DigCompEdu
The European Framework
for the Digital Competence
of Educators

DigCompEdu CheckIn

Self-reflection Tool

ENGLISH MASTER

for translation and localisation

1. Introduction

1.1 Background

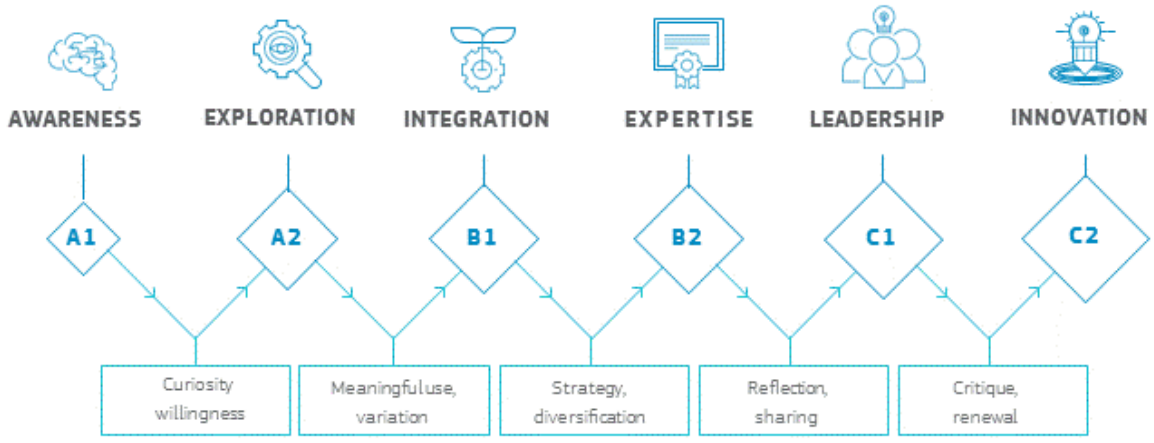
In November 2017 the European Competence Framework for the Digital Competence of Educators (DigCompEdu)[1] was published. The framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education and non-formal learning contexts. DigCompEdu details 22 competences organised in 6 Areas. The focus of the framework is not on technical skills. Rather, it explains how educators can use digital technologies to enhance and innovate their practices.

This document proposes a questionnaire for self-reflection, based on DigCompEdu. The main aim of the questionnaire and the corresponding online tool is to introduce educators to the key concepts of the DigCompEdu framework; to give them a first idea of their level of competence; and to provide them with detailed feedback on how to further enhance their digital competence, considering their current level.

The questionnaire has been developed in collaboration with experts all across Europe, organised in the DigCompEdu community. In spring 2018, a first version of this instrument was peer-reviewed by the community members and spontaneously tried out by some of them, with 157 English language teachers in Morocco, with 126 educators in Brazil and 22 teachers in Germany. The findings of these trials were discussed at an expert workshop in mid-May 2018, the conclusions of which led to a thorough revision of the instrument, which was then subjected again to online stakeholder consultation via the DigCompEdu community.

The result of these deliberations is presented in this document.

1.2 Proficiency levels in DigCompEdu and DigCompEdu CheckIn



The DigCompEdu framework distinguishes 6 different, progressively advancing competence levels, aligned with the European CEFR language competence levels (see Figure 1): Newcomers (A1), Explorers (A2), Integrators (B1), Experts (B2), Leaders (C1) and Pioneers (C2). Within the framework these levels are designed to describe typical stages and roles educators pass through when integrating digital technologies into their professional practices.

Passing to the next stage typically requires a set of actions characteristic for this step. For example, to move from the second stage, Explorer (A2) to the third stage, Integrator (B1),

[1] http://europa.eu/!gt63ch

educators typically need to amplify their repertoire of digital strategies. However, to move from the Integrator (B1) to the Expert (B2) stage, instead of an increase in variety, a more strategic and systematic approach is needed.

DigCompEdu emphasizes that for educators it is not important to aim for mastery at C2 level. It makes clear that only very few teachers will be competent at C2-level and that those competent at C1 level are already leaders in their field. What is important for educators, however, is to continuously work on their competences and aim to further expand them to, at least, become and then remain, an Expert (B2).

The DigCompEdu CheckIn instrument operationalises and contextualises the DigCompEdu framework by presenting participants with one concrete action statement per DigCompEdu competence, i.e. 22 statements in total. For each of these statements participants are asked to indicate to which extent this statement reflects their own practice by selecting one of five options. The five answer options are organised progressively, reflecting the overall progression logic of DigCompEdu and the specific progression typical for each competence. For the majority of items this progression follows the structure of (0) no engagement – (1) partial appropriation – (2) occasional use – (3) increasing variety/intensity – (4) systematic/comprehensive use. In some cases of more mainstream digital practice, e.g. digital communication or searching for digital resources, the two initial answer options were combined and the more advanced category of reflection, representative of the Leader (C1) level, was added as additional option.

When comparing this progression with the DigCompEdu model, it becomes apparent that, in the majority of cases, the wording of the answer options is representative of the first four proficiency levels with the first two answer options representing A1 level and the last answer B2 level. Activities typical for the C1 level are only explicitly included as answer options in Areas 1 (1.1, 1.2, 1.3) and 2 (2.1, 2.2). This decision to target mainly proficiency levels A1 to B2 was based on the initial trials with teachers. These trials indicated that many teachers at the lower competence spectrum lost self-confidence and disengaged with the instrument early on in the questionnaire. They questioned the validity and usefulness of a tool that "forced" them to choose low answer options in areas where they felt that circumstances did not allow them to score higher. Teachers who can currently be classified "Leaders" in the field, typically excel by having a systematic approach to using digital technologies, choosing with meaningful (pedagogic) criteria from a wide range of options. As a consequence, the two lower answer options were rephrased to allude more explicitly to external factors as key constraints to expressing and developing one's competence, whereas the highest level was rephrased to capture the characteristics of current leaders.

The scoring rule for the instrument allocates 0 points to the lowest answer option, 1 to the second lowest and so on, so that the maximum number of points per question is 4. The maximum total number of points is 88. For the calculation of the DigCompEdu competence level a rough rule was developed and confirmed as valid by the initial trials, taking as a starting point the observation that a person whose competence would centre around the "Occasional use" answer option, i.e. obtaining a score of 44, would have to be considered and Integrator (B1); a person consistently choosing the simple "Yes" option, e.g. scoring 66, would be at the point of moving from Expert (B2) to Leader (C1). Hence it was decided, subject to further testing and confirmation, to attribute the Newcomer (A1) category to scores below 20, the Explorer category (A1) to scores between 20 and 33 (this upper limit corresponding to half of the items selected being "partial appropriation" and the other half "occasional use"); scores between 34 and 49 are mapped on the Integrator category; scores between 50 and 65 on the Expert (B2) category, thus splitting in equal halves the distance between the upper limit of the Explorer (A2) category and the lower limit of the Leader (C1) category. Scores between 66 and 80 are attributed to the Leader (C1) level and only those selecting the highest option for at least two thirds of the 22 competences would be qualified Pioneers (C2). It is expected and

intended that in actual practice the lowest and the highest competence levels, Newcomer (A1) and Pioneer (C2), will not be obtained by participants.

2. Translation and localisation

This document provides a synoptic view of the up to six different base versions of the DigCompEdu self-reflection instrument. One of the most important insights that emerged from the consultations on preliminary versions of the instrument was that the initial assumption that substantially different versions would be needed for primary, secondary, VET, higher and adult education was contradicted. As concerns the content, direction and focus of the questions, it became apparent that the very same items can be used for educators at all levels.

However, it has to be acknowledged that there are differences in terminology between different educational contexts. It also became apparent in stakeholder consultation that, in the feedback provided, for some competences, specific issues associated with the age of the learners targeted should be mentioned.

Hence, when translating or localising the questionnaire it is necessary to adapt the language and possibly also the examples to the specificities of different educational settings - which may be different in different countries. In particular the word "educator", which is at the core of the DigCompEdu framework needs to be converted into the most commonly used equivalent that addresses both male and female educators in all different staff categories applicable to the concrete implementation context (teacher, instructor, lecturer, academic, educator, organiser,…). Similarly, the term [educational organisation] should be replaced by the institutional unit in question (school, faculty, department, …).

