# **TDC** Assessment

Overall Score: 59 % Overall Level: Expert (B2)

Your self-reflection overall results



# Your self-reflection results by area



# Your self-reflection results by area



# Area 1 - Professional Engagement - 55%

## Level: Expert (B2)

1.1: Using digital technologies to communicate with colleagues, learners, or parents.

**Your response:** I use various digital technologies according to my audience, communication needs and context.

#### **Score: 3**/**6**

There are different technologies that people can use to communicate within an organisation. Each technology has its strengths and weaknesses. To improve communication, you need to choose the right technology for the specific situation, audience, and goal. You can do this by identifying your organisation's most common communication needs and analysing the #affordance# or benefits and limitations of available digital communication tools. This will help you select the best and most effective tools for the job.

**Level Up:** Analyse the benefits and limitations of digital communication technologies for effective communication and interaction (e.g. develop a personal effective, efficient and safe communication practice).

1.2: Managing online learning environments (technologies) taking data management and ethics into account.

**Your response:** I analyse the features of online learning platforms and apply the ones that best respond to the ethical considerations and data management (e.g. security, users and data management, access policy, hosting of data).

#### Score: 4/6

To ensure a safe and secure online learning environments, it's important to carefully choose the digital tools and platforms that align with your ethical considerations and data management strategy. This competence should be shared with colleagues to promote best practices and uphold a successful data policy and code of ethical conduct.

**Level Up:** Support and provide advice to colleagues on ethical considerations and data management strategy when using an online learning platform (e.g. use of passwords, encryptions, security procedures, data management transparency).

1.3: Using digital technologies to engage in collaboration and interactions with colleagues and/or other education stakeholders.

**Your response:** I use various digital technologies to collaborate with colleagues or other stakeholders (e.g. sharing content, practices, or ideas).

#### Score: 3/6

Using various digital technology to collaborate with colleagues in your school and beyond can help improve your teaching practices and give you new ideas. It's important to think about how these tools are helping you collaborate and how you can benefit from these interactions. Are you learning from your peers and sharing your own expertise with them?

Level Up: To collaborate effectively using digital technologies, it's important to analyse and choose the right tools based on their strengths and weaknesses. For example, using online collaborative spaces can help you create teaching resources with your peers and refine them together, allowing you to learn from each other. Another option is to engage in joint projects with students from different contexts to encourage interaction and learning. Choose digital technologies that can help you achieve your goals effectively.

1.4: Using digital technologies (devices, platforms and software) and infrastructure (internet access, local network) available in my school to develop education.

**Your response:** I use various digital technologies available in my school according to my professional practice needs (e.g. learning management system, cloud services).

#### Score: 3/6

Using various digital resources to support your professional practice and enhance students' learning can bring new ideas and pedagogies to your teaching. Reflect on how these tools encourage students' active engagement in their learning and what kind of pedagogies are needed. Analyze the available technologies to see how they can support innovative pedagogies and learning.

Level Up: Analyse and select digital technologies for effective teaching and learning based on their affordances and limitations (e.g. use online learning platforms to engage students in active learning within and beyond the classroom, use digital tools to facilitate management of learning outcomes).

1.5: Reflecting on my own and collective professional practice using digital technologies.

**Your response:** I have tried reflection methods on use of digital technologies to further develop my digital competence (e.g. online self-reflection tools, reflection diary, digital story telling).

**Score: 2/6** 

To improve your teaching practices using digital technologies, it's important to seek help when needed. Sharing your reflections with colleagues and seeking feedback is a good way to start. You can use various tools to reach out to colleagues in your school or join online professional communities or discussion groups.

Level Up: Use various reflection practices with colleagues and receive their feedback to improve your digital professional practice (e.g. co-teaching, video recording of lessons, peer-debriefing sessions).

1.6: Using technology positively and ethically in the digital world, with safety and responsibility.

**Your response:** I support and provide advice to colleagues on creating and curating ethical and responsible digital profiles (e.g. consultations, presentations, workshops, supporting material).

#### Score: 5/6

By helping your colleagues maintain a positive digital profile, you can improve your own digital competence and encourage a school-wide culture of responsible and ethical digital behavior. This can be achieved by promoting safe and legal digital practices and inspiring a vision that reflects a positive digital profile for the school community.

Level Up: Initiate and promote a vision for your school that enables the contribution to positive and responsible participation in the digital world (e.g. provide transparent data and content management procedures, develop an ethics code of conduct).

