



DigCompEdu Check-In - Results

Thank you for your contribution!

Below you will find your overall score.

If your score is below 20 you are a Newcomer (A1)

This means: You have an opportunity to begin enhancing your skills with digital technology. The feedback you get from this survey has identified a number of actions you can try. Select one or two to start off with over the next learning period, focusing on meaningfully enhancing your teaching strategies. As you do so, you'll find yourself moving to the next step of digital competence, the Explorer level.

If your score is between 20 and 33, you are an Explorer (A2)

This means: You are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. You have started using digital technologies in some areas and will benefit from more consistent practice. You can increase your competence by collaborating and exchanging with colleagues, and by further amplifying your repertoire of digital practices and skills. This will move you to the next step of digital competence, the Integrator level.

If your score is between 34 and 49, you are an Integrator (B1)

This means: You experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of 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 (B2).

If your score is between 50 and 65, you are an Expert (B2)

This means: 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 as a means of expanding, structuring and consolidating your repertoire of strategies. Share your expertise with other academics and continue critically developing your digital strategies to reach the Leader (C1) level.

If your score is between 66 and 80, you are a Leader (C1)

This means: 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 academics seize the potential of digital technologies for enhancing teaching and learning. If you are ready to experiment a bit more, you'll be able to reach the last stage of competence, as a Pioneer.

If your score is above 80 you are a Pioneer (C2)

This means: You question 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 and are a role model for other academics.

To better understand your personal competence profile, you should look at your performance by area. Due to the limited number of items used in this tool, it is unfortunately impossible to calculate a reliable score by area. However, to give you a first idea that can help you determine your relative weaknesses and strengths, the following rules of thumb apply:

In Areas 1 and 3:

*Newcomer (A1): 4 points;
Explorer (A2): 5-7 points;
Integrator (B1): 8-10 points;
Expert (B2): 11-13 points;
Leader (C1): 14-15 points;
Pioneer (C2): 16 points*

In Areas 2, 4, 5:

*Newcomer (A1): 3 points;
Explorer (A2): 4-5 points;
Integrator (B1): 6-7 points;
Expert (B2): 8-9 points;
Leader (C1): 10-11 points;
Pioneer (C2): 12 points*

In Area 6:

*Newcomer (A1): 5-6 points;
Explorer (A2): 7-8 points;
Integrator (B1): 9-12 points;
Expert (B2): 13-16 points;
Leader (C1): 17-19 points;
Pioneer (C2): 20 points*

Please give us feedback!

If you have read your feedback, we would be grateful if you could help us improve this tool by completing 3 short questions: <https://ec.europa.eu/eusurvey/runner/DigCompEdu-H-Feedback-EN>

Summary

Your Score 78

Maximum Score 88



Section	Score for this Section	
Area 1: Professional Engagement	15	<div><div></div></div>
Area 2: Digital Resources	11	<div><div></div></div>
Area 3: Teaching and Learning	16	<div><div></div></div>
Area 4: Assessment	10	<div><div></div></div>
Area 5: Empowering Learners	10	<div><div></div></div>
Area 6: Facilitating Learners' Digital Competence	16	<div><div></div></div>

Scores by Question

Area 1: Professional Engagement

Score for this Section: 15/16


I systematically use different digital channels to enhance communication with students and fellow academics e.g. emails, blogs, the department's website, Apps

Your answer	<p>I reflect on, discuss and proactively develop my communication strategies</p> <p>To seize the full potential of your digital competence in this area you should focus on continuously adapting your strategies and exploring new options. As new technological solutions keep emerging, you will always find ways to even better address and accommodate your own and, most importantly, your partners' communication needs.</p> <p>To level up: Continue exploring new solutions</p>	4 out of 4 points	<div></div>
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I use digital technologies to work together with colleagues inside and outside my educational organisation

Your answer	<p>I exchange ideas and materials, also with academics outside my organisation, e.g. in an online professional network</p> <p>Reflect on how you can best benefit from this exchange. Are you learning from your peers and are you bringing in your expertise so that they can learn from you? A way of gaining added benefits could be to engage with some of your online peers in the joint production of teaching resources that each of you can refine for their purposes, and thus learn from each other. Another option for realising added benefits from online collaboration could also be to implement a joint project, linking your students with students from other departments, in other areas.</p> <p>To level up: Intensify collaboration and joint production</p>	3 out of 4 points	<div></div>
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I actively develop my digital teaching skills