Before translating the questionnaire, translators should consider which terminology is applicable to their context and replace the terms [educator(s)], [educational organisation], [student(s)] by the corresponding term. If several sectors are addressed in parallel, alternatives should be listed using the following colour scheme and format:

<table>
<tr><th colspan="7">Colour Key</th></tr>
<tr><td>sectors</td><td>pre-primary</td><td>primary</td><td>secondary</td><td>VET</td><td>higher</td><td>Adult</td></tr>
<tr><td>colours</td><td>pink</td><td>red</td><td>Orange</td><td>purple</td><td>Blue</td><td>Green</td></tr>
<tr><td colspan="7">OR</td></tr>
<tr><td>sectors</td><td colspan="2">[pre-primary & primary /</td><td colspan="2">secondary & VET /</td><td colspan="2">higher / adult]</td></tr>
<tr><td>colours</td><td colspan="2">pink</td><td colspan="2">Orange</td><td colspan="2">Blue</td></tr>
<tr><td colspan="7">OR
any other combination reflecting national terminological cultures,
duly labelled and assigned
using the colour of the lowest subcategory for the joint category, e.g.</td></tr>
<tr><td>sectors</td><td>[pre-primary /</td><td colspan="2">primary / secondary / VET /</td><td>higher /</td><td>adult]</td></tr>
<tr><td>colours</td><td>pink</td><td colspan="2">Red</td><td>Blue</td><td>Green</td></tr>
</table>

Example: For the German translation, three versions are proposed: a "school" version (primary, secondary, VET) a "higher education" version and an "adult education" version. Pre-primary education is not considered. The following translation grid and colour code apply:

Example: German translation			
sectors	**primary / secondary / VET**	**higher**	**Adult**
colours	red	Blue	Green
[educator]	die Lehrkraft	der oder die Lehrende	
[educators]	die Lehrkräfte	die Lehrenden	
[student]	die Schülerin und der Schüler	der oder die Studierende	der oder die Teilnehmende
learners	die Schülerinnen und Schüler	die Studierenden	die Teilnehmenden
[educational organisation]	die Schule	der Fachbereich	der Bildungsträger
[class]	Unterricht	Lehre / Lehrveranstaltung	Veranstaltung
[course]	Klasse	Lehrveranstaltung	Veranstaltung
[To level up]	Nächster Schritt		

While for the key terms [educator(s)], [educational organisation], [student(s)] a placeholder in square brackets is used, for the feedback text the colour code itself applies. Since the feedback currently proposed has not been validated for educators in pre-primary education, the following partitioning is used within this base questionnaire:

English Master: Colour code for feedback			
sectors	[pre-primary /	primary / secondary / VET /	higher / adult]
colours	not (yet) applied	Red	main colour: blue green where the adult version differs

In practical terms, this means that all text in dark font is invariably valid across teaching contexts. All text in [square brackets] should be replaced by the appropriate term(s) used for the sector at hand. To note sector specificities, please use the format [pre-primary / primary / secondary / VET / higher / adult]. For example, in the German translation "learners" is translated as "[Schülerinnen und Schüler / Studierende / Teilnehmende]"

In the feedback, text marked in a certain colour should be deleted for a sector version not referred to by this colour or not addressed in the national context in which the translation takes place.

> *Example:* "To get started, you can use an internet search engine, consult links provided by the education ministry or or or ask your colleagues how they find material to use for course content online."
>
> > *Version for all but higher and adult education:* To get started, you can use an internet search engine, consult links provided by the education ministry or or or ask your colleagues how they find material online.
> >
> > *Version for higher and adult education:* To get started, you can use an internet search engine or ask your colleagues how they find educational material online.

Additionally, some terms refer to theoretical or legal concepts or conditions. These terms are marked with asterisk in the text and explained in the glossary. These terms should not be translated literally, but with reference to the corresponding theoretical or legal concept in the specific national context.

3. Glossary for translation and localisation

Specific terms marked *	
*learning needs and preferences	This term was chosen to avoid the controversy around the term "learning styles". The concept refers to the fact that teaching is more effective if the learning experience resonates with learners' pre-conceptions, experiences and interests ("preferences") and adjusts to their cognitive, sensory and affective way of assimilating and conceptualising new knowledge ("needs"). More practically, it alludes to the fact that teaching strategies tend to be more successful if different sensory channels are combined; different angles and perspectives to a problem are facilitated; and if learners can link new concepts easily to their existing body of knowledge.
*specific learning need	This term is used as an umbrella term for any condition legally recognised as giving rise to special educational attention. It includes educational requirements resulting from learning difficulties, physical disability or emotional and behavioural difficulties, i.e. documented disabilities that may be medical, mental or psychological (US: "special needs"). In this respect it refers to e.g. autism, cerebral palsy, down syndrome, blindness, cystic fibrosis, but also ADHD and dyslexia. By extension, the concept used in this questionnaire, also refers to other specific learning needs individual learners may have, e.g. intellectual giftedness or language barriers in the case of migrant or international learners.
*Student Services	This term refers to the unit in charge of providing support to learners with *specific learning needs.
Other terms	
Data	Data as a general concept refers to the fact that some existing information or knowledge is represented or coded in some form suitable for better usage or processing. Data is measured, collected, reported and analysed, whereupon it can be visualized using graphs, images or other analysis tools (Wikipedia).
Digital content	Any type of content that exists in the form of digital data that are encoded in a machine-readable format can be created, viewed, distributed, modified and stored using digital technologies. Examples of digital content include: web pages and websites, social media, data and databases, digital audio, such as mp3s e-books, digital imagery, digital video, video games, computer programmes and software. For the DigCompEdu framework, digital content is divided into digital resources and data.
Digital environment	A context or a "place", that is enabled by technology and digital devices, often transmitted over the internet or by other digital means, e.g. mobile phone network. Digital environments are usually used for interaction with other users and for accessing and publishing user-created content. Records and evidence of an individual's interaction with a digital environment constitute their digital footprint.
Digital resources	The term usually refers to any content published in computer-readable format. For the purposes of DigCompEdu, a distinction is made between digital resources and data. Digital resources in this respect comprise any kind of digital content that is immediately understandable to a human user, whereas data need to be analysed, treated and/or interpreted to be of use for educators.
Digital technology	Any product or service that can be used to create, view, distribute, modify, store, retrieve, transmit and receive information electronically in a digital form. In DigCompEdu, the term "digital technologies" is used as the most general concept, comprising • computer networks (e.g. the internet) and any online service supported by these (e.g. websites, social networks, online libraries, etc.),

	• any kind of software (e.g. programmes, apps, virtual environments, games), whether networked or installed locally; • any kind of hardware or "device" (e.g. personal computers, mobile devices, digital whiteboards); and • any kind of digital content, e.g. files, information, data. *Alternative terms for translation: Digital media, ICT*
Digital tools	Digital technologies used for a given purpose or for carrying out a particular function of e.g. information processing, communication, content creation, safety or problem solving. *Alternative terms for translation: Digital media, ICT*
Educator	In the context of DigCompEdu, the term "educator" is used to generically refer to any person involved in the process of teaching or transmitting knowledge. In particular, it refers to teachers at all levels of formal education, ranging from pre-primary, primary and secondary, to further and higher education (e.g. university lecturers), to vocational and adult education including initial training and continuous professional development. It may, by analogy, also be used to describe people involved in providing training in non-formal and informal settings, e.g. social workers, library staff, parents providing home schooling, etc.
e-Portfolios	Collections of (students') work that can advance learning by providing a way for them to organize, archive, display and reflect on their work. E-portfolios are both demonstrations of users' abilities and platforms for their self-expression.
Instructor	This term is used provisionally to refer to educators in higher and adult education
Peer-assessment	Peer assessment is a process whereby learners grade each other's assignments or tests, based on a teacher's benchmarks. The practice is employed to save teachers time and improve learners' understanding of course materials and to improve their metacognitive skills. Peer assessment can empower learners to take responsibility for the management of their own learning; enable learners to learn to assess and to develop life-long assessment skills; enhance learners' learning through knowledge diffusion and exchange of ideas; motivate learners to engage with course material more deeply. *Source: Adapted from Wikipedia; Cornell University Centre for Teaching Excellence, http://www.cte.cornell.edu/*
Self-assessment	Self-assessment involves the ability to be a realistic judge of one's own performance. Proponents of self-assessment suggest it has many advantages, for example, it: provides timely and effective feedback and allows learners to assess their own learning quickly; allows educators to understand and provide quick feedback on learning; promotes academic integrity through [student] self-reporting of learning progress; promotes the skills of reflective practice and self-monitoring; develops self-regulated learning; increases [student] motivation; improves satisfaction from participating in a collaborative learning environment; helps learners develop a range of personal, transferrable skills to meet the expectations of future employers. *Source: Cornell University Centre for Teaching Excellence http://www.cte.cornell.edu/*
Student	Learner in formal education, irrespective of level or sector
Educator	A teacher, i.e. a person who provides education for learners in formal education, i.e. within an educational institution. Since the term "teacher" is often taken to only refer to school education (i.e. ISCED1-3), withing the DigCompEdu framework the wider term "educator" is used.

4. The DigCompEdu CheckIn Self-reflection tool

DigCompEdu CheckIn
17 October 2018

Introduction

Welcome to the DigCompEdu CheckIn

Learn more about your personal strengths and the areas where you can enhance the ways in which you use digital technologies for teaching and learning. Answer the 22 questions of this self-assessment to receive detailed **feedback** with useful **tips** and the key **milestones** on your personal roadmap to innovating teaching.

This tool will help you to reflect on your digital competence as an [educator] in [education sector 1].

If you work [in education sector 2], we recommend that you use the following version of the tool: [to be filled in at a later stage]

...

If you work [in education sector 6], we recommend that you use the following version of the tool: [to be filled in at a later stage]

Please note that, by using this tool, you agree to EUsurvey's rules on data protection. (https://ec.europa.eu/eusurvey/home/privacystatement)

About DigCompEdu

[Figure 1]

This self-assessment tool is based on the European Digital Competence Framework for Educators (DigCompEdu). DigCompEdu sets out 22 competences organised in six Areas. The competences are explained at six different levels of proficiency (A1, A2, B1, B2, C1, C2). DigCompEdu

addresses educators at all levels of education, from pre-primary to vocational, higher and adult education. The focus of the framework is to support and encourage [educators] in using digital tools to **enhance** and **innovate education**.

