

Dal SELFIE Al RAV

**L'ecosistema SELFIE per la competenza digitale
della scuola**

Stefania Bocconi (CNR-ITD)



19

novembre 2021
venerdì ore 15:30 - 17:00

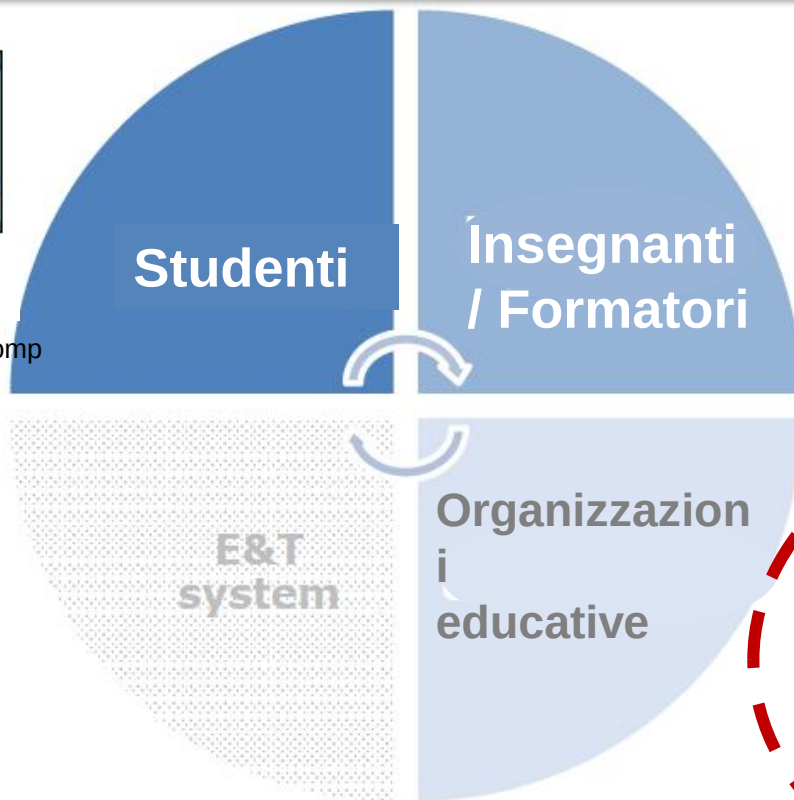
COMMISSIONE EUROPEA – JRC B.4

QUADRI SULLE COMPETENZE DIGITALI



DIGCOMP 2.1

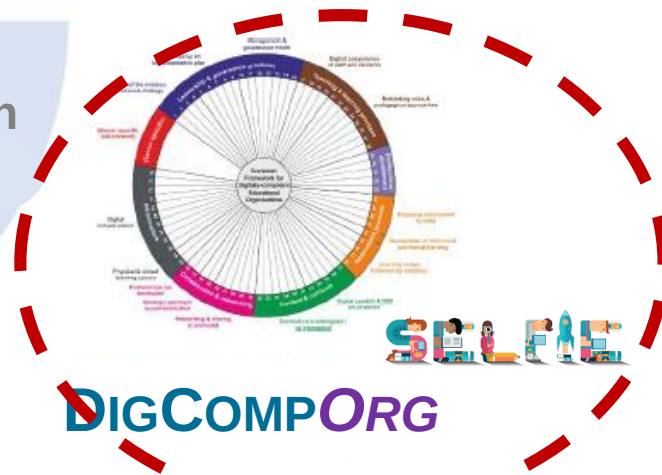
<https://ec.europa.eu/jrc/en/digcomp>



DIGCOMPEDU



Versione Italiana DigCompEDU:
<http://digcompedu.cnr.it>



DIGCOMPORG

#SELFIE_EU
#SELFIE_ITA

VERSO UN ECOSISTEMA PER LA COMPETENZA DIGITALE NELLA SCUOLA



4

Il kit pedagogico

SELFIEPTK

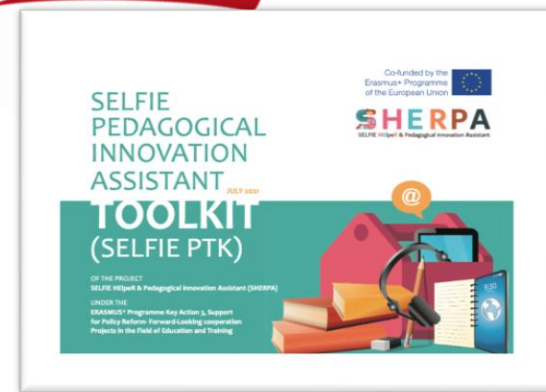




PTK



SELFIE È UNO STRUMENTO ONLINE, GRATUITO E FACILE DA USARE CHE CONSENTE ALLE SCUOLE DI **'FOTOGRAFARE'** LA PROPRIA COMPETENZA DIGITALE



