

ON-LINE AND BLENDED LEARNING – BEYOND COVID-19

SELFIE



<https://ec.europa.eu/education/schools-go-digital/>

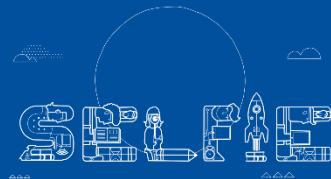
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Romina Cachia

JRC, European Commission

What is SELFIE?

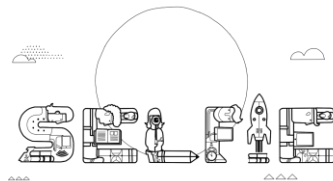
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What is SELFIE?

- ✘ A **self-reflection tool** for schools to gauge the school's use of digital technology.
- ✘ It brings together **perspectives of school leaders, teachers and students.**
- ✘ It is an **online tool** which can run on any device, such as smart phones, tables or PC.



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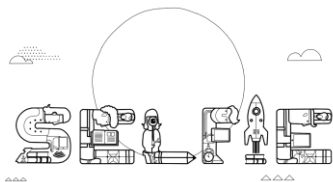


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In addition...

- ✗ SELFIE can be used by any school (primary, secondary or VET).
- ✗ It is a free tool, and is available in more than 30 languages.
- ✗ It is customisable.
- ✗ It does not collect personal data.



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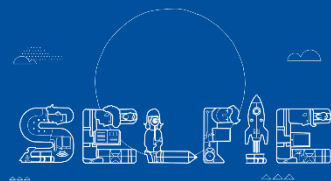


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Why SELFIE?

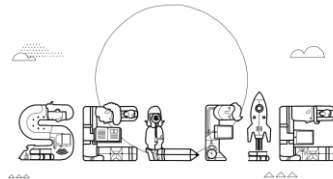
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Why is SELFIE useful for your school?

- ✗ Allows you to **assess** how you are doing in terms of digital technology in a systematic way.
- ✗ Designed to enable schools and companies to see their **strengths, weaknesses and areas of improvement** in digital technology across **8 areas**, through **different statements**.
- ✗ Stimulates **discussion** about technology in schools and companies.
- ✗ Opens up **debate** about the future digital plan.
- ✗ Compares and contrasts **evolution/progress** over time.



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8 areas for improvement



A. Leadership



B. Collaboration and Networking



C. Infrastructure and Equipment



D. Continuing Professional Development



E. Pedagogy: Support and Resources



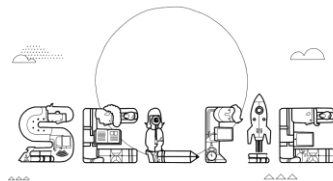
F. Pedagogy: Implementation in the classroom



G. Assessment Practices



H. Student Digital Competence



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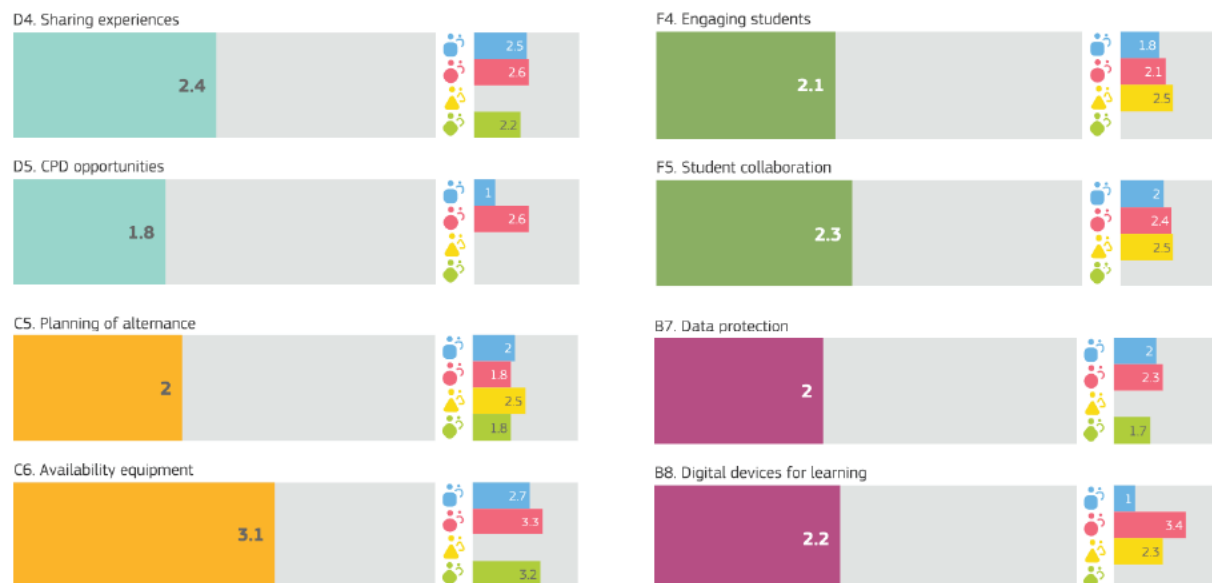