This tool aims to allow you to **reflect** on your strengths and weaknesses in using digital technologies in education. We invite you to **self-assess** yourself against 22 items that are representative for the 22 competences in DigCompEdu. For each of these items, choose one of five answer options.

Start by entering your participation code:
If you do not have a participation code, please enter "guest" if you are an [educator] and "test" if you are using the tool with a more scientific interest.

Additional question during piloting:

How do you currently assess your digital competence as teacher?
Assign a level of competence from A1 to C2, where A1 is the lowest and C2 the highest level.
I am probably a(n)
A1: Newcomer
A2: Explorer
B1: Integrator
B2: Expert
C1: Leader
C2: Pioneer

Feedback Report

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 [educators] 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 [educators] 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 [educators].

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: [link to feedback questionnaire]

Area 1: Professional Engagement

[Figure p. 34]

[Educators]' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, the scientific community and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation. This is the focus of Area 1.

Please consider where you stand in view of the following long-term goals.

The answer options are organised by increasing level of engagement with digital technologies. Please choose the option that best reflects your current practice.

I use different digital channels to communicate with learners and colleagues whenever appropriate (e.g. emails, blogs, educational organisation's website, LMS, Apps)		
I **do not** use digital communication channels	Using digital communication channels can help you streamline your contacts with learners and colleagues. Start with writing e-mails or set up a [course] blog for information exchange. [To level up]: **Try e-mail communication or an instant messaging system**	0
I use **basic** digital communication channels, e.g. e-mail, instant messaging system	It is good to agree with your communication partners on a main communication channel that works for all of you (e.g. email, instant messaging). However, sometimes a different format or channel is more appropriate. Try to be more flexible and adapt your choice of communication channel to your audience and communication purpose. [To level up]: **You can create a group using an instant messaging system of your choice to communicate with learners and share not only materials but also organizational information**	1
I **combine** different communication channels, e.g. e-mail, instant messaging, or the education organisation's website (BDT: applying) level 3	The next step for you is to address communication and pre-empt communication problems, by strategically choosing and combining communication channels. Try to identify the most typical communication needs you have and select and combine digital communication channels to meet your needs. Such a digital communication strategy can help you save time and make communication more effective and transparent. [To level up]: **Make communication more efficient and transparent**	3
I **identify** different digital solutions to **communicate**	The next step for you is to critically reflect on your strategy and continue improving it. Consider and anticipate colleagues' and learners' communication needs and problems. Keep adjusting your strategy and don't be afraid to discard a promising idea if it does not work for your communication partners. You may also want to work with colleagues on developing a common digital communication strategy for the whole [educational organisation]. A transparent but flexible strategy that addresses [educators]' and learners' communication needs can foster organisational innovation. [To level up]: **Anticipate your partners' communication needs and strategically employ digital solutions**	2

I **reflect on,** programme and **adapt** my communication strategies	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. [To level up]: **Continue exploring new solutions**	5
I confidently plan my digital communication strategy using a variety of digital technologies	You are a confident user of digital technologies to communicate with learners and colleagues. You are able to plan your communication needs using a variety of technologies, taking into account the different contexts and the expected communication outcomes derived from each type of technology chosen.	6
I analyse and assess the communication channels to choose the ones I consider most effective for my communication purpose	You are able to communicate efficiently with all stakeholders using different channels. [**To level up]** you should consider not only your immediate communication purpose but also your overall communication strategy.	4
I use digital technologies whenever appropriate to work together with colleagues inside and outside my educational organisation		
I **do not collaborate** with other colleagues	If there is not yet a culture of collaboration at your institution, it could be an option for you to try to kick it off, for example, by offering to share your materials and ideas with colleagues and by asking them to share their materials with you. Furthermore, joining an online professional community allows you to get inspired by the materials of other educators in your country, across Europe and around the world have created. If you share your course syllabi and materials with them, you can get their feedback and ideas on how to adapt them to different situations or how to make them even better. Such an exchange is often an enriching experience, on a personal and professional level. [To level up]: **Share with colleagues and join an online community**	0
I sometimes exchange materials and ideas with colleagues, e.g. via e-mail or videoconference	Once you work together more often, you will probably realise that a common file system online or a group on a social network may be a better environment for your collaboration. Try out different options to find the one that works best for you and your colleagues. Furthermore, joining an online professional community allows you to get inspired by the materials other [educators] in your country or across Europe have created. If you share your course syllabi and materials with them, you can get their feedback and ideas on how to adapt them to different situations or how to make them even better. Such an exchange is often an enriching experience, on a personal and professional level. [To level up]: **Create a common space for exchange with colleagues and join an online professional community**	1
Among colleagues, we work together in **collaborative environments** or use shared drives	Joining an online professional community as a next step will allow you to get inspired by the materials other colleagues in your country, across Europe and around the world have created. If you share your course syllabi and materials with them, you can get their feedback and ideas on how to adapt them to different situations or how to make them even better. Such an exchange is	2

	often an enriching experience, on a personal and professional level. [To level up]: **Join an online professional community**	
I exchange ideas, experiences and materials, also with colleagues **outside my organisation**, e.g. in an online professional network	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 thus learn from each other. Another option for realising added benefits from online collaboration could also be to implement a joint project, linking your learners with learners from other [educational organisations], in other areas. [To level up]: **Intensify collaboration and joint production**	3
I experiment with new tools for online collaboration with colleagues inside and outside my institution.	Think of all the different tools you can use for online collaboration and choose the most effective ones for you. This way you can collaborate with colleagues from inside and outside your institution, thus expanding your networks and the quality of the educational materials you produce [To level up: **Co-create educational materials with your fellow colleagues)**	4
I jointly create materials with other [educators] **in an online network**	Reflect on whether you are making the most of this exchange. Are you learning from your peers and are you bringing in your expertise so that they can learn from you? One option for realising added benefits from online collaboration could also be to implement a joint project, linking your learners and with learners from other institutions, in other areas. [To level up]: **Expand collaboration to learners**	5
I jointly create, reuse and share materials with other educators in an online network.	You nor only create new educational materials jointly with other colleagues online but also share your own materials and reuse materials they have shared with you.	6
I actively develop my digital competence for teaching		
I **do not** work on my digital competence for teaching	Many educators find that they lack sufficient time and support for professional development. However, there are ways in which you can work on improving your digital teaching skills without investing a lot of extra time. A first step could be to engage in reflective practice and ask yourself after every lesson: Did I use digital technologies with an added value? What did I achieve with them that I could not have achieved in traditional ways? What can I change to improve the match between the technology I selected and the learning objectives? Try to identify which factors have contributed to good and bad matches between digital tools and learning outcomes and think how to improve this match. [To level up]: **Reflect about your digital teaching as a daily routine**	0
I improve my digital competence for teaching through **reflection** and **experimentation**	In many cases reflection is all you need to improve your skills. However, in some instances you will find that it is beyond your abilities to improve your digital teaching strategies yourself. This is when you should not be afraid to ask for help and look out for other ways of improving your competences. Whether you will most benefit from your colleagues' advice, from good practices, research insights, online resources or face-to-face training interventions, will depend on the situation and on your concrete	1

	development needs. What is important is that you understand these needs and actively seek to address them. [To level up]: **Seek training and advice**	
I use a **range of resources** to develop my digital competence for teaching	Make sure that you use the insights gained to the benefit of your learners. Remember that technology is changing all the time and make sure to keep yourself updated on new tools or improvements to the ones you are already using. Also share your expertise with colleagues and enter into a discussion with them on how to jointly improve learning across the [educational organisation]. [To level up]: **Together with colleagues discuss how you can improve teaching and learning by using digital technologies**	2
I validate my online teaching practices with the support of a network of colleagues	You should always seek staying in contact with colleagues of your field area and at work. This will enable the validation of your teaching practices. [To level up]: **Collaborate with your colleagues in order to exchange teaching practices and improve your own teaching.**	3
I **discuss with colleagues** how to use digital technologies to innovate and improve my educational practice	It is important to join forces with colleagues to jointly drive innovation in teaching across the organisation. To ensure that your discourse leads to changes, one avenue could be to organise joint projects, special days or additional activities that can lever the potential of digital technologies for learning. Another strategy could be to make proposals to the institution's leadership on an innovation strategy for the whole institution. Do not be discouraged if not all your proposals are successful. What is important is that the institution 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 institution. [To level up]: **Drive innovation and change across the institution**	4
I register and attend different digital competence development courses, online or face-to-face, for improving my teaching practices	You seek to keep yourself updated in terms of digital technologies for teaching; hence, you look formal and non-formal ways to learn via continuous professional development courses. [To level up]: **You should have advanced competences and be able to foster innovation at the organisational level**	5
I **lead in teaching innovation** using digital technologies in my institution	You have advanced competences in the use of digital technologies for teaching and due to that you foster innovation at the organisational level. While it is important for you and your colleagues 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 institutional level. It does not matter if not all your proposals are successful. What is important is that the institution as a whole becomes aware of the potential it has in you and seizes it to innovate teaching and learning across the organisation.	6
I am aware of and participate in online training opportunities		