SELFIEPTK È UN KIT PER AIUTARE LE SCUOLE A TRASFORMARE I RISULTATI **SELFIE** IN UN PIANO D'AZIONE PER MIGLIORARE LA COMPETENZA DIGITALE DELLA SCUOLA



KIT PEDAGOGICO SELFIE PTK

Linee guida e template per aiutare le scuole a:

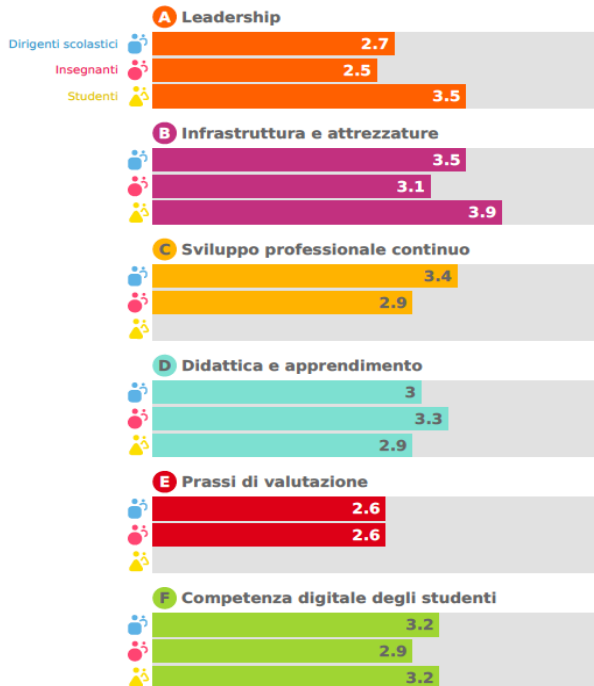
- ✓ **interpretare** meglio i dati **SELFIE**
- ✓ **rendere operativi** i risultati di SELFIE per formulare un **piano d'azione per l'innovazione digitale**

Il team di coordinamento SELFIEPTK

- *Docente referente SELFIE*
- *Animatore digitale*
- *Responsabile valutazione RAV*
- *Dirigente Scolastico*
- ...



PIANIFICARE IL CAMBIAMENTO



PIANO D'AZIONE



OBIETTIVI



STRATEGIA



ATTORI



TEMPISTICA



ATTIVITÀ



MONITORAGGIO



REALIZZAZIONE

UN TOOLKIT PER PROGETTARE UN PIANO D'AZIONE BASATO SUI RISULTATI SELFIE DELLA SCUOLA



Tre fasi principali per guidare la scuola nel definire il piano d'azione basato sui risultati SELFIE:

- ❖ **Revisione** dei dati SELFIE della scuola (**Fase 1**)
- ❖ **Progettazione** del piano d'azione basato sui risultati SELFIE (**Fase 2**)
- ❖ **Realizzazione e valutazione** delle attività condotte (**Fase 3**)



Linee guida e materiali di supporto del Kit SELFIE PTK

- **linee guida** chiare per eseguire ogni fase del processo SELFIE PTK
- Esteso e arricchito attraverso l'inclusione di **materiali di supporto** (modelli, buone pratiche) collegate ad altre fonti (cioè, collegamento al contesto nazionale/regionale/locale)