#### 1.7: Using digital technologies for professional learning.

**Your response:** I analyse and select online learning resources and activities that best suit my learning needs (e.g. webinars, online interactive courses, online learning communities).

#### Score: 4/6

Analysing and choosing the right online professional learning opportunities can improve your professional development and help you quickly find suitable training whenever you need it. Consistently focusing on self-led professional development can enhance your teaching skills and the quality of education you provide. You can also use this expertise to supportand advise colleagues in your school and beyond.

Level Up: Engage in learning communities and exchange ideas and experiences with other colleagues. Recommend digital tools and resources that you consider of value to support your and their professional learning (e.g. online learning communities, specific MOOCs, online repositories).

#### 1.8: Professional learning activities for the development of teachers' digital competence.

**Your response:** I have attended professional learning activities on using digital technologies to develop my digital competence (e.g. consultations, workshops on the use of digital technologies in teaching and learning).

#### Score: 2/6

To enhance your skills in using digital technologies in education, exploring professional learning opportunities is key. Through this exploration, you can identify the learning opportunities that are most relevant to your specific needs and goals. This will allow you to take the first steps towards achieving your professional development objectives in using digital technologies for teaching and learning.

**Level Up:** Try out various formal and informal professional learning activities about using digital technologies in education to develop your digital competence (e.g. hands-on training on innovative pedagogical approaches supported by digital technologies, online learning approaches and distance learning, digital assessment).

1.9: Engaging with computational thinking concepts as part of teacher digital competence.

**Your response:** I analyse and select responses generated by algorithms (e.g. rank of search results, advertisements, how a robot can respond).

#### **Score: 4/6**

Understanding how technology responds can help you choose the appropriate actions for your needs and avoid automated actions that you donâ $\in^{TM}$ t want. For instance, you can comprehend why a web search results in related ads appearing on subsequent websites. It's crucial to teach this skill to your colleagues and students to enhance their digital competence.

Level Up: Lead computational thinking activities in your school to support the development of your colleagues  $\hat{a} \in \mathbb{T}^{M}$  and students  $\hat{a} \in \mathbb{T}^{M}$  digital competence (e.g. organise programming classes, competitions, and hackathons).

# Area 2 - Digital Resources - 63%

#### Level: Expert (B2)

2.1: Using searching and selection criteria to identify digital resources for teaching and learning.

**Your response:** I analyse and select digital resources based on criteria that meet teaching and learning goals (e.g. pedagogical value, relevance, reliability, validity, quality, licensing).

#### Score: 4/6

To access digital resources that meet specific teaching and learning goals, it's crucial to adopt quality and pedagogical criteria for selecting and analyzing them. With the vast amount of information available, it can be challenging to find the best resources for teaching. Bookmarking sites and portals that meet your criteria can help you revisit them when looking for similar resources.

Level Up: Reflect on your search outcomes and readjust your selection criteria. To effectively search for digital resources, it's important to consider key factors that determine the results returned for your query. You should also understand how search algorithms and other web-based tools impact search outcomes and how outputs are produced.

#### 2.2: Creating digital resources that support and improve teaching and learning aims.

**Your response:** I share the digital resources I create and I reflect and readjust them according to feedback that I receive (e.g. incorporating designing educational activities and environments that prioritize the needs, interests, and abilities of the learner enhanced by digital technologies affordances).

#### Score: 5/6

Working and sharing digital resources with colleagues can help you improve the learning experience for your students and achieve your teaching goals. By collaborating with others, you can combine your strengths and create resources that are tailored to your needs and those of your students. This will enable you to adjust your content and enhance the learning experience.

**Level Up:** Collaborating with stakeholders at the local, national, and international level can help you create educational resources that are effective and relevant to your target audience. By involving others in the process, you can ensure that the resources are suitable for different cultures, learning styles, and educational settings. This will enhance the value and effectiveness of the resources. By partnering with educational technology companies, organisations, or content publishers, you can collaborate and create top-notch digital resources that are useful for teaching and learning. This will help you access high-quality digital resources that enhance the learning experience for your students.

2.3: Modifying existing digital resources to support and improve teaching and learning aims, respecting copyright and licencing rules.

**Your response:** I use various digital tools based on their features to modify and repurpose digital resources to meet educational needs (e.g. customise content of an online lesson,

exploit features of a virtual environment, use eBook editors).

