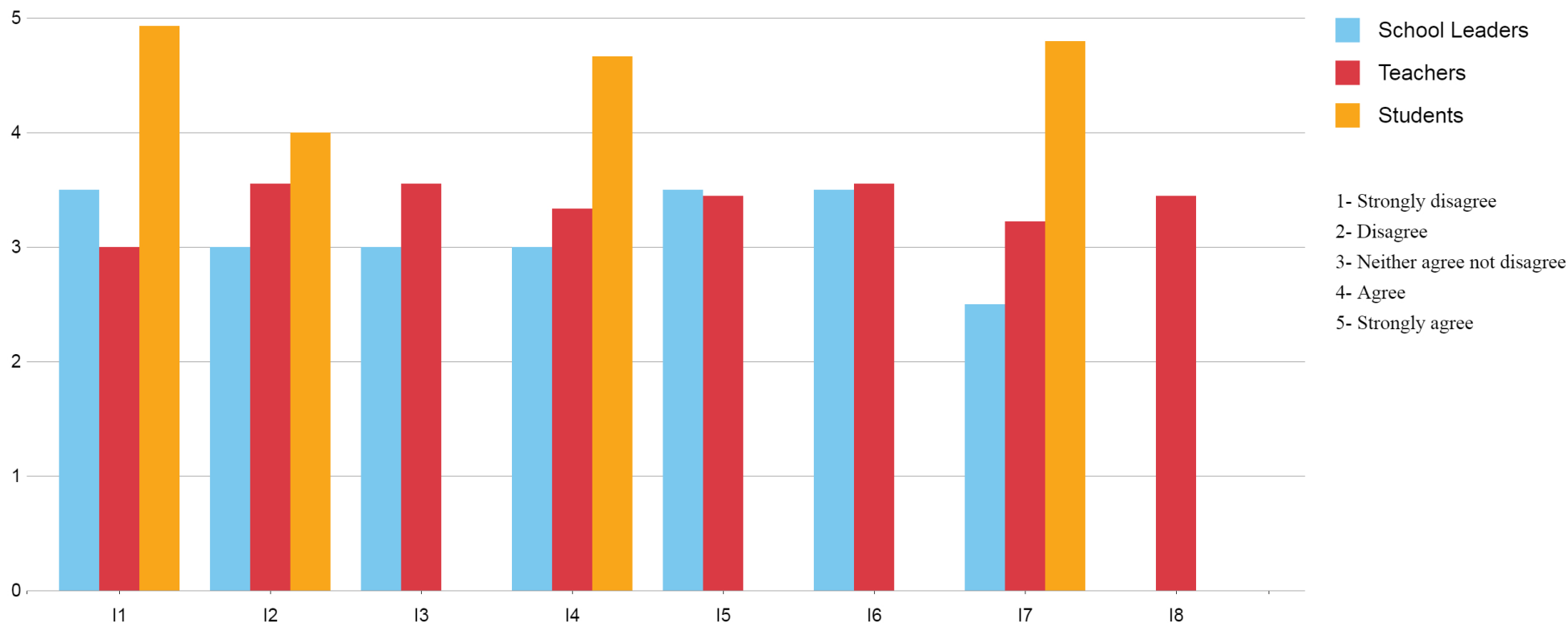
T1- Online courses or video tutorials T2- Face-to-face courses or workshops T3- Conferences or seminars T4- In-house training sessions organised by the school T5- Observation visits to other schools T6- Participation in online peer learning communities or social networks for teachers T7- Face-to-face collaboration with other teachers on the use of digital technologies for learning and teaching T8- Mentoring and/or peer observation and coaching, as part of a formal school arrangement