The screenshot displays the SELFIE PTK website interface. At the top, the navigation bar includes 'Home', 'About', 'Use Selfie PTK', 'Resources', 'Schools', and 'actions'. The main heading is 'Step 2: Investigate Selected SELFIE Items'. Below this, a circular diagram illustrates the process flow: 'STEP 1: REVIEW RESULTS FROM SELFIE REPORT' leads to 'STEP 2: INVESTIGATE SELECTED SELFIE ITEMS', which then leads to 'STEP 3: PRIORITISE ACTION PLAN GOALS'. The current step, 'STEP 2', is highlighted and labeled 'REVIEW & PRIORITISE SELFIE outputs'. A sub-header 'WHAT DOES THIS STEP INVOLVE?' is followed by a paragraph explaining the purpose of the step: to ensure a shared understanding of the issues at hand and to ensure there is ample awareness of the various critical points SELFIE has brought to light. Another paragraph states that a solid and comprehensive understanding of the issues revealed by the SELFIE school report results is absolutely critical for defining an effective SELFIE-based Action Plan. Below this, a sub-header 'HOW DO WE PERFORM THIS STEP?' is followed by a paragraph explaining that the coordinating team can choose from a variety of different means and methods for conducting further investigation, with options including holding a focus group, running a discussion panel, devising a short questionnaire for teachers and/or students, setting up an ideas box, and so on. The final paragraph states that outputs from this further investigation will contribute to better inform the school SELFIE-based Action Plan. A section titled 'WHAT SUPPORT DO WE HAVE FOR THIS STEP?' is followed by a 'TOOLS' section. Under 'TOOLS', there is a link to 'Tool 2.1 - Template For Further Investigating Selected SELFIE Areas/Items', which is described as a template to guide further investigation of the SELFIE Areas/Items selected, available in both MS Word and PDF formats. Below this, there are two buttons: 'Word Document' and 'PDF'. At the bottom, there is a 'TIPS' section with a link to 'Tip 2.1 - Things to consider!'.

SELFIE PTK

Home About Use Selfie PTK Resources Schools actions

Step 2: Investigate Selected SELFIE Items

☺

This step helps you establish a shared understanding among all team members on selected issue/s and related facets.

WHAT DOES THIS STEP INVOLVE?

Having selected the SELFIE areas/items that you consider of specific interest to your school, you should further examine them to ensure (a) that all team members of the coordinating team have a shared understanding of the issues at hand and (b) that there is ample awareness of the various critical points SELFIE has brought to light.

Indeed, a solid and comprehensive understanding of the issues that the SELFIE school report results reveal to the team is absolutely critical for defining an effective SELFIE-based Action Plan, capable of successfully addressing the matters that the team has chosen to address.

HOW DO WE PERFORM THIS STEP?

You, as SELFIE PTK coordinating team, can choose from a variety of different means and methods for conducting further investigation of the various aspects identified in the previous step; the most appropriate method will depend in good measure on which SELFIE Areas/items the team has decided to select. Options include holding a focus group, running a discussion panel, devising a short questionnaire for teachers and/or students, setting up an ideas box, and so on, all potentially effective ways to shed light on the nature and importance of the issue at hand. Outputs from this further investigation will contribute to better inform the school SELFIE-based Action Plan that will be defined in the next steps.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?

TOOLS

Tool 2.1 - Template For Further Investigating Selected SELFIE Areas/Items.

A template to guide you through your further investigation of the SELFIE Areas/items you selected. File available in both MS Word and PDF formats for any school to download and use.

Word Document PDF

TIPS

Tip 2.1 - Things to consider!

Linee guida/ STEP-BY-STEP

STEP 1



This step helps you to review and better understand the results from the SELFIE self-reflection process.

STEP 1 REVIEW RESULTS FROM SELFIE SCHOOL REPORT

WHAT DOES THIS STEP INVOLVE?

Having completed the SELFIE self-reflection process and received a tailor-made SELFIE report that captures the current state of the school's digital strategies and practices, you need to better understand the issues revealed. In this step, you will:

- Review the results from the SELFIE school report and get a complete overall image of your digital practice.
- Select 2-3 areas/items from the SELFIE school report you would like to focus on.

HOW DO WE PERFORM THIS STEP?

The data richness of this tailor-made SELFIE report is such

that you need to adopt specific strategies to get a complete overall image (in both breadth and depth) of the school's digital practice and to extract actionable insights from the sheer wealth of information presented. To this end, suggested strategies include:

Read through the full report to get an overall understanding of the SELFIE output.