e.g. online courses, MOOCs, webinars, virtual conferences...		
This is something that I have not yet considered	The many resources available on the internet can make it easier for you to update your skills independent of location and time, especially if you do not have enough time to engage in more formal continuous professional development. An option to get started could be to think of a buzz word in contemporary pedagogic theory (like "flipped classroom") or some approach that a colleague of your is very fond of and that you know very little about. An internet search will supply you with a number of videos, discussions, blogs to look at which will provide you with further threads and links to follow up. Following up these threads and links you will learn a lot about this concept and will realise where to dig deeper, in case you want to. Without realising it you have "participated in online training opportunities". [To level up]: **Search the internet for a teaching strategy you would like to learn more about**	0
Not yet, but I am **interested in undertaking some training** **'Interested' is not in BDT, but is level 0 in my view, before level 1 which is 'remembering'**	You are probably already using "online training opportunities" without realising it. Each time you search the internet for new methods and materials for your teaching, you indirectly also enhance your teaching skills. Now the idea would be to actively shape this way of improving your teaching through searching the internet. Think of a pedagogic concept that you would like to learn more about and see if you can find a video or blog post or similar to explain it to you. You may also find tutorials on this subject or a MOOC (online course), simply expand your search by the respective term, eg. "MOOC" and choose the source most suitable for you. [To level up]: **Try out an online tutorial or a MOOC for teaching and learning with digital media**	1
I have participated in online training **once or twice**	Consider why you have not used this format of training more often. What did you like about it? What did not convince you? If there is a specific training provider or website that you liked, check out what else they offer and what other users recommend. If the format did not convince you or you haven't found a good website with links to training offers, start your search again. Settle on a topic that really interests you and widen the scope of your search, including also communities devoted to the topic and asking others for recommendations. The most important thing for you is to better understand what is available and what mode of training works best for you. That way, whenever you have a concrete training need, you can easily identify an online training opportunity that will work for you. [To level up]: **Understand your preferences and seek targeted solutions**	2
I have **tried out various** online training opportunities	This means that you know what is available and which mode of training works best for you. This knowledge will help you to identify quickly and effectively a suitable online training opportunity, whenever you have a concrete training need. If you keep up this consistent focus on ongoing self-led professional development you can make sure to continuously advance your teaching skills and enhance the quality of education you provide to learners. [To level up]: **Systematically use online training to continuously improve your teaching skills**	3

I participate in **all kinds** of online training that could help me improve my teaching skills	Make sure that you use the insights gained to the benefit of the learners. If you realise that in some areas the training offer is inadequate for your needs, you could consider providing online training yourself, thus helping your colleagues enhance their skills as well. [To level up]: **Offer your own online training for educators**	4
I **design and offer** online training for my colleagues in my institution	This means that you manage well different applications and online environments. You can also teach others how to use digital technologies for teaching. [To level up: Get professional certification	5
I am **professionally certified** in the use of different technologies for teaching and learning.	This means that you cannot only use different technologies and teach others, but you have also been through a professional certification of your digital skills.	6
Area 2: Digital Resources		
[Figure p. 48] One of the key competences any lecturer needs to develop is to identify good educational resources; and to modify, create and share digital resources that fit their learning objectives, learners' group and teaching style. At the same time they need to be aware of how to responsibly use and manage digital content, respecting copyright rules and protecting personal data. These issues are at the heart of Area 2. *Please consider where you stand in view of the following long-term goals.* The answer options are organised by increasing level of engagement with digital resources. Please choose the option that best reflects your current practice.		
I use different internet sites and search strategies to find and select a range of different digital resources		
I do not know how to use the internet to search for useful resources.	Although you think the Internet may be useful for you to find new teaching resources, you have not yet developed the necessary skills to use search mechanisms online.	0
I **am able to** use the internet to search for useful resources	Using different internet sites and search strategies can help you find new digital educational resources and in designing your lesson. To get started, you can use an internet search engine, or ask your colleagues how they find material online to use as course content. To find suitable resources via search engines or resource platforms, use a number of different key terms relevant for the course you will teach next. Sift through the results to identify different resources for different purposes, e.g. as illustrations, applications or extensions of the core content or as materials for group work, formative or summative assessments or for learner's independent study. You can even create a collection of useful educational resources. Compare and select resources to integrate into your teaching or for your learners to consult to complement what they learn in class. [To level up]: **Search online for suitable digital resources**	1
I use **search engines** and **educational/resource platforms** to find relevant resources	Now it's time to expand out your strategy. Ask your colleagues about their search strategies and how they select material. Join an online professional community to learn about or even jointly create collections of useful materials. Once you have built up a portfolio of good resources, you can compare them and choose the ones that best meet your [course]'s learning objectives. Also	2

	consider which resources are engaging and appealing to learners. If such a resource can't be found, well, maybe it can be created… [To level up]: **Amplify and evaluate the resources**	
I **evaluate** and select resources on the basis of their **suitability** for my learners' group BDT: 'evaluate' is level 5	Focus on making sure that you have access to a variety of diverse educational resources to be able to choose the best for any given purpose. Look around as widely as you can. Ask around among colleagues or join online professional communities to learn about or even jointly create collections of useful materials. Once you have a good inventory of resources, concentrate on comparing options to find a resource that does not only fit, but is also accurate, reliable, engaging and appealing to learners. Don't limit yourself to what is available. Rather look out for new sites and resources and re-mix what is available to suit your needs. [To level up]: **Amplify, compare and re-mix**	3
I **compare resources** using a **range of** relevant **criteria**, e.g. reliability, quality, fit, design, interactivity, appeal	It is important to have access to a variety of diverse educational resources to be able to choose the best for any given purpose. Considering your expertise in this area, you should start sharing your knowledge and insights with your colleagues. This can be done, e.g. by compiling an information sheet or a website with useful resources, by jointly setting up a resource repository among the colleagues at your institution or using existing repositories and sharing your resources with them or or or by inviting your colleagues to online networks you find useful, etc. Try to make your knowledge valuable for improving teaching across the whole institution. [To level up]: **Share your knowledge with colleagues**	4
I **collaborate with colleagues** on the sharing of suitable resources and search strategies	Make sure that this collaboration goes both ways, so that you also benefit from the knowledge they share and include as many colleagues as possible in your network. With your knowledge on digital resources you are in a prime position to join forces with other digitally engaged educators to foster innovation at the organisational level. You will soon be able to identify interested colleagues and together you can make your knowledge valuable for improving teaching across the whole [educational organisation]. [To level up]: **Foster digital resource use across the institution**	5
I take the lead on fostering the use of digital resources in my institution.	This means you can not only create and use digital resources, but you also take an active role in your institution in helping others benefit from and use digital resources. [To level up]: **Retrieve and use digital resources**	6
I create my own digital resources and modify existing ones to adapt them to my needs		
I do **not** create my own digital resources	You feel you lack some skills to create your own digital resources, so you prefer to reuse your colleagues' ones. [To level up]: **Experiment with creating your own digital resources**	0
I **create different types of digital resources**	You may have done this several times, when you created an exam or a worksheet on a computer or built a course site on a learning management platform. [To level up] **You share these resources with others using collaborative platforms or repositories.**	4

I search in the Internet and use different types of educational resources	The next step would be to make these resources available via e-mail or on the institution's website, so that learners can download them anytime. Eventually, depending on the learners' access to computers, they may want to fill some of them in online. This is when you should consider using an online quiz. Ask your colleagues for websites, apps or programmes that they use to identify the best one for your purposes. Just start exploring and you will see how much easier it will be for you to provide learners with interesting learning resources. [To level up]: **Explore creating basic resources, such as presentations**	1
I create digital **presentations**, but do not know how to do much more than that	You already have the technical skills to make much more out of your teaching. The next step would be to explore more interactive and engaging formats that can be realised within the constraints of your educational setting. One option could be to consider online quizzes for learners to do in class with your help or at home with the help of their parents. / as a self-assessment activity outside the classroom. You will find that there are many different tools available, often for free, that make it easy to set up a quiz and provide targeted feedback on wrong answers. If you are in doubt, ask your colleagues for recommendations to identify the best resource for your purposes. If you have an interactive whiteboard available in class, another idea could be to identify and set up suitable whiteboard activities for learners, that they can take in turns or groups to revise or amplify their learning in a playful way. [To level up]: **Explore modifying existing resources**	2
I test and validate **different types** of resources	What is important for you, at this level, is to remember that technology is a means and not an end. When you are creating or modifying digital resources, make sure not only to focus on the learning goals, but also on the learners' needs and preferences. At the same time, you should continue trying out new digital solutions to further enhance your practices, for example, digital resources or environments that are more engaging, more interactive or more collaborative. [To level up]: **Explore more interactive formats and collaborative environments**	3
I adapt digital resources and share them with others using content distribution platforms.	You are comfortable with adapting resources to your own needs and see the value in sharing them with others. [To level up]: **Create and share complex and interactive resources**	5
I, adapt, use, share and even create more **complex, interactive** resources, such as videos, online multiple choice tests, virtual reality apps etc.	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 learners' needs and preferences.	6