#### **Score: 3**/**6**

Systematically using various technologies to modify and repurpose digital resources allows us to build from a base of high-quality resources and customise them to increase their relevance, tailor them to individual learning levels, and offer greater choice for students. Understanding when we can use a work without obtaining permission or paying a licence fee, and whether a relevant licensing scheme applies, is crucial. This includes resources under Creative Commons licences, those free of copyright, and editable resources, and understanding the implications for their re-use.

Level Up: Work to select digital resources to modify and adapt so as to meet teaching and learning goals by considering their copyright and distribution licences. To ensure that the content is appropriate for the learning outcomes you defined, assessment approaches, and your teaching style, consider any modifications you may need to make. This can include adding, deleting, re-ordering, or remixing the existing content.

2.4: Organising digital content, enabling easy and secure access for students, parents and teachers, while protecting sensitive and personal data.

**Your response:** I use various techniques and tools to store, organise and facilitate access to digital content (e.g. tree structures, use of metadata/tags).

#### Score: 3/6

Utilizing technology with intention to organize, store, and access digital content is crucial to enable easy access. Adding context through tags and embedded references is important for understanding content in the short, medium, and long term. Collect only necessary personal data and content from students for specific purposes, and delete any data that is not essential for educational purposes.

Level Up: Establish and implement measures for protecting and securing digital content storage, management, and access. This includes using strong passwords, assigning access rights to specific users, regularly backing up data, selecting storage and online services based on their data policies, terms of use, safety, and security. Additionally, ensure that students' personal data, such as grades, exams, and reports, are systematically and effectively protected, ie. in compliance with regulations.

2.5: Sharing digital content with respect to intellectual property and copyright rules.

**Your response:** I select and apply copyright licences when sharing digital resources I create, supporting open educational resources (e.g. Creative Common licence).

**Score: 4/6** 

To make it easier for others to reuse your digital resources, select and apply copyright licenses such as Creative Commons (CC) licenses. Experiment with different formats of CC licenses, including the †By-Attribution, Non-Commercialâ€<sup>TM</sup> license, which allows others to use your content as long as they attribute it to you and donâ€<sup>TM</sup>t use it for commercial purposes. Consider aligning the resources with the curriculum and teaching needs and sharing them under licenses that do not prohibit distribution and use. This effort can promote easy and equal access to resources for students and colleagues, and improve the collection of resources that meet the needs of your school.

Level Up: Design and develop a comprehensive strategy for sharing digital resources, content curation and reusability of resources to facilitate easy and equal access for students and colleagues. The strategy can include, for example, ways to select and organise digital content by grouping the resources in helpful ways, adding value by providing annotations to help your students' understanding, giving context to the information.

# Area 3 - Teaching and learning - 70%

### Level: Leader (C1)

3.1: Designing and support learning with the use of digital technologies to improve learning outcomes.

**Your response:** Together with my students, I reflect on and (re)design the use of digital technologies to improve teaching practices and innovative learning approaches (e.g. students as coaches, use of emerging technologies, modelling and advice, lesson-study).

#### Score: 5/6

Collaborate with your students to adjust your teaching and learning design to encourage their involvement in improving your teaching practices and their learning approaches. Involve them in selecting and adapting technology suited to the learning requirements, using activities like student coaches, emerging technologies, modelling, and advice. Reflection is key, and your students should gain confidence in their ability to contribute to the process.

Level Up: Lead the way in promoting innovative teaching and learning practices with digital technologies in your school and community. Share your ideas and collaborate with colleagues through online workshops, micro-teaching, and reflective discussions on the effectiveness of digital technology. Engage in technology-supported networks with other schools and stakeholders locally, nationally, and internationally.

3.2: Using digital technologies in order to provide feedback and opportunities for reflection, leading to readjustment of teaching and learning practices

**Your response:** I use various digital technologies to provide students with feedback and opportunities for reflection on their learning, in real-time and /or asynchronously (e.g. chat, discussion forums, video responses, polls/ voting).

#### **Score: 3/6**

By using different digital technologies systematically to offer guidance and feedback, you can choose the most effective digital technologies to help your students reflect on their learning, both in real-time and asynchronously. This can include various tools like chat apps, discussion forums, in-class polls, or video responses. You can also look for digital tools that encourage students to engage in reflection and assessment.