- **Review each SELFIE area**, identifying any aspects where the perspectives of school leaders, teachers and students converge or diverge. A set of review criteria can be used to this end; for example, compare the average score for a SELFIE area with the number of respondents for each item in that area can help to get a clearer insight into the scores.
- **Compare results:** For example, results emerging from the Additional Areas such as "Teacher confidence in the use of technology" should be reviewed and related to results from the SELFIE Area like "Continuing Professional Development - Part 1 and Part 2" and "Pedagogy: Implementation in the classroom". Similarly, results related to "Continuing

ing Professional Development - Part 1 and Part 2" could be related and analysed jointly with results from the SELFIE Area "Classroom".

Select 2-3 focus areas/items within the SELFIE report you consider to be of greatest (organizational or item response) significance for developing the school's digital innovation action plan. In doing so, you may opt to select three different SELFIE Areas and then choose one item under each of those three; alternatively, you may focus on just a single Area and select two to three items within that. In any case, you could select SELFIE Areas with low overall scores or instead focus on any large discrepancies that may have emerged in the Area or item response ratings provided by the three different actor groups (i.e., school leader, teacher and student). The latter situation would suggest a misalignment between perceptions of the school's policy strategies (reflected in results from school leader) and of its actual practices and experiences (reflected in teacher and student's results), something that would be worth addressing.



STEP 1
REVIEW RESULTS
FROM SELFIE
REPORT

This step helps you to review and better understand the results from the SELFIE self-reflection process.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TIP 1-1

Think big, act small!

To develop a more systematic and focused intervention, you must keep in mind that not all areas/items can and should be addressed at once. For instance, you may have and may set big, ambitious “long term” goals (e.g., for an action plan with a 3-year horizon). However, you need to start by taking small steps and setting achievable goals, few at a time, year by year. Some goals could be achieved in a short time-frame (e.g., in three months), while others could take longer (e.g., more than a year).



TOOL 1-1

Review of SELFIE Report results

A template to help you get a good understanding of the results from your school's SELFIE Report. File available in both [MS WORD](#) and [PDE](#) formats for any school to download and use.



CHECKLIST OF STEP OUTCOMES

When you have finished this step, you should have:

- ☒ Engaged in a reflection process on results from your SELFIE school report.
- ☒ Selected 2-3 focus areas/items within your SELFIE school report.



TOOL 1-1

Review of SELFIE Report results

A template to help you get a good understanding of the results from your school's SELFIE Report. File available in both [MS WORD](#) and [PDF](#) formats for any school to download and use.

Templates



Co-funded by the
Erasmus+ Programme
of the European Union

TEMPLATE FOR SELFIE PTK STEP 1

Review of SELFIE Report results



To help you get a good understanding of the results from your school's SELFIE Report, it's worth considering these aspects.

FOCUS	ASPECTS TO CONSIDER	NOTES ON YOUR RESPONSES
Look at the global outcome for each of the eight SELFIE thematic areas.	- Are there any major differences between your school's results <u>across the eight areas</u>? - Is one area particularly high or particularly low on average? - Do results in any area surprise you? Why?	
Look at each of the individual SELFIE thematic areas , one by one.	- Are there any major differences in the average responses <u>across the three user groups</u>? - If so, does that difference surprise you? What might be the underlying cause of differences?	
Look inside each thematic area , at the results from the individual statements forming the section.	- Are there any major differences in the average response <u>from one statement to another</u>? - If so, does that difference surprise you? What might be the underlying cause/s?	
	- Are there any major differences in the <u>response that different user groups give to individual statements</u>, one by one? - If so, does that difference surprise you? What might be the underlying cause/s?	

	PRIORITY 1	PRIORITY 2
SELFIE AREA For example..... <i>(D) Continuing Professional Development</i>		
SELFIE ITEM (1) with code/title For example..... <i>(D2) Teachers have opportunities to participate in CPD for teaching and learning with digital technologies</i>	Templates	
SELFIE ITEM (2) with code/title where applicable - another SELFIE item prioritized for the action plan		
GOAL A a general goal for the action plan priority		



