



Self-Assessment Toolkit for Digital Teaching Skills

Project Nr. 2022-1-FR01-KA220-VET-000086996



Project Infosheet

Project acronym: Di-struct!

Title: Di-struct! - Restructuring subjects by digitalising VET

Grant Agreement number: 2022-1-FR01-KA220-VET-000086996

Implementation period: Start 01/12/2022 - End 31/05/2025

Duration: 30 Months

Budget: 250.000 €

Partners:

1. Chambre De Metiers Et De L'artisanat De Région Auvergne Rhône Alpes - *Lyon, France*
2. ENSINUS - Estudos Técnicos e Profissionais SA - *Lisbon, Portugal*
3. Magyar Digitális Oktatásért Egyesület - *Budapest, Hungary*
4. Fondazione Golinelli - *Bologna, Italy*
5. Uniser Soc. Coop. Onlus - *Bologna, Italy*

Objectives and expected results

The general objective of this project proposal is to increase the level of digitalisation of VET schools by:

Specific Objective	Expected results
Improving the digital skills of teachers in active learning methodologies based on the use of ICTs;	1.1 - Improved understanding in VET staff of the digital tools and approaches available. 1.2 - Improved digital skills in teachers, in terms of content creation. 1.3 - Creation of an E-Learning on the digitalisation of VET education.
Creating more digital, interactive and attractive content for students.	2.1 - Production of digital classes to be put in practice during a testing phase. 2.2 - Production of instructions to develop digital content dedicated to the different subjects of the curricula. 2.3 - Increased use of digital tools in support of internationalisation (virtual, blended and physical mobility). 2.4 - Increased attractiveness of education.

Work Packages

1. Project Management
2. Screening Of Practises And Development Of Training Modules
3. Content Creation And Testing
4. Subject-Based Guidelines For Digitisation
5. Dissemination And Valorisation



Context

Welcome to this self-assessment tool designed to help you evaluate and improve your digital skills for teaching and learning.

The questionnaires are based on the **SELFIE** tool, developed by the European Commission to support educators in enhancing their digital skills. For more information and further insights, you can explore the SELFIE platform here: [SELFIE – Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies](#).

This document includes **two self-assessment questionnaires**:

1. **The first questionnaire** should be completed at the beginning of your journey. It will help you assess your current level of digital competence and identify areas for improvement.
2. **The second questionnaire** should be completed after exploring our **guidelines** and applying what you have learned. The guidelines, available on our dedicated website, provide practical **tips and resources** on how to create and implement digital activities in your teaching practice. Our **E-learning** is also a tool to be used to create your own digital activities.

By comparing your initial and final assessments, you will be able to measure your progress and confidence in using digital tools for education.

Take your time, reflect on your answers, and use this opportunity to enhance your digital teaching skills!



First evaluation questionnaire

From 1 to 5 (1 being Very Poor and 5 Excellent):

- What do you think is your level of knowledge and skills for digitally enhanced teaching?
- What do you think is your students' level of knowledge and skills for digitally enhanced learning?

Searching, modifying, and creating DIGITAL RESOURCES

"Teachers have potentially a wide range of digital resources available to them. It is important for them to effectively identify resources that best fit their needs, their teaching style, and their learners. They may also need to learn how to modify and adapt resources to meet their exact requirements or create new ones. At the same time, they need to learn how to share digital resources responsibly, protect sensitive data, and manage content ethically and respect copyright rules." SELFIE for TEACHERS Toolkit page 53.

Please evaluate your skills and competencies in the following areas using the following scale where:

- 1 stands for I have only information about it.
 - 2 stands for I tried it a few times but I need strong support
 - 3 stands for I can do it independently, but my knowledge is limited
 - 4 stands for I am good at/competent
 - 5 stands for I am able to teach/support my colleagues
-
1. Searching and selecting appropriate digital resources for teaching and learning
 2. Modifying existing digital resources to support and enhance teaching and learning aims
 3. Creating digital resources that support and enhance teaching and learning aim



TEACHING with digital tools and technology and supporting the digital learning process of the students

"Digital technologies can enhance and improve teaching and learning practice in a number of ways. A key skill of teachers is to design learning with the use of digital technologies to help students to engage actively in authentic learning experiences. A shift from teacher-led to learner-centred activities is highly expected." SELFIE for TEACHERS Toolkit page 55.