Level Up: Work to select and employ digital technologies that provide opportunities for students to engage in self- and peer-assessment and in the design of their learning. This can include opportunities for scaffolded reflection, analysis of recordings of learning, activities, and shared online documents.

3.3: Using digital technologies to improve learner collaboration for individual and collective (team or group) learning

**Your response:** I select and use digital technologies in my learning designs based on their features, to support my students' collaborative learning, in face to-face or online settings (e.g.co-creation, peer assessment and group reflection, project work).

#### Score: 4/6

Before incorporating digital technologies into teaching and learning activities, consider what specific possibilities they offer for teaching and learning. It's important to let the pedagogy lead, rather than just using technology for the sake of using it.

Level Up: Encourage your students to reflect on and improve their use of digital technologies for both personal and collaborative learning. Allow them to take ownership of their learning by participating in activities such as editing and creating content, co-creating projects, collaborating on projects, taking part in virtual exchanges, using digital tools for task management, communication and sharing with team activities.

3.4: Using digital technologies to improve students' self-regulated learning activities, fostering active and autonomous learning making students more responsible for their own learning,

**Your response:** I select and use digital technologies in my learning designs based on their features, so as to facilitate my students' self-regulated learning (e.g. Initiative taking, adapt to new learning situations, self- reflection about their own learning).

**Score: 4/6** 

Create learning plans that focus on developing your students' self-regulating skills and learner autonomy, incorporating the use of digital technologies as a tool to assist in this. Encourage and support your students to take an active and creative approach to their learning and explore how they can use digital technologies to support and document their learning journey.

Level Up: Consider how you might  $\hat{a} \in$  "together with your students  $\hat{a} \in$ " reflect on and redesign their learning in ways that encourage more active, creative and autonomous activities on their part in order to promote their self-regulated learning and learner autonomy through digital technologies. For example, engage them in activities that show them how to identify their learning needs, set their learning goals, describe their strategy for achieving these goals, implement their learning tasks, gather evidence of their learning, reflect on it and share their learning outcomes  $\hat{a} \in$ " and how digital technologies can assist in this.

3.5: Using emerging technologies in ethical ways to explore novel learning experiences and content.

**Your response:** Together with my students, I reflect on and (re)design teaching and learning, engaging them in co-design and co-creation of applications using emerging technologies and addressing ethical implications (e.g. designing augmented or virtual reality scenarios programming humanoid robots, addressing AI agency in decision making).

#### Score: 5/6

Think about how you can collaborate with your students to reflect on and improve the use of emerging technologies in teaching and learning, while taking into account ethical considerations. Encourage and support the use of emerging technologies to create innovative teaching and learning experiences within your school and community, while also promoting responsible and ethical technology use.

**Level Up:** Work to initiate and promote strategies and practices within your school and its wider community to support colleagues and students in their use of emerging technologies. This will provide novel teaching and learning experiences and content, which can be considered while addressing ethical implications. Search out opportunities to engage in individual and collective learning and development involving emerging technologies  $\hat{a} \in \hat{}$  for your students, your colleagues, and yourself. These can involve programming humanoid robots, customising virtual worlds for learning activities, foster human agency in data-driven decision making, and explore synergies with the technology industry.

# Area 4 - Assessment - 66%

Level: Expert (B2)

#### 4.1: Using digital technologies to support formative and summative assessment of learning.

**Your response:** I select digital technologies to support specific aspects in assessment  $\hat{a} \in \infty \hat{o} \hat{a} \in \hat{a} \in \hat{a}$  and  $\hat{a} \in \hat{a} = \hat{a} \hat{a} \in \hat{a} = \hat{a} \hat{a} \in \hat{a} = \hat{a} \hat{a} + \hat{a} = \hat{a} \hat{a} + \hat{a} = \hat{a} \hat{a} + \hat{a} + \hat{a} = \hat{a} \hat{a} + \hat{$ 

#### Score: 4/6

Expert usage of various digital technologies in assessment involves using a variety of tools to support specific aspects of assessing students' activities as learning progresses, and capturing the nature of the learning outcome to be evaluated.

Level Up: Work with your students to select and employ digitally supported assessment activities that provide feedback on their progress and provide opportunities for deep learning. To improve the quality and variety of feedback given to students, educators should experiment with different assessment formats and modes of feedback. This may include allowing students to contribute ideas on assessment criteria and formats, creating rubrics together, designing self and peer assessment formats, and utilizing various formative or summative assessment tools.