EXAMPLE 4-2

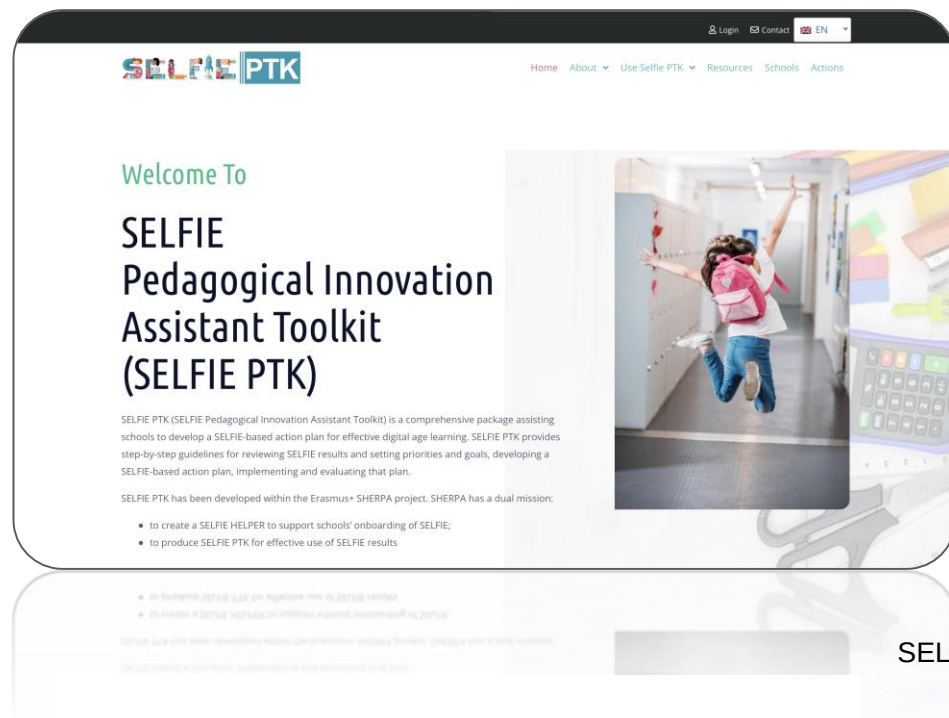
Description of activities for set goals and priorities

Below, you can see a list of indicative activities, addressing different goals and priorities set in the previous step (Step 3). Schools can use the activities described below, as-is, simply select a few, or adapt according to their own needs and context.

PRIORITIES	GOALS	POSSIBLE ACTIVITIES
SELFIE Area(s): E. Pedagogy Supports and Resources	To improve communication between school, parents and teachers using digital technologies	• Use the school's website to share announcements, media, school events, or any other information on school related activities. • Use online communication apps such as Viber, FB, Messenger, WhatsApp to create school-chat groups, among classes. • Promote the text message system on the school's website. • Use text messages to send important messages and quick alerts to parents.
SELFIE Item(s): E4. Communicating with the school community		

ESEMPI

SELFIE PTK come Piattaforma Digitale



SELFIE PTK come Documento scaricabile



SELFIE PTK sarà disponibile in 5 lingue (inglese, estone, finlandese, greco e it

<https://selfieptk.eu/it/>

MOOC # SELFIEPTK

MOOC13 REGISTER Sign in

English Conecta13

Empowering your school's digital capacity: from reflection to innovation action plans

ENROLL IN SELFIEPTKMOOC

Empowering your school's digital capacity
From reflection to innovation action plans
#SELFIEPTKMOOC
From November 1st to November 28th 2021

PLAN DO CHECK ACT

Course Number SELFIEPTKMOOC

Classes Start Nov 1, 2021

Classes End Nov 28, 2021

SHERPA
SELFIE Helper & Pedagogical innovation Assistant

- MOOC auto-didattico
- 4 settimane - 1 modulo a settimana
- In inglese
- 12 video originali (sottotitoli disponibili in EN, ES, IT & EL)
- Affrontare l'intero "ciclo" SELFIE
- Enfasi sullo sviluppo e l'implementazione di piani d'azione
- Basato sul kit pedagogico SELFIEPTK
<https://selfieptk.eu>
<http://sperimentazioneitalia.sherpa4selfie.eu>