Table 1: Question by question break-down

Question	Not at all usefull	Not very useful	A little bit useful	Useful	Extremely useful
T1- Online courses or video tutorials	0%	12.5%	12.5%	25%	50%
T2- Face-to-face courses or workshops	0%	10%	10%	40%	40%
T3- Conferences or seminars	11.1%	0%	0%	22.2%	66.7%
T4- In-house training sessions organised by the school	0%	0%	10%	40%	50%
T5- Observation visits to other schools	0%	0%	60%	40%	0%
T6- Participation in online peer learning communities or social networks for teachers	12.5%	0%	37.5%	37.5%	12.5%
T7- Face-to-face collaboration with other teachers on the use of digital technologies for learning and teaching	9.1%	0%	18.2%	27.3%	45.5%
T8- Mentoring and/or peer observation and coaching, as part of a formal school arrangement	14.3%	0%	28.6%	57.1%	0%

4. Additional info on school's digital infrastructure

In the following charts, you can find the opinions of school leaders, teachers and students on a variety of topics related to school's digital infrastructure. This info is complementary to the one you got from the thematic area 'Infrastructure' in sections 1 and 2.



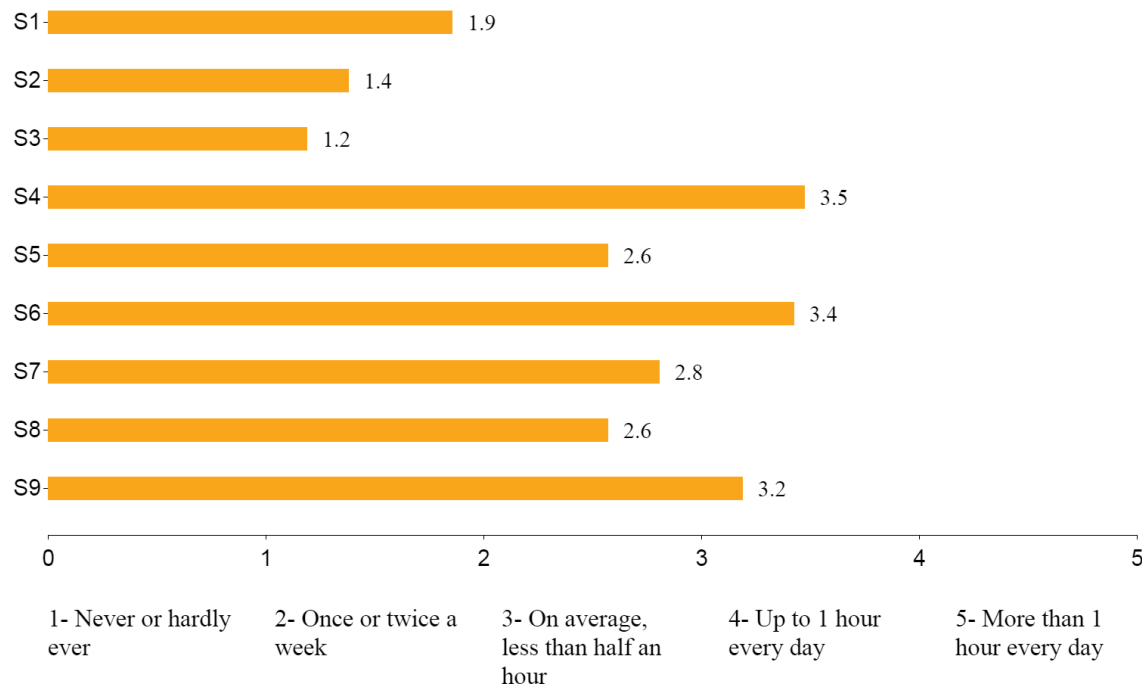
I1- Our digital equipment is of high quality. I2- Our internet access is reliable and of sufficient speed. I3- The digital materials available for teaching and learning are of high quality. I4- The digital environments available for teaching and learning are user-friendly. I5- There are systems in place to protect sensitive digital data. I6- All students have sufficient access to digital technologies at school. I7- All students have sufficient access to digital technologies at home. I8- Teachers and students have technical support when they need it.