Your answer	<p>I help colleagues in developing their digital teaching strategies.</p> <p>You are in a prime position to join forces with other digitally engaged academics to foster innovation at the organisational level. While it is important for each one of you to continue working on your individual strengths and weaknesses and to learn from each other, it is equally important to discuss how the whole organisation can benefit from your innovative teaching strategies and to make concrete proposals for an innovation strategy at the level of the department. It does not matter if not all your proposals are successful. What is important is that the department as a whole becomes aware of the potential it has in you and your colleagues and seizes it, in one way or another, to innovate teaching and learning across the organisation.</p> <p>To level up: Drive innovation and change across the department</p>	<p>4 out of 4 points</p>	
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I participate in online training opportunities e.g. online courses, MOOCs, webinars, virtual conferences...

Your answer	<p>I frequently participate in all kinds of online training</p> <p>Make sure that you use the insights gained to the benefit of your students and their learning. If you realise that in some areas the training offer is inadequate for your needs, you could consider providing online training yourself, thus helping fellow academics enhance their skills as well.</p> <p>To level up: Offer your own online training for fellow academics</p>	<p>4 out of 4 points</p>	
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Area 2: Digital Resources

Score for this Section: 11/12


I use different internet sites and search strategies to find and select a range of different digital resources

Your answer	I advise colleagues on suitable resources and search strategies	4 out of 4 points	
	<p>Make sure that this advice goes both ways, so that you also benefit from knowledge sharing, and include as many colleagues as possible. With your knowledge on digital resources you are in a prime position to join forces with other digitally engaged academics to foster innovation at the organisational level. You can start with something simple, like an information sheet or a website with useful resources, which you share with all colleagues, via e-mail or at staff meetings. You will soon be able to identify interested colleagues and together you can make your knowledge valuable for improving teaching across the whole department.</p>		
	<p>To level up: Foster digital resource use across the department</p>		

I create my own digital resources and modify existing ones to adapt them to my needs

Your answer	I set up and adapt complex, interactive resources	4 out of 4 points	
	<p>What is important for you, at this high level, is to remember that technology is a means and not an end. When juggling with the different features of the many different digital tools, programmes and apps you use, keep your focus firmly on the concrete learning objective and your students' learning needs and preferences.</p>		
	<p>To level up: Enhance the user experience</p>		


I effectively protect sensitive content, e.g. exams, students' grades, personal data

Your answer	<p>I password protect files with personal data</p> <p>Don't forget to also password protect your personal computers and other devices you may store personal data on. Frequently update anti-virus programs and firewalls. Remember to use strong passwords that cannot easily be guessed, frequently change them and avoid others watching you use them. Use encryption when sharing files with personal data with other academics. Regularly review the effectiveness of the measures and consult the rules and recommendations in place at your educational organisation.</p> <p>To level up: Develop a comprehensive approach to data protection</p>	<p>3 out of 4 points</p>	
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Area 3: Teaching and Learning

Score for this Section: 16/16


I carefully consider how, when and why to use digital technologies in teaching, to ensure that they are used with added value

Your answer	<p>I use digital tools to implement innovative pedagogic strategies</p> <p>Do not forget to continuously reflect on the appropriateness of your teaching strategies. Do not get carried away with innovative approaches, if, upon critical inspection, your evaluation shows that your students are not ready for the format you propose or cannot benefit from it. There may also be practical constraints that will stop you from doing everything you know you can do. There is no one size fits all solution. Remain flexible, continue refining your repertoire of digital and pedagogical strategies, and tailor your teaching to your students' needs.</p> <p>To level up: Focus on students' needs</p>	<p>4 out of 4 points</p>	
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I monitor my students' activities and interactions in the collaborative online environments we use

Your answer	<p>I regularly intervene with motivating or corrective comments</p> <p>You know that one of the advantages of using collaborative digital environments is that you can understand individual students better and adapt your teaching accordingly. You also know that sometimes they need to be motivated by you to reap the benefits of collaboration.</p> <p>Remember to only offer guidance when really needed, without undermining students' ownership of and engagement in the collaboration and in their performance.</p> <p>Make sure to use what you learn about your students' difficulties, interests and preferences for improving the effectiveness of your teaching, i.e. re-arrange, re-focus or re-teach course content to address apparent learning needs.</p> <p>To level up: Anticipate and pre-empt problems</p>	4 out of 4 points	
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When my students work in groups or teams, they use digital technologies to acquire and document evidence

Your answer	<p>My students exchange evidence and jointly create knowledge in a collaborative online space</p> <p>You know how to make most of digital technologies for learning. At the same time you are mirroring collaborative knowledge creation strategies that have become an important part of life and work in the digital age.</p> <p>However, what is important now is to remain reflective on the benefits and drawbacks of technology. Take care to use variety in (digital) activities and interaction modes, so as to serve all students and address different interests.</p> <p>To level up: Balance and focus on students' needs</p>	4 out of 4 points	
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I use digital technologies to allow students to plan, document and monitor their learning themselves E. g. quizzes for self-assessment, ePortfolios for documentation and showcasing, online diaries/blogs for reflection...