I effectively protect personal data, e.g. exams, learners' grades, learners' personal information		
I **do not need** to do that, because the institution takes care of this	Most institutions have data protection policies in place. However, you need to do your part for them to be effective: Make sure to use passwords that cannot easily be guessed and avoid others watching you use them. Change your passwords regularly and delete data you no longer need, e.g. personal data of past leaners. Make sure to protect your personal devices if you store personal data on them. Use encryption when sharing files with personal data with other colleagues. [To level up]: **Critically review how you share files and protect personal devices**	0
I **avoid** storing personal data electronically	It is advisable not to collect personal data that is not needed. However, in education it is unavoidable that, for example, leaners' names and grades are recorded. Paper records and exams are as susceptible to fraud as electronic records. Check if there are specific rules or recommendations issued by your educational organisation. If not, follow the general rules on data protection and start by using passwords that cannot easily be guessed to protect your digital devices and personal data. [To level up]: **Start with password-protected digital records**	1
I protect personal data but rarely change passwords	Data protection is a responsibility of all educators. This protection becomes easier for you if you approach it systematically. For example: Protect your computer with a password that cannot easily be guessed and change it every month. Keep your firewalls and anti-virus programmes updated. Protect personal data, such as exams, learners' grades and reports with different passwords. Check if there are special rules or recommendations in place at your educational institution that will help you protect personal data systematically and effectively. [To level up]: **Protect personal data**	2
I **password protect** personal data and occasionally change passwords.	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 [educators]. Regularly review the effectiveness of the measures and consult the rules and recommendations in place at your educational organisation. [To level up]: **Develop a comprehensive approach to data protection**	3
I protect personal data, by combining hard-to-guess passwords with frequent password changes and software updates.	Don't forget to also password protect the device(s) you store personal data on, frequently updating anti-virus programs and firewalls. Regularly review the effectiveness of the measures you have taken and remain updated on data protection rules and recommendations. Do not forget the human factor, e.g. others watching you when you type in your password. [To level up]: **Routinely review the effectiveness of your data protection strategies and knowledge**	4

I **review** my practices of personal data protection from time to time, by **checking their efficacy** and replacing them whenever necessary.	You understand the importance of not only protecting the personal digital data you collect but also to keep track of the most innovative and secure ways to keep the data safe. [To level up]: **Comply with the GDPR of the European Union (General Data Protection Regulation).**	5
I protect digital data and apply the GDPR when it comes to identifiable subjects, such as data related to my students.	You not only use digital data protection techniques, but you also seek to remain up-to-date with the latest regulations on data protection, thus understanding the GDPR and applying it when it comes to data in which subjects can be identified.	6
Area 3: Teaching and Learning		
[Figure p. 54] The most fundamental competence of the whole DigCompEdu framework is to design, plan and implement the use of digital technologies in the different stages of the teaching and learning process. However, when doing this, the aim must be to shift the focus from educator-led to student-centred processes. This is the real power of digital technologies and the focus of Area 3. *Please consider where you stand in view of the following long-term goals.* The answer options are organised by increasing level of engagement with digital technologies in teaching and learning. Please choose the option that best reflects your current practice.		
I carefully consider how, when and why to use digital technologies in classroom with my learners, so that they are used with added value		
I do not or only **rarely** use technology in the classroom	There are a number of ways for you to get started here. Most likely all of your learners will may have a digital device with them, even if it is only a mobile phone. If your institution allows classroom use of mobile devices you can diversify your teaching with practical tasks for them to do, e.g. things to look up or to calculate, little polls and quizzes, etc. The advantage of this is that you can more actively involve leaners in class, which increases their learning. Furthermore, it allows you to collect evidence on which aspects of your teaching are well understood by the learners and which you may have to revise again. [To level up]: **Ask learners to use their digital device for short activities in the classroom**	0
I make **basic use** of available equipment, e.g. digital whiteboards, projectors or virtual learning environments if teaching online.	The next step for you would be to involve learners in digital activities in class, thus amplifying your repertoire of teaching practices. Most likely all of your learners will have a digital device with them, even if it is only a mobile phone. If your institution allows classroom use of digital devices you can intersperse your teaching with practical tasks for them to do, e.g. things to look up or to calculate, little polls and quizzes to complete on the go, etc. For some of these activities, e.g. quizzes, you can project the overall results on the big screen and go over them as needed. Try to accompany every lecture or seminar with at least one digital activity that requires learners to apply the concepts learned. This will learners to better grasp the concepts learned and to identify concepts they do not yet master well.	1

	Furthermore, it allows you to collect evidence on which aspects of your teaching are well understood by learners and which you may have to revise again. [To level up]: **Involve learners in digital activities**	
I use a **variety** of digital resources and tools in my teaching	Your next step would be to use your technical know-how to enhance your pedagogic strategies. Consider the following questions: Is the digital activity I am using here really of added value? Do the different digital activities I employ form a consistent set? Are they designed to progressively lead to building up learners' competence and confidence? Variety is important. However, if digital tools are not used meaningfully, there is a risk that they cause chaos and confusion. The best way to address this is to focus on the learning objectives first and then match all strategies, digital or not, to learning activities and examinations relevant for these objectives. [To level up]: **Focus on enhancing pedagogy**	2
I try out different teaching methods depending on the digital technologies I choose	The next step for you would be to think a bit 'outside the box'. Think of one of your favourite topics and what you find fascinating about it. Then consider how you, as a learner, would like to make first contact with this topic and engage with it. Imagine there are no institutional or curricular/course plan restrictions, no dedicated lessons, no rooms with tables and chairs, whiteboards and books. Imagine an open field in which anything is possible and everything is allowed. In this ideal scenario, how would you as a learner want to engage with the topic? Which questions would drive the process? Which activities would accompany them? Consider how the 'wide-open field' approach can be adapted so that the learning process can come closer to the ideal. Forget about what is usually done and about the obstacles you may face. Remember: you know how to make use of digital technologies to enhance teaching and learning. You will make it happen. [To level up]: **Select and test different teaching approaches for each type of technology used aiming to find the ones that work best for you.**	3
I select and test different teaching approaches aiming to find the ones that work best for me	You do not randomly try new teaching methods but also try to identify the best ones for each type of technology you choose. [To level up]: **Design your own tested portfolio of activities, technologies and teaching methods.**	4
I developed my own tested portfolio of activities, technologies and teaching methods.	You tried out different technologies and teaching methods for each of them and have reached a conclusion as to which work best for you and your learners. You developed a portfolio of activities in which to easily browse through thus facilitating the teaching process. [**To level up**: Look for ways to innovate pedagogies]	5
I use digital tools to implement **innovative pedagogic** strategies	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 learners 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	6

	refining your repertoire of digital and pedagogical strategies and tailor your teaching to your learners' needs.	
I follow learners' activities and interactions in the collaborative online environments we use		
I **do not use** digital environments with my learners	To learn more about learners and their learning needs, consider engaging them in group work assignments. Group work can promote learning and if digital environments are used, it is much easier for you to provide the support learners need. Online collaborative environments can help you channel you learner's communication (e.g. on problems and questions they have) and collaboration (e.g. on projects they work on in groups). There are many different self-standing or integrated services addressing these two goals jointly or separately. Many of them are open-source or available for free. To get started, ask your colleagues if they can recommend a concrete solution or search the internet for recommendations. Try out which solution works best for you. [To level up]: **Try out an online collaborative environment**	0
I **do not follow learners'** activities in the online environments we use	It is good to encourage learners to organize their group work so that they manage their cooperation themselves. However, your relationship with your learners and their learning is improved when you are present. Let learners see that you are reviewing their work, not to control or bully them, but to help when needed. Make sure to use what you learn about learners' 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. [To level up]: **Establish greater presence**	1
I **follow learners' activities** in the online environments we use and their discussions	As a next step, you should consider not only to monitor your learners' discussions, but to also offer guidance when needed, without undermining learners' ownership and engagement. You could, for example, start with comments offering help and directing their work, e.g. additional information or links. Or you alert attention to a good proposal that has not been taken up. Be positive and motivating, emphasizing what has already been achieved. Also try out subtle ways of introducing responsible communication principles into the discussion, such as: respecting others and their opinions, basing decisions on arguments, searching for consensus and doing your share of the work. Make sure to use what you learn about your learners' difficulties, interests and preferences for improving the effectiveness of your teaching also in face-to-face settings/, i.e. re-arrange, re-focus or re-teach course content to address apparent learning needs. [To level up]: **Provide guidance when needed**	2
I **analyse** my learners' online activity using appropriate methods and tools, but do not intervene.	You know that one of the advantages of using collaborative digital environments is that you can understand individual learners better and adapt your teaching accordingly. Now, try to offer guidance when needed, without, however, undermining learners' ownership and engagement.	3