Table 2: Question by question break-down

Question	Profile	Strongly disagree	Disagree	Neither agree not disagree	Agree	Strongly agree
I1- Our digital equipment is of high quality.	School Leader	0%	50%	0%	0%	50%
	Teacher	0%	44.4%	22.2%	22.2%	11.1%
	Student	0%	0%	0%	6.7%	93.3%
I2- Our internet access is reliable and of sufficient speed.	School Leader	0%	0%	100%	0%	0%
	Teacher	0%	22.2%	11.1%	55.6%	11.1%
	Student	0%	13.3%	13.3%	33.3%	40%
I3- The digital materials available for teaching and learning are of high quality.	School Leader	0%	0%	100%	0%	0%
	Teacher	0%	11.1%	44.4%	22.2%	22.2%
	Student					
I4- The digital environments available for teaching and learning are user-friendly.	School Leader	0%	0%	100%	0%	0%
	Teacher	0%	22.2%	33.3%	33.3%	11.1%
	Student	0%	0%	6.7%	20%	73.3%
I5- There are systems in place to protect sensitive digital data.	School Leader	0%	50%	0%	0%	50%
	Teacher	11.1%	0%	44.4%	22.2%	22.2%
	Student					
I6- All students have sufficient access to digital technologies at school.	School Leader	0%	0%	50%	50%	0%
	Teacher	11.1%	11.1%	11.1%	44.4%	22.2%
	Student					
I7- All students have sufficient access to digital technologies at home.	School Leader	0%	50%	50%	0%	0%
	Teacher	11.1%	11.1%	33.3%	33.3%	11.1%
	Student	0%	0%	0%	20%	80%
I8- Teachers and students have technical support when they need it.	School Leader					
	Teacher	0%	11.1%	33.3%	55.6%	0%
	Student					

5. Extra info on students' use of digital technologies outside school

In the following bar chart, you can see students' replies to an extra question on students' activities outside school: "How often do you do the following activities?" (you will find the detailed presentation of each item on the next page). Although this question is not related directly with the digital capacity of your school (and that is why it is not included in DigCompOrg model) it might be useful for you as it provides information on students' use of digital technologies outside school.



S1- Using digital technologies for homework and other school related work. S2- Using digital technologies for communication with other students about schoolwork. S3- Using digital technologies for communication with teachers and submission of homework or other schoolwork. S4- Using digital technologies for fun activities. S5- Digital educational activities that are not linked to school work. S6- Sport activities. S7- Non-digital educational activities that are not directly linked to school work. S8- Meeting friends. S9- Other individual activities in which no digital technologies are used.

Table 3: Question by question break-down

Question	Never or hardly ever	Once or twice a week	On average, less than half an hour	Up to 1 hour every day	More than 1 hour every day
S1- Using digital technologies for homework and other school related work.	38.1%	38.1%	23.8%	0%	0%
S2- Using digital technologies for communication with other students about schoolwork.	81%	9.5%	0%	9.5%	0%
S3- Using digital technologies for communication with teachers and submission of homework or other schoolwork.	85.7%	9.5%	4.8%	0%	0%
S4- Using digital technologies for fun activities.	0%	33.3%	14.3%	23.8%	28.6%
S5- Digital educational activities that are not linked to school work.	33.3%	23.8%	19%	0%	23.8%
S6- Sport activities.	14.3%	14.3%	9.5%	38.1%	23.8%
S7- Non-digital educational activities that are not directly linked to school work.	9.5%	52.4%	0%	23.8%	14.3%
S8- Meeting friends.	38.1%	23.8%	0%	19%	19%
S9- Other individual activities in which no digital technologies are used.	4.8%	38.1%	14.3%	19%	23.8%

**WHO DO I CONTACT
IF I HAVE QUESTIONS?**



We hope this first SELFIE School Report reflects well the use of digital technologies for learning in your school and it will be useful to you!

If you have any thoughts or suggestions about this very first SELFIE Schools Report, we are happy to hear them.

Contact us at JRC-EAC-SELFIE-TOOL@ec.europa.eu

The SELFIE Team