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1. Designing, developing and implementing learning with the use of digital technologies to enhance learning outcomes.
 2. Using digital technologies in order to provide feedback and opportunities for reflection
 3. Using digital technologies to foster and enhance learner collaboration for individual and collective learning
 4. Using digital technologies to enhance students' self-regulated learning processes, fostering active and autonomous learning
 5. Using digital technologies for differentiation and personalisation to meet with the diverse learning needs and capabilities of the students
 6. Setting digital learning activities that engage students
 7. Using digital technologies in cross-curricular active learning projects



ASSESSMENT PRACTICES

"Teachers can use digital technologies to collect data to better support and assess learners, while enabling them to reflect and adapt their teaching practice. "This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic." SELFIE for SCHOOL Toolkit page 42.

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1. Using digital technologies to support formative and summative assessment of learning
 2. Using digital technologies to assess students' skills
 3. Using digital technologies to provide timely feedback to students
 4. Using digital technologies to enable students to reflect on their own learning
 5. Using digital technologies to enable students to provide feedback on other students' work



DI-STRUCT!

FACILITATING LEARNERS' DIGITAL COMPETENCE

Teachers' digital competence is important to support and facilitate the development of their learners' digital competence.

Please evaluate your skills and competencies in the following areas using the following scale where:

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1. Implementing learning activities that require learners to communicate and collaborate using digital technologies.
 2. Implementing learning activities, which require learners to use digital technologies to search, evaluate and manage information and data in digital environments.
 3. Implementing learning activities that require learners to express themselves by creating digital artefacts.
 4. Implementing learning activities, where learners use digital technologies to understand and solve problems



Second evaluation questionnaire

From 1 to 5 (1 meaning no and 5 meaning very much):

- Do you think that the level of your knowledge and skills in digitally-enhanced teaching improved as a result of planning, creating and piloting the digital learning activities of your lesson?
- Do you think that the level of your students' knowledge and skills in digitally-enhanced learning has been improved as a result of piloting the digital learning activities of your lesson?
- How do you think the level of students' motivation to learn about the subject/lesson has been improved as a result of piloting digital learning activities?
- How do you think the level of classroom climate has been improved as a result of piloting? Do you think that digital learning activities increase students' engagement and active participation?

What model did you use for enhancing your chosen Learning Unit/lesson

- ADDIE instructional design model
- Successive Approximation Model (SAM)
- Gagne's nine events of instruction



Evaluation of competency development

In the next section, you will assess yourself on the same competences as asked in the preliminary self-assessment. However, for now, you will only focus on which digital competence areas have been developed as a result of the design and piloting of your chosen digital learning activity.

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- 1 stands for: not at all
 - 2 stands for: little
 - 3 stands for: moderate
 - 4 stands for: good
 - 5 stands for: very much
 - 0 stands for: not relevant, this competence does not depend on the digital activities/digital learning elements that I used.
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When was the last time you attended an internal training on developing the areas listed above?

1. I have never been involved
2. In the past two months
3. In the last half year
4. In the past year
5. More than a year ago
6. I ran the training / I ran the training with colleagues



Conclusion

By comparing your initial and final evaluations, you can reflect on your progress in using digital tools for teaching and learning.

If you notice significant improvement, congratulations on enhancing your digital skills! If some areas still need development, we encourage you to continue exploring the **guidelines and resources** available on our website.

Remember, digital education is an ongoing journey. Keep experimenting, learning, and adapting new tools to enrich your teaching practices.

We hope this process has been valuable for you—happy teaching!