	Whenever you see that your learners are at a loss, help them, for example by offering additional resources, e.g. information or links. Be positive and motivating, emphasizing what has already been achieved. Also try out subtle ways of introducing responsible communication principles into the discussion, such as: respecting others and their opinions, basing decisions on arguments, searching for consensus and doing your share of the work. Make sure to use what you learn about your learners' difficulties, interests and preferences for improving the effectiveness of your teaching also in face-to-face settings/, i.e. re-arrange, re-focus or re-teach course content to address apparent learning needs. [To level up]: **Provide guidance when needed**	
I analyse and **intervene** on my learners' online activities (e.g. discussions) with motivating or corrective comments	You know that one of the advantages of using collaborative digital environments is that you can understand individual learners better and adapt your teaching accordingly. You also know that sometimes they need to be motivated a bit by the [educator] to reap the benefits of collaboration. Remember to only offer guidance when really needed, without undermining learners' ownership of and engagement in the collaboration and in their performance. Introduce mechanisms or incentives for learners to establish and enforce their own rules for collaboration, such as: respecting others and their opinions, basing decisions on arguments, searching for consensus and doing your share of the work. Make sure to use what you learn about your learners' difficulties, interests and preferences for improving the effectiveness of your teaching also in face-to-face settings/, i.e. re-arrange, re-focus or re-teach course content to address apparent learning needs. [To level up]: Encourage the participation of learners in online activities.	4
I redirect the online activity of the learners' whenever I sense it is not working or I foresee problems	You propose online activities to your learners' and follow their interactions closely. When you see the activity is not working well or the learners' interactions are not as you expected, you are able to redirect the activity to make the most of the proposed task.	6
I **encourage** the participation of the learners in online activities by **prompting questions**	You follow the learners' participation in online activities at the same time encouraging them to further engage by prompting questions whenever appropriate. [To level up]: **Anticipate problems**	5
When learners work in groups, they use digital technologies to help them learn and effectively accomplish course tasks		
I **do not know** how to integrate digital technologies into collaborative learning activities	Nowadays, work and research are essentially based on collaborative processes. In order to prepare learners for this reality, it is important to integrate collaborative processes into their studies. For this reason, group work should be an integral part of higher education. A collaborative digital learning environment, such as a learning management system, a wiki or blog can, whenever appropriate, help learners work in groups to structure their collaboration and effectively accomplish course	0

	tasks and learning goals. As an educator, you should aim to be able to identify the collaborative learning situations which would benefit from technology use. [To level up]: **Implement collaborative learning activities with the support of digital technologies whenever appropriate**	
I integrate digital technologies into collaborative learning activities	You are aware of how important it is for learners to be able to learn collaboratively. It is equally important for learners to learn how to research and investigate a topic, as well as present and share their findings in a digital format. This is why you try and integrate the use of digital technologies whenever you design a collaborative activity for your learners. [To level up]: **Integrate Internet-based research or multimedia production**	1
I **identify opportunities and implement tasks for learners to work collaboratively** in order to search for information online or to present their results in digital formats.	The next step for you would be to use digital strategies more systematically to enhance collaboration. Consider the problems and limits of how you are currently implementing teamwork. Are there problems based, for example, on differences in working patterns between members on teams; inefficient communication processes, unequal participation, lack of discipline and-or a high workload in assignments that impacts group work? A collaborative digital environment, like a wiki or discussion thread, can help learners to focus in classroom learning and to more efficiently finalise group assignments at home. Moreover, digital environments allow you to structure the group discussion and to interfere when needed. The input by different team members becomes transparent to you and their peers. Furthermore, you can also choose to use the environment for learners to document and showcase the results achieved. [To level up]: **Try out a digital environment to scaffold collaboration**	2
I structure course activities that **require learners to work collaboratively in groups,** using the Internet to find information and presenting their results in digital formats	You are aware of how important it is for your learners to learn to collaborate and of how important it is to gather information, discuss it and jointly transform it into knowledge. The next step for you would be to use digital strategies more purposefully to enhance collaboration. Consider the problems and limits of how you are currently implementing collaborative teamwork. Are there problems based on differences in working patterns between members of the teams; inefficient communication processes, unequal participation, lack of discipline and-or a high workload in assignments that impact collaborative learning? A digital environment such as a wiki, a collaborative document or even social media discussion can help learners more efficiently finalise group assignments at home. The input by different team members becomes transparent to you and their peers. Furthermore, you can also choose to use the environment for learners to showcase the results achieved. [To level up]: **Design activities that encourage your learners to debate and share their knowledge with others**	3

I design course tasks that require learners to use collaborative online environments to exchange evidence and debate.	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. However, what is important now is to remain reflective on the benefits and drawbacks of technology. Take care to use variety in digital and non-digital activities and interaction modes, so as to serve all learners and address different interests. [To level up]: **Balance and focus on learners' needs**	4
I design course tasks that require learners to use collaborative online environments to co-create and share knowledge.	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. You not only design tasks that require learners to engage in debate but also co-create and share knowledge with others. [To level up]: **Embed the use of digital technologies for peer collaboration at a curriculum level**	5
I design curriculum activities that require the use of digital technologies to enhance collaborative learning and the co-creation and sharing of knowledge.	If you are able to include the use of digital technologies for learners at a curriculum level, you make sure that learners in your institution will have the opportunity to experience learning activities enhanced with the use of technologies. This will make them develop their own digital technology skills overtime.	6
I use digital technologies to allow learners to plan, document and monitor their learning themselves E.g. quizzes for self-assessment, ePortfolios for documentation and showcasing, online diaries/blogs for reflection...		
Not possible in my work environment	To start with using digital tools for assessment consider integrating a short quiz or poll in your online courses, or, in a physical classroom, as an activity at the end of each lesson or unit. Another option could be to introduce an online learning diary, e.g. in form of a blog, where learners document and reflect on their achievements and learning needs. [To level up]: **You could start with a quick poll at the end of every lesson**	0
I encourage learners to reflect on their learning, but **not** with **digital** technologies	If your learners have access to digital devices at home, try out some digital tools to reinforce your strategies. Instead of worksheets for self-assessment, you could, for example, use online quizzes. Instead of learning diaries, you could try out personal blogs, etc. You will see that digital solutions help in involving learners even more in the management of their own learning and also make their progress more transparent to them. Experiment with different solutions and options and settle on the one that that is most beneficial to you and your learners. If your learners do not have access to digital devices, you can complement their individual reflections with a course blog in which you record samples of the work displayed in their individual (physical) portfolios or a post daily video, audio or	1

	photo summaries of what they have learned. You can also encourage learners to take turns in documenting key findings themselves. This joint activity can reinforce and enhance their individual reflection efforts. [To level up]: **Experiment with different digital solutions**	
I use, for example, quizzes for self-assessment or a course blog	You can use digital solutions to more holistically promote the self-directed learning of learners. Think about how you can creatively use the features of the common digital tools you use to help learners plan, supervise and self-assess learning. Also try out digital tools that you have not used before. For example, if you want to develop a competence that you believe cannot be assessed using a quiz, try a different format. Maybe online learning journals or blogs are more suitable. Before trying out a new tool, review its appropriateness and adjust it if necessary to ensure that it supports learners' self-directed learning. [To level up]: **Creatively adapt digital solutions to your needs**	2
I use a **variety** of digital tools to allow learners to plan, document or reflect on their learning	The next step for you would be to self-critically check if you are using and combining digital tools for planning, reflection and self-assessment meaningfully and with added value. Also reflect on concrete problems you or your learners encounter when using the tools and try to solve them. To go a step further, investigate if it is possible to use the data that are automatically generated in a structured way, to give you and your learners a more detailed understanding of their learning pathway. Do not forget to use the information you and your learners generate this way to re-align your teaching interventions with learners' learning needs. [To level up]: **Systematically use tools to foster [student] self-regulation**	3
I 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 learners' ownership of the learning process it is important for you to continuously re-align your teaching interventions with the learners' learning needs. [To level up]: **Holistically integrate your digital strategies**	4
I develop apps or digital games to engage learners in their own learning	You can code thus make the best use of your skills to integrate the use of technology into your teaching, in ways that are personalised to your learners and subject areas.	6
I selectively choose the best digital tools to integrate in my teaching, after testing them with different learning tasks and cohorts of learners	You are not only able to integrate digital tools into your teaching but also to test them to check if they are fit for purpose. For doing so, you create different tasks and analyse the engagement and interactions of your learners with the tool. You can develop your own portfolio of digital tools and their associated learning tasks. [To level up]: **Develop your own digital tools**	5
Area 4: Assessment		

[Figure p. 64]

Digital technologies can enhance existing assessment strategies and give rise to new and better assessment methods. Additionally, by analysing the wealth of (digital) data available on individual [student]'s (inter-)actions, [educators] can offer more targeted feedback and support. Area 4 addresses this shift in assessment strategies.

Please consider where you stand in view of the following long-term goals.

The answer options are organised by increasing level of engagement with digital assessment. Please choose the option that best reflects your current practice.