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Results

On completing SELFIE, each school receives a **tailor-made, interactive report** which provides both in-depth data and quick insights into strengths and weaknesses.

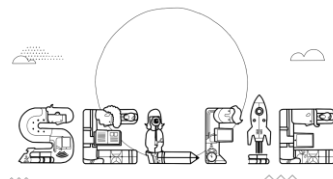


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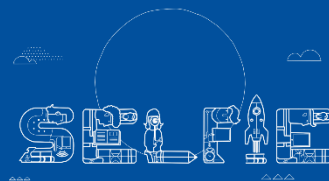
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Remote teaching and learning questions

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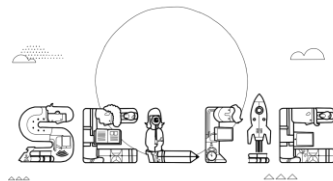


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Remote teaching and learning questions

Incorporated in the tool in **three ways**:

1. PDF with **set of remote teaching and learning questions**.
2. Set of **optional questions** in the SELFIE questionnaire.
3. **Multiple choice questions and single selection questions** in the A BIT ABOUT YOU section.



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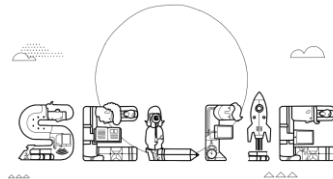


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1. PDF – Remote teaching and learning

- ✘ Set of **12 suggested questions** in order to reflect on the use of digital technologies on remote teaching and learning.
- ✘ Each school can add up to **10 additional questions** to the tool.
- ✘ Each school may **use them as such, or modify them** to better suit their needs.
- ✘ PDF translated in **all SELFIE languages** and can be found in Resources page.



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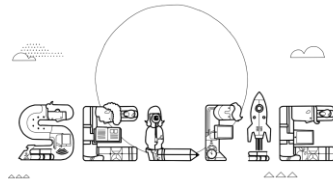


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1. PDF – Remote teaching and learning

- ✗ Efficient use of virtual learning environments.
- ✗ Time management.
- ✗ Autonomous learning – asking for help – resilience.
- ✗ Flipped classroom.
- ✗ Teachers learning to solve technical issues.
- ✗ In house training: technological issues and pedagogical challenges.
- ✗ Teacher collaboration on resources.
- ✗ Sharing and reuse of resources.
- ✗ Teachers' access to infrastructure.



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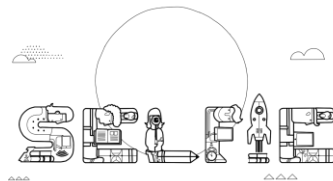


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2. Optional questions

- ✗ Integrated in the tool and signaled with an *.
- ✗ Each school may choose to add them in its self-reflection exercise.
- ✗ Items addressed:
 - Synergies for remote teaching and learning.
 - Devices for students.
 - Digital divide: measures to identify challenges & support to address challenges.