Your
answer

I systematically integrate different digital tools to allow learners to plan, monitor and reflect on their progress

The next step for you would be to investigate if it is possible to use the data that are automatically generated in a structured way, to give you and your students a more detailed understanding of their learning pathway and learning needs.

What is also important for you is to focus on the actions taken on the basis of the feedback generated. Along with encouraging students' ownership of the learning process it is important for you to continuously re-align your teaching interventions with students' learning needs.

To level up: **Holistically integrate your digital strategies**

4 out
of 4


points




Area 4: Assessment

Score for this Section: 10/12

I use digital assessment formats to monitor student progress

Your answer	<p>I systematically use a variety of digital tools to monitor student progress</p> <p>The next step for you would be to revise, adapt and enhance your assessment strategies. Critically reflect on problems you encounter and try to solve them. Check if it is possible to use the data generated by the digital environments you use in a more structured way, to give you and your students a more detailed understanding of their learning pathway. Also consider if strategies for providing feedback on the basis of the data generated are appreciated by students and ensure that your assessment strategies are aligned with your teaching strategies.</p> <p>To level up: Critically revise and enhance your strategies</p>	<p>4 out of 4 points</p>	
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I analyse all data available to me to timely identify students who need additional support "Data" includes: students' engagement, performance, grades, attendance; activities and social interactions in (online) environments; "Students who need additional support" are: students who are at risk of dropping out or underperforming; students who have learning disorders or specific learning needs, students who lack transversal skills, e.g. social, verbal or study skills.

Your answer	<p>I regularly screen all available evidence to identify students who need additional support</p> <p>The next step for you would be to systematically combine data sets to enrich your understanding of each student's individual learning needs. You may also find it helpful to look at overall indicators for each year group in a specific program, comparing pass-fail rates at the course level, along with looking at individual performance indicators.</p> <p>To level up: Systematically analyse data to timely intervene</p>	<p>3 out of 4 points</p>	
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I use digital technologies to provide effective feedback

Your
answer

I use a variety of digital ways of providing feedback

The next step for you would be to systematically integrate your strategies, to discuss this feedback with students, and to agree together with them on concrete steps for re-aligning their learning.

3 out
of 4
points



First verify that the feedback students are provided with is understandable to them. If it is not, adjust the way it is relayed, choose a different digital environment or mode of data visualisation or implement a dedicated learning activity on interpreting these data. Combine and integrate different feedback strategies to give students a more complete picture of their performance and problems.


Then, enable students, in discussion with you or their peers, to identify weaknesses and strengths and to draw concrete conclusions for their learning needs from the digital feedback received. Encourage them to document these and provide them with suitable and targeted learning activities. Slowly convert these discussions into self-monitoring activities, thus allowing you to devote more time to the more critical cases.

To level up: **Systematically combine strategies and empower students**


Area 5: Empowering Learners

Score for this Section: 10/12

When I create digital assignments for students I consider and address potential digital problems E.g. equal access to digital devices and resources; interoperability and conversion problems; lack of digital skills

Your answer	<p>I discuss possible obstacles with students and outline solutions</p> <p>Now consider to what extent the solutions outlined by you are possibly restrictive. Discuss with your pupils / students further solutions for possible difficulties. See how you can introduce new formats and activities, or allow more diversity without leaving anyone behind.</p> <p>To level up: Allow for variety, expand digital strategies</p>	3 out of 4 points	
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I use digital technologies to offer students personalised learning opportunities e.g. I give different students different digital tasks to address individual learning needs, preferences and interests

Your answer	<p>Whenever possible, I use digital technologies to offer differentiated learning opportunities</p> <p>You know how to address different learning needs and preferences to make learning easier for all students. The next step for you would be to holistically consider students' professional and personal background and to identify the challenges each one of them is faced with and the experiences they bring in. Value their experiences and try to relate your teaching to their different pre-conceptions, e.g. by illustrating concepts with examples and metaphors that are meaningful to them.</p> <p>Consider their practical and time constraints and try to allow for these in the assignments you set them.</p> <p>To level up: Address students' life experiences and constraints</p>	3 out of 4 points	
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I use digital technologies for students to actively participate in classes