I use digital assessment tools to monitor [student] progress		
I do not **follow** learners' progress	To understand what your learners have learned and what they have not yet understood well, you should continuously monitor their progress – whether or not this is common practice in your work environment. The easiest way of doing this is to have a little quiz or game every unit or as a homework activity, so that you and your learners can stock of what needs to be revised and what learners have understood. And then you can adapt your teaching to this. [To level up]: **Explore digital quizzes**	0
I do **follow the learners** progress regularly, **but not** with **digital** means	If you wish to incorporate digital technologies to help you follow the learners' progress, you should be able to find a digital solution to reinforce your current non-digital strategies. If your students have personal digital devices available in the classroom this is very easy. There are a range of easy to use digital tools available that allow you to set up tests and quizzes. Or, you can convert the quiz into a homework activity or, if a small number of devices are available in class, into a group task or with taking turns. Another option can be to create a digital environment in which learners post their ideas and showcase samples of their work. Here you can combine assessment with self-reflection or self- and peer-assessment. You can experiment with using different formats for assessment, e.g. assessment rubrics, symbolic feedback (stars or "likes"), written or audio/video feedback etc. [To level up]: **Explore digital solutions to reinforce your strategies**	1
I use a digital tool, e.g. a quiz/blog/activity delivery records, to review the learners' progress	Reflect on why you are not using digital assessment approaches more often. If you are not happy with the features of the digital tool(s) you use, it can be an option to identify similar tools that offer better functionalities. If you find it time-consuming to set up quizzes, a solution could be to ask your learners to set up quizzes for each other. After all, the best way of learning is to teach. If quizzes do not capture what is at stake in your current teaching, consider a different digital tool or format. Maybe a digital portfolio or a blog learners post samples of their work is more appropriate. Here you can combine assessment with self- and peer-assessment. You can also experiment with different ways of providing feedback, e.g. assessment rubrics, symbolic feedback (stars or "likes"), written or audio/video feedback etc. Try out different formats or solutions or expand the basic solution that works well for you.	2

	[To level up]: **Explore and adapt digital assessment tools**	
I use a **variety** of digital tools to review learners' progress	The next step for you would be to make assessment more efficient and at the same time more meaningful for learners. Ask your students to set up quizzes for each other. After all, a good way of learning is to teach. If you are using digital portfolios or students' blogs you can combine your assessment with self-reflection or self- and peer-assessment. This saves you time and empowers your learners. To increase variety and adequacy of feedback, experiment with different formats, e.g. assessment rubrics, symbolic feedback (stars, happy faces Or "likes"), written or audio/video feedback etc. Also investigate if it is possible to use the data generated by the tools and environments you use in a more structured way, to give you and your learners a more detailed understanding of their learning. Investigate different options and implementation scenarios to systematically develop an approach that works for you, your subject and your students. [To level up]: **Holistically integrate digital and pedagogic strategies**	3
I integrate the use of a variety of digital tools to monitor the learners' progress	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 learners 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 the learners and ensure that your assessment strategies are aligned with your teaching strategies. [To level up]: **Critically revise and enhance your strategies**	4
I selectively choose the best digital tools and test them to use with learners, for assessment, to monitor progress	You are not only able to integrate digital tools into your teaching but also to test them to check if they are fit for purpose. For doing so, you select and analyse them for assessment and progress monitoring purposes. You can develop your own portfolio of digital tools and their associated learning tasks. [To level up]: **Develop your own digital tools**	5
I develop my own apps and digital tools for progress monitoring and/or assessment purposes	You can programme thus makes the best use of your skills to integrate the use of technology into your assessment practices, in ways that are personalised to your learners and subject areas.	6
I analyse all data (information) available to me to identify learners who need additional support "Data" includes: personal information, learners' engagement activities, performance information, grades, attendance; and social interactions in (online) environments; "Students who need additional support" are: learners who are at risk of dropping out or underperforming; learners who have learning disorders or *specific learning needs, learners who lack transversal skills, e.g. social, verbal or study skills.		
These types of learners' information are not available to me and/or it is **analysed by**	It's important to create a learning environment where learners who have special learning needs or require additional support, will feel comfortable sharing this information with you. Learners who have been disconnected with formal education are often	0

someone else in my institution.	overwhelmed by the pace and format of study, especially in online courses. Watching out for signs of disengagement will help you identify learners at risk and to support them to get back on track. [To level up]: **Examine available data to identify learners <u>who are having difficulties</u>**	
I analyse **academically relevant** information, e.g. learners' grades	The next step for you would be to enrich your understanding of each student's <u>*learning needs and preferences</u>. Do not just look at academic performance, cognitive problems and established learning disorders. Consider the learners holistically, including their emotions and attitudes. Try to identify patterns in their behaviour and watch out for changes in these patterns. This will allow you to quickly react when, e.g. signs of disengagement, underperformance or stress are accumulating. Furthermore, you will occasionally be confronted with learners who have problems requiring more support that you can give. It's important to know the contact information for your program's learner advisers. Learners who arrive at the university are unaware that they qualify for extra support. So it's especially important that you make sure learners know how *<u>Student Services</u> addresses this issue. [To level up]: **Holistically address learners' problems and needs**	1
I **also** consider **information on learner activity** and **behaviour,** to identify the learners who need additional support	The next step for you would be to review students' learning needs over the course of the learning process and intervene when needed. This will allow you to effectively react when, e.g. signs of disengagement, social conflict or emotional stress are accumulating. Seeing learners holistically can also help you identify the ones who would benefit from referral to *<u>Student Services</u>. [To level up]: **Analyse information to timely intervene**	2
I screen **all available evidence** to identify learners who need additional support	The next step for you would be to combine data sets to enrich your understanding of each [student]'s individual learning needs. Consider your learners holistically, including their emotions and attitudes. 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. [To level up]: **Analyse information to timely intervene**	3
I analyse learners' information and **intervene** in a **timely** manner	If you have reached this category, you are looking at individual performances over time, at group performances over time and comparing performances between courses for specific learners and groups. You're looking at course evaluations and making changes based on this feedback, and you have set up your own evaluation system to allow you to continuously improve on your course design. You are monitoring leaners' behaviour and react in a timely and effective manner when you notice that something is off. The next step for you would be to ensure that you are using this evidence to effectively support learners.	4

	[To level up]: **Empowering learners**	
I help learners analyse their own performance information and other data in order to seek help whenever they feel they need it	I share with learners the responsibility to analyse performance in order to create in them the skills of independent learning. [To level up: **Encourage your learners to set their own learning goals**]	5
I encourage learners to not only analyse their own performance data but also to set their own learning goals	I encourage learners to be independent learners thus being able to set their own learning goals and continuously assess their own performance, seeking help whenever needed.	6
I use digital technologies to provide effective feedback		
Feedback is **not necessary** in my work environment	One of the main purposes of assessment is to indicate to learners areas in which they need to improve. Feedback is essential for learners to be able to understand how they can improve. [To level up]: **Provide learners with feedback on their learning process and outcomes**	0
I do provide feedback to learners, but **not in digital format**	You know how important it is for your students to understand their individual weaknesses and strengths, problems and achievements. The next step for you would be to reflect on the constraints you encounter in offering even more effective and personalised feedback. If you find it difficult to devote enough time to all learners individually, a standardised way of direct feedback provision, like the feedback you are getting in this quiz, can help. Moreover, many online assessment tools allow you to track and visualise progress over time. These visualisations can be a powerful way of motivating learners to celebrate their achievements and to concentrate their efforts on the more problematic areas. Experiment with different possible solutions to better understand which tools offer the most personalised and actionable feedback for you, your subject and your learners. [To level up]: **Explore digital tools to make feedback provision more effective**	1
I assess the benefit of using **digital** ways to provide feedback and do it whenever appropriate (e.g. automatic scores in online quizzes, comments or "likes" in online environments)	The next step for you would be to amplify your strategies. One way of doing this is to check out the functionalities of the digital tools and environments you already use. Many online assessment tools allow you to provide feedback on wrong answer options and positive reinforcement when learners answer correctly. Online assessments with feedback will also allow you to track and visualise progress over time. Charts visualising progress can be a powerful way of motivating learners to celebrate their achievements. Investigate different digital solutions to understand which tools offer the most personalised and actionable feedback for you, your subject and your learners. There may not be the perfect fix, but if you are a bit innovative, you will be able to pool together a set of resources and approaches that you can customize to fit your needs.	2

	[To level up]: **Integrate and systematically use digital strategies for providing feedback**	
I use a **variety** of digital ways of providing feedback to enhance my non-digital feedback practices	The next step for you would be to integrate your strategies, to discuss this feedback with learners and to agree together with them on concrete steps for re-aligning their learning. First verify that the feedback learners 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 learners a more complete picture of their performance and problems. Then, enable learners, 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]: **Combine strategies and empower learners**	3
I combine digital approaches to provide feedback	What is important for you now is to progressively enable learners to assess and interpret the feedback provided to them themselves and to draw appropriate conclusions for their learning. First verify that the feedback learners 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 this data. Then, enable learners, 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]: **Empowering learners**	4
I develop my own apps or digital tools to provide feedback to learners	You can programme thus makes the best use of your skills to integrate the use of technology into your feedback practices, in ways that are personalised to your learners and subject areas.	6
I selectively choose the best digital tools for feedback, after testing them with different cohorts of learners	You are not only able to integrate digital tools into your feedback practices but also to test them to check if they are fit for purpose. You can develop your own portfolio of digital feedback tools. [To level up]: **Develop your own digital tools**	5
Area 5: Empowering Learners		
[Figure p. 74] One of the key strengths of digital technologies in education is their potential for boosting the active involvement of learners in the learning process and their ownership of it. Digital technologies can furthermore be used to offer learning activities adapted to each individual		

[student]'s level of competence, their interests and learning needs. At the same time, however, care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies) and to ensure accessibility for all learners, including those with disabilities. Area 5 tackles these issues.

Please consider where you stand in view of the following long-term goals.

The answer options are organised by increasing focus on learners' individual learning needs. Please choose the option that best reflects your current practice.