<http://bit.ly/aboutselfieptkmoo>

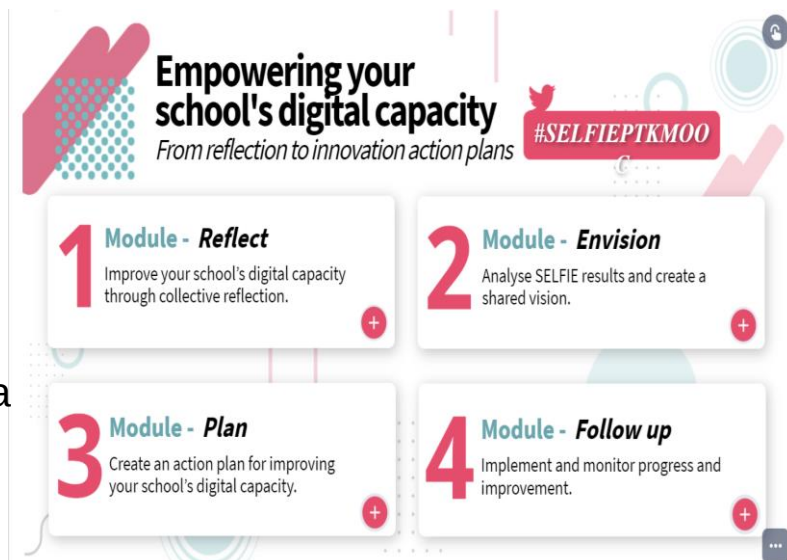
MOOC # SELFIEPTK Moduli & Argomenti

Modulo 1: Riflettere- Migliora la capacità digitale della tua scuola attraverso l'autoriflessione collettiva. [1 Novembre 21]

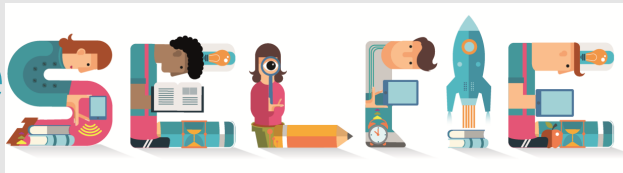
Modulo 2: Focalizzare- Analizza i risultati SELFIE e crea una visione d'insieme. [8 Novembre 21]

Modulo 3:Pianificare- Crea un piano d'azione per incrementare la competenza digitale della tua scuola [15 Novembre 21]

Modulo 4: Monitorare- Implementa e monitora la progressione e la crescita [21 Novembre 21]



La sperimentazione



PTK

- **Durata:** metà Ottobre - metà Dicembre 2021
- **Dove:** 21 scuole di primaria e secondaria distribuite sul territorio italiano in 7 regioni
- **Obiettivo:** Supportare le scuole nella creazione di un piano di azione basato sui risultati SELFIE usando il kit SELFIEPTK





SELFIE **HElper** & **P**edagogical innovation Assistant

HOME NEWS & EVENTS ▾ SELFIE HELPER SELFIE PEDAGOGICAL TOOLKIT DELIVERABLES SELFIE

What is SHERPA?

SHERPA is a two-year Erasmus+ project with a mission to strengthen the adoption and systematic use of SELFIE across Europe. SELFIE is the European Commission's free, customisable self-evaluation tool helping schools to better understand their progress on digitally-enabled teaching and learning. SHERPA will provide schools with vitally-needed scaffolding for on-boarding SELFIE and will help them gain full benefits from their SELFIE report in terms of both strategy and practices.



SHERPA will develop and deploy two key outputs:

1. SELFIE HELPER, a chatbot system that assists schools to use the SELFIE platform, providing them with real-time help in resolving their specific user issues;
2. SELFIE PEDAGOGICAL TOOLKIT, a comprehensive package to help schools transform their SELFIE results into concrete innovation strategies and actions for employing digital technologies more effectively in teaching and learning.

Both services will be field tested with schools in each of the SHERPA partner countries and will be made available in five different languages: English, Estonian, Finnish, Greek and Italian.

[Learn more about the project.](#)

LATEST NEWS



Digital action planning with SELFIE – a special European event

27 February 2021



D4.2 has been released

13 January 2021



Strengthening SELFIE across Europe with the Sherpa project

21 December 2020

@SHERPA4SELFIE



Sherpa4SELFIE Follow

Sherpa4SELFIE @Sherpa4Selfie · 7 Apr

"Biden's American Jobs Plan: Billions for School Buildings and Broadband" It's not just dealing with (an education) crisis that matters, it's how you adapt to ..