4.2: Using digital technologies to collect and analyse evidence on studentsÂ' learning processes and outcomes.

**Your response:** I select digital technologies that facilitate presentation and analysis of learning data to support my reflections on my teaching practice and on my students' learning (e.g. record and visually represent data, automatically generated graphs, mind mapping tools, digital dashboards).

#### **Score: 4/6**

Using various assessment technologies and results dashboards to reflect on student learning and your teaching can help you discover new ways to present learning materials.

**Level Up:** Collaborate with your students to choose and use assessment technologies that record and display analyses of their learning data. This information can be used to plan their future learning. Some examples of these technologies include online reflective learning journals, using goal-setting software, and personal dashboards.

**Your response:** I select digital technologies that can help in providing, receiving and analysing feedback in order to inform teaching and develop the design of learning on a

<sup>4.3:</sup> Using digital technologies to provide feedback to learners, facilitating planning of further action.

continuous basis (e.g. online polls and surveys, dashboards for managing grades and feedback, e-portfolios, context-dependent feedback).

Score: 4/6

Using different assessment technologies into your learning designs can effectively engage students in receiving, giving, and analysing feedback.

**Level Up:** Work with your students to select and use digital technologies to collect and analyse feedback so that it contributes to planning further learning activity. This can include making use of shared documents, blogs mapping tools, reflective learning logs, learning journals, e-portfolios to assemble evidence of learning and plan future options based on future needs.

# Area 5 - Empowering learners - 50%

### Level: Integrator (B1)

5.1: Ensuring access to digital resources and learning activities for all students, taking into consideration any contextual, physical or cognitive constraints to their use.

**Your response:** I am aware of potential limitations and barriers that students may encounter in relation to digital technologies (e.g. limited access to digital devices and/or to Internet connection, learning difficulties).

#### **Score: 3/6**

When using digital resources it is important to discuss with your students the context in which each one of them could be used. In this way youâ€<sup>TM</sup>Il guide them to make the right choices and use the resources to the full. The next step for you would be to encourage them to explore with you various tools to let them have a first hand experience and evaluate the obstacles they face. Maybe they face less severe problems than you were expecting, and you can use a greater variety of digital formats than you thought. Try out a more advanced digital task. Ask your students about their experiences and adapt the task if needed.

**Level Up:** Discuss practical difficulties with your students, and combine various tools to overcome them. This could start with the analysis of the features of the tools that best support inclusion.

<sup>5.2:</sup> Using digital technologies to address diverse learning needs and capabilities, by allowing learners to advance at different levels and speeds and follow individual learning pathways and objectives.

**Your response:** I select and employ digital technologies in my learning designs based on their features, to develop personalised learning environments (e.g. peer teaching, dynamically tracking and managing the learning needs of all students).

#### Score: 4/6

Create various learning activities that cater to different students' needs, taking into consideration their experiences and learning styles. Use relevant examples and metaphors that are meaningful to them. Encourage students to identify their weaknesses and strengths, and guide them to adjust their learning activities accordingly. The goal is to help each student achieve their full potential.

Level Up: Address students' experiences and interests and support them to design their own learning path.

5.3: Using digital technologies to foster learners' active and creative engagement in their learning.

**Your response:** I have tried using digital technologies to engage students in active learning (e.g. use of blogs and wikis, e-portfolios, virtual and augmented reality).

#### Score: 2/6

You have tried some digital technologies that can help you engage your students in their learning process. You can also try a flipped classroom approach, where students review the learning material online and then come to the classroom prepared to discuss what they have learned.

**Level Up:** To enhance your teaching strategies, start exploring and experimenting with digital solutions. Ask your colleagues about the tools and techniques they use, and try different methods to achieve your desired outcome.

5.4: Using digital resources and tools, online learning environments and platforms to ensure students' learning within and beyond the classroom.

**Your response:** I use various digital tools and platforms to support distance and blended learning approaches, enhancing studentsâ€<sup>TM</sup> learning processes and outcomes (e.g. video lessons, social media applications, learning resources).

#### **Score: 3**/**6**

Blended learning offers various opportunities to meet the diverse learning needs of students. After trying out different tools and technologies, joining an online community can be a great way to further explore and learn from others. In an online community, you can share ideas, collaborate on lesson plans, and discover new teaching resources. Level Up: Start analysing the characteristics of the available technologies and adapt them to different situations. You can start applying one at a time, keep notes with your experiences and share them with colleagues in a digital diary.