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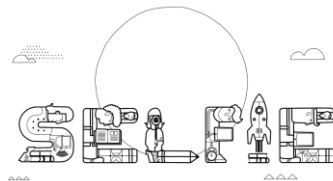


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3. Questions in “A BIT ABOUT YOU”

- ✗ Multiple answered questions & single selection questions.
- ✗ Issues addressed:
 - Remote teaching and learning: “how school operated during the pandemic”.
 - Negative factors for technology use at home.
 - Positive factors for technology use at home.
 - Student access to devices outside school.
 - Student technical knowledge.



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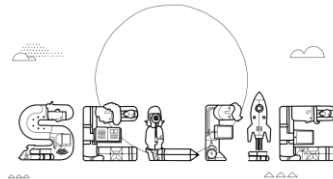


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Useful links

- ✗ [Discover the digital potential of your school: the SELFIE tool](#)
- ✗ [Setting up SELFIE: a guide for school coordinators](#)
- ✗ [Is your school making the most of digital technology? Discover the SELFIE tool](#)
- ✗ [SELFIE Forum 2019 \(Madrid\)](#)
- ✗ Event: [How can your school develop a digital strategy? Take action with SELFIE](#)



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JRC SCIENCE FOR POLICY REPORT

Remote schooling during COVID-19 spring 2020 lockdown

A closer look at European families

Cachia Romina, Velicu Anca,
~~Chaudron~~ Stephane, Di Gioia
Rosanna & Vuorikari Riina