<http://sherpa4selfie.eu>



Co-funded by the
Erasmus+ Programme
of the European Union

612867-EPP-1-2019-1-EL-EPPKA3-PI-FORWARD

VERSO UN ECOSISTEMA PER LA COMPETENZA DIGITALE NELLA SCUOLA



Competenza digitale degli **studenti**: il quadro **DIGCOMP (2.2.)**

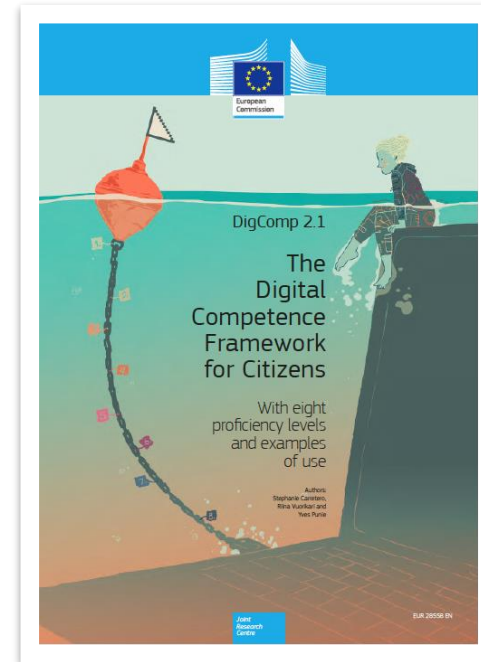


QUADRO DIGCOMP [2.1]

✓ **5** aree di competenza

✓ **21** competenze

✓ **8** livelli di padronanza



https://www.agid.gov.it/sites/default/files/repository_files/digcomp2-1_ita.pdf

DIGCOMP 2.1

5 aree di
competenza



Creazione di contenuti **digitali**



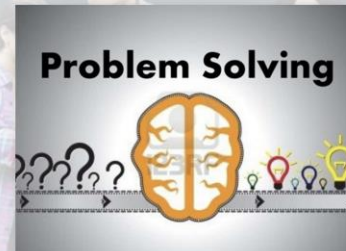
Comunicazione **e** collaborazione



Alfabetizzazione
all'informazione **e** ai dati



Sicurezza



Risoluzione di problemi

DIGCOMP 2.1

5 AREE E 21 COMPETENZE DI DIGCOMP2.1

1 - INFORMAZIONE E ALFABETIZZAZIONE NELLA RICERCA DEI DATI (DATA LITERACY)

- 1.1 Navigare, ricercare e filtrare dati, informazioni e contenuti digitali
- 1.2 Valutare dati, informazioni e contenuti digitali
- 1.3 Gestire dati, informazioni e contenuti digitali

2 - COMUNICAZIONE E COLLABORAZIONE

- 2.1 Interagire con le tecnologie digitali
- 2.2 Condividere con le tecnologie digitali
- 2.3 Impegnarsi nella cittadinanza con le tecnologie digitali
- 2.4 Collaborare attraverso le tecnologie digitali
- 2.5 Netiquette
- 2.6 Gestire l'identità digitale

3 - CREAZIONE DI CONTENUTI

- 3.1 Sviluppare contenuti digitali
- 3.2 Integrare e rielaborare contenuti digitali
- 3.3 Copyright e licenze
- 3.4 Programmazione

4 - SICUREZZA

- 4.1 Proteggere i dispositivi
- 4.2 Proteggere i dati personali e la privacy
- 4.3 Tutelare la salute e il benessere
- 4.4 Tutelare l'ambiente

5 - SOLUZIONE DI PROBLEMI

- 5.1 Risolvere i problemi tecnici
- 5.2 Identificare i bisogni e le risposte tecnologiche
- 5.3 Utilizzare creativamente le tecnologie digitali
- 5.4 Identificare i gap di competenza digitale

DigComp 2.1 - Versione italiana a cura di Laura Biancato e della Rete Territoriale delle Scuole di Bassano del Grappa - Asiago

https://www.agid.gov.it/sites/default/files/repository_files/digcomp2-1_ita.pdf

DIGCOMP 2.2: nuovi contesti applicativi

(dal 2022)

Dimension 1 Areas identified to be part of the digital competence

Dimension 2 Competence titles and descriptors

Dimension 3 Levels of proficiency for each competence

➡ Dimension 4 Examples of the knowledge, skills and attitudes applicable to each competence