Your answer My students systematically use digital technologies to investigate, discuss and create knowledge 4 out of 4 points

What is important for you, at this high level of engagement, is to keep improving your strategies. Continuously reflect on the suitability of your strategies; the balance between student autonomy and guidance; the mechanisms you implement to allow students to follow their own rhythm while at the same time ensuring that students with specific needs and other struggling students are supported and all students are given enough food for thought. Consider how you can help all students to develop their strengths and work on their weaknesses; how they can learn from each other and from their mistakes; and how their collaborative effort can be turned into a joint product that goes beyond their expectations.

To level up: **Critically reflect on and continuously enhance your strategies**

Area 6: Facilitating Learners' Digital Competence

Score for this Section: 16/20

I teach students how to assess the reliability of information and to identify misinformation and bias

Your answer	<p>I discuss with students how to verify the accuracy of information</p> <p>The next step for you and your students would be to discuss how information is generated and can be distorted. Then focus on teaching your students how to draw valid conclusions and how to use information effectively in arguments and debates. If you are teaching social sciences, arts or humanities, you can do this by staging a debate where students groups represent opposing schools of thought or simply contrasting opinions. If you are teaching natural sciences, technology or mathematics, you could, for example, present students with flawed arguments, asking them to find the mistake.</p> <p>To level up: Implement activities fostering students logical reasoning skills</p>	3 out of 4 points	<div><div></div></div>
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I set up assignments which require students to use digital means to communicate and collaborate with each other or with an outside audience

Your answer	<p>I systematically set assignments that allow students to slowly expand their skills</p> <p>What is important for you is to empower your students to autonomously apply and develop their communication skills. They must be able to state their point clearly, have an opinion and argue for it. However, they must also communicate in a professional manner, be polite and respectful, towards others and their opinions. Your students themselves should realise, through practice, that oral and written communication follow different rules, even if these rule-sets tend to converge in the era of chatting. Encourage them to come up with their own plans to address the mistakes they initially make.</p> <p>To level up: Students discover rules for communication and cooperation</p>	4 out of 4 points	<div><div></div></div>
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I set up assignments which require students to create digital content e.g. videos, audios, photos, digital presentations, blogs, wikis...

Your answer	<p>My students create digital content as integral part of their study</p> <p>For you the next step would be to consider different activities and formats of digital content creation for your students. The aim should be to enable students to use many different digital means - visual, audio, video, text-based ... - and combine them effectively. This will not only enhance their digital competence, but also their competence to communicate their subject knowledge, to connect their findings or weigh arguments, and to comprehensively demonstrate their understanding.</p> <p>To level up: Increase variety</p>	3 out of 4 points	<div><div></div></div>
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I teach students how to behave safely and responsibly online

Your answer	<p>We discuss and agree on rules of conduct</p> <p>You are aware of the importance of students' ownership of the rules employed in their online communication, with each other and the outside world.</p> <p>The next step for you would be to discuss with students the practical application of these rules in the collaborative environments they use and to the online activities they engage in. Discuss concrete communication situations and how the rules agreed on need to be refined or modified to fit their communication. Discover together with them which partially personal data they make available through the programmes and apps they use, and to whom. Let them explore how to manage their online identity so that they feel comfortable with the way they present themselves to the world and with the information they share online.</p> <p>To level up: Fostering students' autonomy</p>	3 out of 4 points	<div><div></div></div>
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I encourage students to use digital technologies creatively to solve concrete problems e.g. to overcome obstacles or challenges emerging in the learning process

Your
answer

We often experiment with technological solutions to
problems

3 out
of 4
points



The next step for you would be to understand how you can systematically integrate opportunities for digital problem-solving into your teaching, so as to make it an integral and natural part of your teaching and to ensure that all students benefit.

For each unit or module of study, identify aspects where you expect students to experience something as impossible to be known or asserted or too difficult to achieve - something desirable that they believe goes beyond their capacities or possibilities. Convert it into a challenge to be overcome - collectively by all students, or by a small group of students, or by individual students. Ask them to identify how this desirable goal could be obtained and design a plan to reach it, thinking about how technology can assist in the process.

You will see that there are many opportunities for integrating digital problem-solving into your teaching. In some cases the challenges encountered will be different for different ability groups. Hence, you will 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.

To level up: **Systematically integrate digital problem-solving opportunities**

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