# Area 6 - Facilitating learners' digital competence - 58%

# Level: Expert (B2)

6.1: Incorporating learning activities, which require learners to use digital technologies to search, evaluate and manage information and data in digital environments.

**Your response:** I design learning to support students to critically search, evaluate and manage information and data (e.g. analysing the choice of the information medium, the source, purpose, transparency of algorithms used to decide what kind of information and data is returned).

#### Score: 4/6

Developing learning designs which support students to critically search, evaluate and manage information and data through context analysis helps them understand how information and data is generated and can be distorted or manipulated. This could be reinforced by discussing with your students how to draw valid conclusions based on contradicting sources.

Level Up: Engage your students in project-based initiatives requiring searching, evaluating and managing information and data critically. This could include editing a school newsletter or newspaper, organising information and data access using taxonomies and categories.

6.2: Implementing learning activities that require learners to communicate and collaborate using digital technologies.

**Your response:** I design learning to support students to use digital technologies for communication and collaboration respecting behavioural and communication norms (e.g. respecting othersâ $\in^{TM}$  ideas and diversity while contributing to team work, sharing messages across multicultural networks, creating positive connections and building contacts).

#### **Score: 4/6**

Developing learning designs which require different collaboration strategies or norms for communication is important for expanding studentsâ€<sup>TM</sup> skills. Reflect on the suitability of your teaching practices and readjust them in view of further advancing studentsâ€<sup>TM</sup> digital communication and collaboration.

Level Up: Readjust your teaching practices in view of fostering studentsâ€<sup>TM</sup> digital communication and collaboration. This could include implementing activities which require students to communicate and collaborate with external audiences. Students should realise, through their involvement in increasingly complex communication contexts, that oral and written communication follow different rules, and that communication between friends and with people they do not know requires different communication skills.

6.3: Incorporating learning activities that require learners to express themselves by creating digital artefacts.

**Your response:** I design learning to engage students in creative design processes in order to (re)create quality digital content, while respecting copyright rules and licences (e.g. scaffolding students to go through a design process for content development, facilitating students to select appropriate digital tools, guiding students to understand copyright, attribute licences and give credits).

#### Score: 4/6

Now that your learning designs engage students in content creative design processes, reflect on and readjust them in view of further expanding your studentsâ€<sup>TM</sup> competences. Encourage them to try out new methods and digital formats, to introduce effects that surprise their audience or make them laugh, to use mistakes, misunderstandings, conflicts or different opinions as an incentive for study.

Level Up: Encourage your students to share their (re)creations. This may include using digital stories or e-portfolios for students to showcase their (re)creations.

6.4: Empowering learners to use digital technologies safely, while mitigating risks to ensure physical, psychological and social well-being.

**Your response:** I implement various learning activities to prompt students to act in responsible and ethical ways when creating and consuming digital information (e.g. adjusting the settings of their social media, protecting personal data and privacy, setting strong passwords, block and report individuals who make them feel uncomfortable).

#### Score: 3/6

Now that you implement various learning activities that require your students to explore ways to protect themselves from risks and threats to their physical, psychological and social well-being, engage them in developing strategies to prevent and respond to digital behaviour that negatively affects them or their peers.

**Level Up:** Engage students in developing strategies to prevent and respond to digital behaviour that negatively affects them or their peers. This may include discussing with them how they can balance online and offline activities or discuss a concrete situation in which

they are prompted to recognise and respond to negative behaviour such as racism, cyberbullying, etc.

6.5: Empowering learners to use digital technologies responsibly and ethically, managing their digital identity, digital footprint and digital reputation.

**Your response:** I have tried learning activities that foster studentsâ€<sup>TM</sup> understanding of legal and ethical implications when using digital technologies (e.g. sharing of copyrighted digital content, accepting permissions when installing apps).

#### Score: 2/6

Exploring learning activities that require the use of digital technologies can be an important way to foster studentsâ€<sup>TM</sup> understanding of legal and ethical implications when using digital technologies. Students should be aware of the pitfalls and risks of being a digital consumer and creator, such as spamming, phishing, stalking, and know how to manage their digital footprint and protect their digital data by complying with data protection regulations and copyright law. They should also consider the social and cultural norms for communication in the environments they use and the online activities they engage in.