2021|

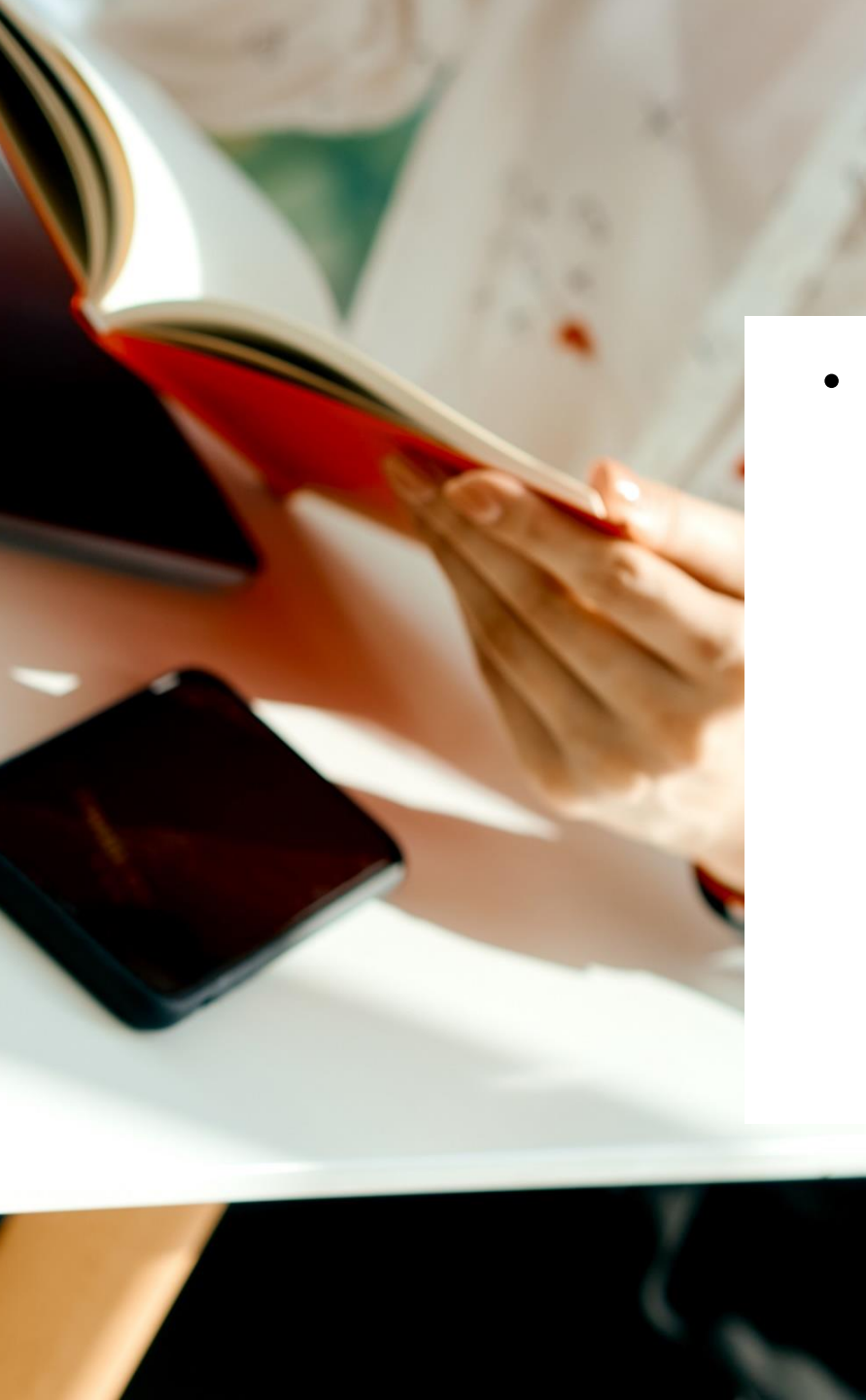


Education post-emergency state – what we have learnt during 2020-2021

Cross- country report

Remote schooling during COVID-19 spring 2020 lockdown

- Despite the number of difficulties - a **wide range of learning** took place during the spring 2020 Covid-19 lockdown. Video as the new teacher
- **Remote schooling varied** greatly between children – mix & match – as yet, the majority of kids have improved their digital skills – role of parents.
- Despite the overall positive perception of digital devices, **when it came to remote schooling both parents and children expressed mixed feelings on its mode of operation and effectiveness. Digital tiredness.**
- At the same time, they showed great motivation to **learn new skills and creative use of digital devices for school projects**, learning independently and for socialising with friends, highlighting **the need for a better design of online and remote instruction** for this cohort of students who are used to highly interactive and engaging digital devices.
- Children missed the social aspect of schooling and many parents were worried about their children's mental well-being. The majority wanted to go back to their schools and to face-to-face learning and playing.



- *"The first few weeks were very difficult... There was a lot of homework to do. There was a lot of homework to hand in, more than in normal times, so it was very complicated. Sometimes there were 3-4 assignments to hand in during the same day...I even sent an email to the teachers, asking them to slow down a bit on the homework, because... it wasn't possible. We were drowning in homework."* (Flavie, mother of 9-year-old Eva, FR07).

2020 -2021

- Hybrid learning the after the lockdown
 - Teachers often were not keen on hybrid learning as it doubles their workload and in some cases, they felt neglecting students who were in the same classroom as them while teaching.
 - In general, some observed that teaching became more teacher-centred, more difficulties in carrying out collaborative or cooperative group work, idem for project-based learning which was replaced by frontal instruction.
 - In some cases, there is even a sense of failure in relation to blended learning and disillusionment about the potential of educational technology had been observed.
 - Remote learning has demanded balance between creating **structure** for students but also **flexible**.



Thank you!

Do you want to know more?

Visit us at <https://ec.europa.eu/education/schools-go-digital/>

Drop us an email at JRC-EAC-SELFIE-TOOL@ec.europa.eu

Click [here](#) and subscribe to our newsletter

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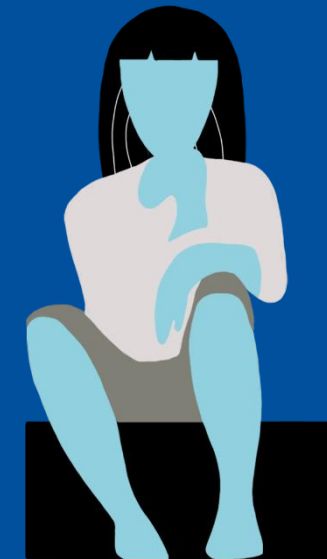
And we invite you to take part in the

SELFIE Forum 2021

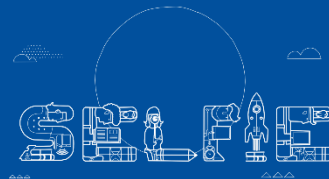
Empowering schools

for learning in the digital age

on 7 and 8 October, stay tuned!



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