SELFIE Based Institutional Digital Development Plan
Presentation of the moderators and rapporteur

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The workshop

Presentation of SELFIE & SELFIE WBL tools

Testimony of SEPR using SELFIE WBL tool / report

Working groups
How much do you know and use the SELFIE WBL tool

SLIDO code : selfiewbl
Education plays a key role
What is SELFIE?

- A self-reflection tool for schools to gauge the school's use of digital technology
- It is a tool which brings together perspectives of school leaders, teachers and students
- It helps the school to identify weak and strong points and determine the goals of its digital development
What is SELFIE WBL?

• A new module of SELFIE that supports VET institutions and companies to make the most of digital technologies for teaching, learning and training.
  • Launched in October 2021 (2nd SELFIE Forum)
• It is an adaptation of SELFIE to the specific requirements of WBL to support VET schools.
What is SELFIE WBL?

• Work-based learning (WBL) environments (including apprenticeships) can be defined as follows:

• *Knowledge and skills acquired through carrying out – and reflecting on – tasks in a vocational context, either at the workplace or in a VET institution. Work-based learning can refer to a variety of different forms, namely apprenticeships, internships, traineeships and on-the-job learning by employees.*

WHY SELFIE WBL?

• VET high in the EU Agenda (Council Recommendation) – there is interest to invest to VET education

• Importance of standardization of Traineeship

• SELFIE for WBL: Coordination between schools and companies on the use of technologies -> Digital education better fit for workplace

• **Connecting** the world of schools with the world of work to better support digital education in VET.

• SELFIE WBL helps VET institutions and companies become **fit for the digital age**.

• It supports the **digital transition** (key priority for the European Commission).
The “SELFIE WBL” approach

• For schools:
  • Collective self-reflection
  • Informed decisions

• For policy-makers:
  • Picture of the situation
  • Design policies
STAGES OF COLLECTIVE REFLECTION WITH
FOR DIGITAL DEVELOPMENT OF THE SCHOOL

01 SET UP
School leader / School coordinator

02 RESPOND
School community

03 DISCUSS
Experts / Collaborators / Members of the school community

04 PLAN
Experts / Collaborators / Members of the school community

05 MONITOR
Members of the school community

06 NEW ROUND
School community
Additional tool: SELFIE for teachers

Overall results

Results by area

Area 1 - Professional Engagement
- B1: 35%

Area 2 - Digital Resources
- A2: 33%

Area 3 - Teaching and Learning
- A2: 23%

Area 4 - Assessment
- A2: 22%

Area 5 - Empowering Learners
- B1: 38%

Area 6 - Facilitating Learners' Digital Competence
- A2: 22%
Free online tool for primary, secondary and vocational schools. Any school anywhere can sign up

https://education.ec.europa.eu/selfie
EfVET & partners piloting the SELFIE for WBL tool in 2020 before its official launch in 2021
4 publications + SELFIE reports
SELFIE questionnaire & report: how does it work?
One example from SEPR France

This report shows the results from the self-reflection 'SELFIE 2020-2021, session 1'.

Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows:

School leaders
100% (12/12)

Teachers
100% (100/100)

Learners
80% (40/50)

In-company trainers
100% (1/1)

Profiles

The profiles presented for this school/firm are the following:

Company name

<table>
<thead>
<tr>
<th>Company name</th>
<th>SELFIE 2020-2021, session 1</th>
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<tbody>
<tr>
<td>Total</td>
<td>1</td>
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<td>La Fabrik</td>
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SELFIE report: 8 main areas

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Assessment practices</th>
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<tbody>
<tr>
<td>Infrastructure and equipment</td>
<td>Students digital competence</td>
</tr>
<tr>
<td>Professional development</td>
<td>Network &amp; collaboration</td>
</tr>
<tr>
<td>Implementation in the classroom</td>
<td>Support &amp; resources</td>
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Standardised statements + possibility to add customized / tailored statements related to your VET centre.
Average responses for each group for the 8 areas

Main interest = Identify your strengths / weaknesses / areas of improvement & stimulate the discussion within the school + with companies
Average responses for each group for the 8 areas
Overview of areas – average responses for each group for the 8 areas

D. Continuing Professional Development

Questions in this area relate to how the school supports the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies for better learning outcomes.

<table>
<thead>
<tr>
<th>D.1. CPD needs</th>
<th>2.9</th>
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<tbody>
<tr>
<td>D.2. Participation in CPD</td>
<td>2.4</td>
</tr>
<tr>
<td>D.3. Sharing experiences</td>
<td>3.6</td>
</tr>
<tr>
<td>D.4. CPD opportunities</td>
<td>2.6</td>
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E. Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

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<tr>
<th>E.1. Online educational resources</th>
<th>2.8</th>
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<tbody>
<tr>
<td>E.2. Creating digital resources</td>
<td>2.6</td>
</tr>
<tr>
<td>E.3. Using virtual learning environments</td>
<td>2.7</td>
</tr>
<tr>
<td>E.4. Communicating with the school community</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Your SELFIE school coordinator chose not to include the following optional questions in the survey:

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<th>E.5. Open educational resources</th>
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What next ?
Moving to SELFIE WBL Follow up

ANALYSIS FROM SELFIE WBL EXPERIMENTATION

Lack of digital competencies of leadership, teachers & students

SELFIE report: how to get ready and get the most of it?

→ no guideline to prepare VET school to the SELFIE WBL exercise

→ no tool to translate the SELFIE WBL report into a digital strategy and an institutional DAP

SELFIE WBL FOLLOW UP PROJECT RESULTS

1) CPD solutions

identify specific gaps within each target group
look for existing CPD solutions
adapt them to the specific institutional context
or develop new specific solutions and pilot them before implementing them.

2) Developing SELFIE WBL supporting toolkit

Develop a supporting toolkit for all VET centres in 6 languages

→ 1 preparation guide
→ 1 follow-up guide
→ 1 guideline on how to translate the results into an institutional DAP
→ 1 collection good/bad practices
→ 5 Country Progress Reports (one per country)
Hands-on activities !!

⇒ **Mentimeter** : how does the digital transformation revolutionize VET skills ? 5’

⇒ **Working groups** using **Jamboard** : 45’

⇒ **Feedback** : 15’ (5’ per group)
Breakout sessions focusing on 3 or 4 key issues

1. **Continuous professional development needs in terms of digital competence**
   - how do you identify them / which target to address
   - what has already been done in your school? Sharing of good practices
   - What are the barriers and needs that remain unanswered? What solution do you implement?

2. **How to include digital transformation in your VET centre strategy?**
   - do you have a digital strategy? do you have a digital action plan?
   - which tools do you use to implement it? Human resources dedicated?

3. **How to involve all stakeholders in the digital transformation of the VET sector?** engagement, communication, long-run
   - Internal stakeholders / External stakeholders (companies...)
   - Challenges and potential solutions

4. **Which tools do you use to measure, train, implement digital transformation?**
   - SELFIE (WBL) / SELFIE for teachers
   - DigCompEdu / DigiCompOrg / DigComp or related tools...
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