**Level Up:** Implement learning activities that require students to act in a responsible and ethical way (e.g. being critical towards online information, reacting to misinformation spread, behaving positively online, complying with data protection regulations and copyright law, respecting diversity and multiple opinions).

6.6: Incorporating learning activities, where learners use digital technologies to understand and solve problems.

**Your response:** I design learning to allow students to look for different innovative and creative solutions to be applied in new situations and contexts (e.g. generating/testing new ideas and solutions, simulation, modelling).

#### Score: 4/6

Developing learning designs which engage students in seeking out different innovative and creative technological solutions to be applied in new situations and contexts may be an opportunity for students to understand and apply key components of computational thinking. Reflect and (re)design your teaching and learning strategies in a way that enables students, individually and collectively, to explore and find digitally-supported solutions. You may need to work on various projects in parallel, allowing each student or group of students to work on what they can experience as a challenge. This way you can ensure that all students are offered opportunities for developing their digital problem solving skills in your subject.

**Level Up:** Enable students to understand and apply key components of computational thinking while exploring and finding digitally-supported solutions. This may include enabling students to engage in representation of abstract models, debugging, decomposing problems in small parts.

# **Proficiency levels explained**

To better understand your personal competence profile, you should look at your performance by area. It should give you a first idea that can help you determine your relative weaknesses and strengths, while providing you with suggestions and ideas to further develop your digital practices.

- A1: up to 32/192 points, up to 17%
- A2: 33-64/192 points, 18-33%
- B1: 65-96/192 points 34-50%
- B2: 97-128/192 points, 51-67%
- C1: 129-160/192 points, 68-83%
- C2: 161-192/192 points 84-100%
- D1: 0/192 points, 0%

### Newcomer (A1)

You are aware of how digital technologies can support and enhance your professional practice. The feedback you get from this self-reflection has identified a number of actions you can try. Select one or two to plan your next learning pathway, focusing on meaningfully enhancing your teaching strategies. As you do so, you'II find yourself moving to the next step of digital competence, the Explorer level.

### Explorer (A2)

You have started exploring the potential of digital technologies and are interested in using them in order to enhance pedagogical and professional practice. You have tried using digital technologies in some areas and will benefit from more consistent use. You can increase your competence by using digital technologies in various contexts and for a range of purposes, integrating them into many of your practices. This will move you to the next step of digital competence, the Integrator level.

### **Integrator (B1)**

You experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into your practices. You creatively use them to enhance diverse aspects of your professional engagement. You are eager to expand your repertoire of practices. You will benefit by increasing your understanding about which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Try to give yourself some more time for reflection and adaptation, complemented by collaborative encouragement and knowledge exchange, to reach the next step, Expert.

### Expert (B2)

You use a range of digital technologies confidently, creatively and critically to enhance your professional activities. You purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. You are curious and open to new ideas, knowing that there are many things you have not tried out

yet. You use experimentation and reflection as a means of redesigning, expanding, structuring and consolidating your repertoire of strategies. Share your expertise with other teachers and continue critically developing your digital strategies to reach the Leader level.

### Leader (C1)

You have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. You rely on a broad repertoire of digital strategies from which you know how to choose the most appropriate for any given situation. You continuously reflect on and further develop your practices. Exchanging with peers, you keep updated on new developments and ideas and help other teachers seize the potential of digital technologies for enhancing teaching and learning. If you are ready to experiment a bit more, engaging students in expanding the potential of digital technologies at school level and beyond, you'II be able to reach an ultimate stage of competence, as a Pioneer.

## Pioneer (C2)

You critically reflect on the adequacy of contemporary digital and pedagogical practices, in which you are a Leader. You are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. You experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. You lead innovation in your school and are a role model for other teachers. You expand your practices beyond the school community and engage stakeholders for further developments. Continue to be open to new ideas and keep up with the continuous technological and pedagogical advances to enhance your creative and innovative solutions.

# **Digital Uninitiated (D1)**

You are at the very beginning of your digital journey in education. Perhaps the vast world of digital tools and techniques feels unfamiliar and a tad overwhelming. While you might not have explored or employed many (if any) digital strategies in your teaching yet, you possess a genuine curiosity and willingness to learn. As you embark on this journey, remember that everyone starts somewhere. With the right resources and support, you'll soon find your footing, discovering the endless possibilities that digital integration offers to enhance your teaching.