Dimension 5 Examples of use

#greenskills #Intelligenza artificiale

#misinformation #privacy

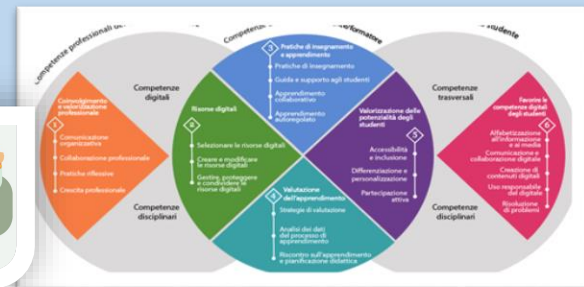
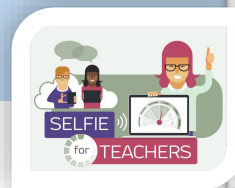


European
Commission

VERSO UN ECOSISTEMA PER LA COMPETENZA DIGITALE NELLA SCUOLA



Competenza digitale dell'insegnante: il quadro **DIGCOMPEDU**



QUADRO DIGCOMPEDU: 22 competenze

Competenze professionali
del docente/formatore

Competenze didattiche
del docente/formatore

Competenze
dello studente



DigComp2.2

<http://digcompedu.cnr.it/materialidigcompedu.html>

DIGCOMPEDU e SELFIE FOR TEACHERS



<http://digcompedu.cnr.it>

È uno strumento online, gratuito che aiuta gli insegnanti delle scuole primarie e secondarie a
riflettere e auto-valutare
il modo in cui utilizzano le tecnologie digitali
nella propria pratica professionale

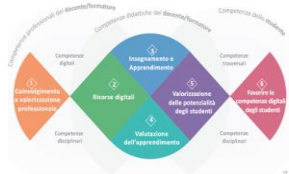
SELFIE FOR TEACHERS (ITALIA)

Home News & Eventi Materiali Area Docenti Referenti Help Desk Attestato



Uno strumento di autoriflessione sulla competenza digitale degli insegnanti

Che cos'è DigCompEdu?



DigCompEdu è un quadro di riferimento elaborato dalla Commissione Europea che cattura e descrive la **competenza** digitale degli insegnanti e degli studenti.

La sperimentazione SELFIE for Teachers

Nell'ambito dell'iniziativa Europea **DigCompEdu**, la Commissione Europea, Centro Comune di Ricerca (JRC, B.4) ha messo a punto uno strumento di autoriflessione per gli insegnanti di ogni ordine e grado denominato **SELFIE for TEACHERS** che verrà validato in 4 Stati Membri (Estonia, Italia, Lituania e Portogallo).

La sperimentazione DigCompEdu/SELFIE for TEACHERS prevede:

- La traduzione e localizzazione al contesto italiano dello strumento **SELFIE for TEACHERS** elaborato dalla Commissione (Ottobre - Novembre 2020).
- La sperimentazione dello strumento con gli insegnanti della scuola primaria, secondaria di primo e secondo grado (Dicembre 2020 - Aprile 2021).
- La conduzione di studi qualitativi (focus groups) con gli insegnanti dei diversi livelli scolastici per raccogliere informazioni sui punti di forza e di debolezza dello strumento.
- La conduzione di studi quantitativi (survey) con gli insegnanti per raccogliere informazioni sui punti di forza e di debolezza dello strumento.

<http://digcompedu.cnr.it>

#SELFIEforTEACHERS_EU

NEW TOOL COMING SOON!



SELFIE
for
TEACHERS

Launching on World Teacher's Day.
5 October 2021
11:00 – 14:30



European Commission



Live streaming link

<https://video.arnes.si/en/watch/live/g8k1qmp2xvht>

VERSO UN ECOSISTEMA PER LA COMPETENZA DIGITALE NELLA SCUOLA





Grazie!

bocconi@itd.cnr.it

earp@itd.cnr.it



CNR - ITD

Consiglio Nazionale delle Ricerche
Istituto per le Tecnologie Didattiche

COORDINATORE NAZIONALE **ITALIA**



[HTTP://SELFIEITALIA.IT](http://selfieitalia.it)