When I create digital assignments for learners I take into account and address potential practical or technical difficulties
E.g. equal access to digital devices and resources; interoperability and conversion problems; lack of digital skills

I **do not create** digital assignments	To try out digital assignments, consider asking learners to search for information relevant to the topic of study online and to present their findings in a digital format. Ask them about the problems they had with this task and adjust the rules (e.g. deadlines, format of presentation) to allow all learners to participate in digital assignments. [To level up]: **Explore digital assignments**	0
My learners **do not have** problems with using digital technology	Your learners seem to have a very high level of access to digital technologies. This is, of course, ideal. However, even highly digital competent learners sometimes struggle with technical or operational issues. The more complex the tasks you set and more varied the environments you use, the more likely are they to face more advanced technical problems, e.g. on how to change settings. It is important to discuss these issues when they occur and to advice on how to solve them. [To level up]: **Openly discuss practical or technical difficulties with learners**	1
I **adapt the task** so as to minimize difficulties	The next step for you would be to evaluate which obstacles learners are (still) facing. Maybe they face less severe problems than you were expecting and you can use a greater variety of digital formats than you thought. Maybe there are other obstacles, e.g. learners' digital skills, which you have not addressed sufficiently. Try out a more advanced digital task or assignment. Ask your learners about their experiences and problems and adapt the task if needed. [To level up]: **Openly discuss practical or technical difficulties with learners**	2
I **discuss** possible obstacles with learners and **outline solutions**	Now consider to what extent the solutions outlined by you are possibly restrictive. Discuss with your pupils / learners further solutions for possible difficulties. See how you can introduce new formats and activities or allow more diversity without leaving anyone behind. [To level up]: **Allow for variety, expand digital strategies**	3
I adapt the task, discuss solutions and provide alternative ways for completing the task	You involve learners in developing an overall digital learning approach that will leave nobody behind. At the same time however, you allow the majority of learners to benefit also from a greater range of digital activities. The only thing you need to watch out for is that, in the long run, all learners have the same learning opportunities. If some	4

	learners are systematically disadvantaged, take action to allow them to benefit from the same learning opportunities, e.g. by making [educational organisation] equipment or assistive technologies available. [To level up]: **Support disadvantaged learners**	
I select and choose tools that are inclusive and take into account the accessibility needs of certain learners	You take into account the fact that some learners may be disadvantaged or have certain needs that only accessible tools are able to cover (e.g. bigger fonts) [To level up]: **Use open source tools for greater customisation to your learners**	5
I select and choose tools that are accessible and inclusive, as well as in open source formats to allow for greater customisation for your learners	You know the importance of accessible and open source tools for customising the learners' experience.	6
I use digital technologies to offer learners personalised learning opportunities e.g. I give different learners different digital tasks to address individual learning needs, preferences and interests		
In my work environment, **all learners** are required to **do the same** activities, irrespective of their level	Although all learners are required to do the same activities, you should consider which learners need additional support and which need to be more challenged. Treating learners equally does not mean to offer them all the same treatment, but to offer each of them the treatment they need, especially if they are all required to reach the same learning objective in the end. Combining different learning and teaching strategies and implementing a variety of different learning activities can result in more effective and deeper, learning for all learners. [To level up]: **Offer digital learning activities to learners who need additional support**	0
I provide learners with **recommendations** of additional resources	You know which kinds of resources are more accessible or appealing for which of your learners. The next step for you would be to apply this knowledge to your own teaching and to address different *learning needs and preferences in the way you present information and select examples or design worksheets and in-class activities. [To level up]: **Address different *learning needs and preferences when teaching**	1
I provide **optional digital activities** for those who are advanced or lagging behind	You know which learners need additional support and which kinds of activities can help them. The next step for you would be to apply this knowledge to your own teaching and to address different *learning needs and preferences in the way you present information and select examples or design work sheets and in-class activities. Tailor and vary classroom activities to your learners' *learning needs and preferences, e.g. by purposefully bringing learners together in group work who can learn from each other. This way you allow all learners to work on their weaknesses and to build upon their strengths. Vary the format of activities and the examples used to illustrate course content to address the different experiences your learners bring in.	2

	[To level up]: **Embed personalisation in your teaching**	
Whenever possible, I use digital technologies to offer **differentiated** learning opportunities	You know how to address different *learning needs and preferences to make learning easier for all learners. The next step for you would be to holistically consider learners' experiences, interests and preconceptions and to link the curricular content closely to these. The next step for you would be to holistically consider learners' 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. Consider their practical and time constraints and try to allow for these in the assignments you set them. [To level up]: **Address learners' experiences and interests / Address learners' (life) experiences and constraints**	3
I adapt my teaching to link to learners' individual learning needs, preferences and interests	Personalised learning is important, but clarity on course content and standards is equally important. Your learners should realise that and how the content relates to their experiences and responds to their *learning needs and preferences. However, they should also be enabled to perform well at standardised assessments and prescribed assignments, whether or not these are in a format and style that they appreciate. It is therefore important to counterbalance and reconcile the two aspects of personalised instruction: respecting, addressing and allowing for differences when teaching and supporting learners in individualised ways to attain a set learning objective. [To level up]: **Counterbalance individualisation with collaboration**	4
I counterbalance personalisation with collaborative learning techniques to enhance the learning process	You seek to develop both personalised learning opportunities as well as collaborative learning. [To level up] **Help learners to be independent learners**	5
I help learners to set goals and plan the activities they feel they need to improve their learning	You understand the need to help learners to self-assess their progress and being able to set goals by planning their own activities for development.	6
I use digital technologies for learners to actively participate in class or online learning		
It is **not possible** to actively involve learners in class or with online learning	Even if your classroom is not digitally equipped/campus based, most of your learners probably do have access to a digital device with internet access. Start with asking learners to search the internet for information as a homework task. Or ask them to take photos or videos exemplifying the subject of study. In class learners can then bring the information they found together, discuss it in small groups and convert it into a presentation or artefact. If you think that this kind of work is not what is expected of your learners by the curriculum, Carefully re-read the curricular requirements in your course plan and discuss with your advisors.	0

	You will find that there is more room for creativity than you thought. [To level up]: **Get started and get your learners involved**	
I do involve learners **actively** in class**, but not** with **digital** technologies	Reflect on how you can use digital tools to involve learners even more actively, in all phases of the lesson. Let them produce and show a presentation, let them experiment with the interactive whiteboard. Encourage them to investigate a topic combining internet research with taking photos or documenting their findings in the form of a video. Also reflect on how digital strategies can help you address the problems and limits you are currently facing. For example, if learners' group discussions are time-intensive and not to the point, maybe offering them a blog or wiki environment can help them focus and speed up work in class. Consider also working with the flipped classroom approach, where learners review learning material online and then come to the classroom ready to discuss what they have learned. [To level up]: **Explore digital solutions to enhance your strategies**	1
When teaching, I use motivating stimuli, e.g. videos, animations	Your next step would be to allow learners to not only enjoy, but also engage. Help them to be responsible for their own learning, acknowledging their leadership in the learning process. Let them produce and show a presentation. Encourage them to investigate a topic combining internet research with taking photos or documenting their findings in form of a video or presentation. Make sure that you are there to guide them in this work, without undermining their ownership of the process. Carefully consider for each topic at hand which digital tools and which social settings and interaction modes are most appropriate. [To level up]: **Implement [student]-led digital activities**	2
My learners **engage with digital media**, e.g. electronic worksheets, games, collaborative networks	Your next step would be further increase learners' autonomy and leadership for their own learning process. One way of doing this could be to reverse the supply chain: Instead of you setting up the task for them, ask them to create to create a task fot each other using digital media. Ask them to review each otehrs' perfomances. Encourage them to share these tasks with other learners and networks. Another option could be to let learners choose their own topic for investigation, using digital technologies to find information, create artefacts and showcase their work. [To level up]: **Empower learners**	3
My learners use digital technologies to **investigate, discuss** and **create** knowledge	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 learner autonomy and guidance; the mechanisms you implement to allow learners to follow their own rhythm while at the same time ensuring that *learners with specific needs and other struggling learners are supported and all learners are given enough food for thought. Consider how you can help all learners to develop their strengths and work on their weaknesses; how they can learn from each other and from their mistakes; and how their	4

	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**	
I help learners not only to create but also present and share the knowledge they create	Once learners know how to create knowledge collaborative you help them to be able to structure, present and share this knowledge. [To level up]: **teach learners how to use open licenses to share the knowledge they create**	5
I help learners to not only create but also present and share the knowledge they create using appropriate open licenses	Apart from helping learners to structure, present and share the knowledge they create, you introduce them to the concept of the 'commons' and teach them how to use open licenses to release their work.	6
Area 6: Facilitating Learners' Digital Competence		
[Figure p. 84] The ability to facilitate learners' digital competence is an integral part of [educators]' digital competence and at the heart of Area 6. *Please consider where you stand in view of the following long-term goals.* The answer options are organised by increasing level of engagement in fostering learners' digital competence. Please choose the option that best reflects your current practice.		
I teach learners how to assess the reliability of information		
This is **not possible** in my subject or work environment	It is true that information literacy is more relevant for some subjects than for others. However, even if your subject is, say, mathematics, you should enable your learners to search for information and learning materials online and to be able to judge good from bad and accurate from flawed information. To meaningfully address information literacy into you subject, you can, for example, embed it in a revision activity: Present learners with a website or audio-visual content taken from the internet on a topic they have just studied and ask them to identify inaccuracies, missing information or bias. [To level up]: **Use a flawed information source in a revision activity to encourage evaluation of information**	0
I remind them that not all online information is reliable	The next step for you would be to include reflection on the reliability of information retrieved online in an assignment task, for example in a revision activity: Present your learners with a website or audio-visual content taken from the internet on a topic they have just studied and ask them to identify inaccuracies, missing information or bias. Also consider collaborating with colleagues on this issue, as discernment is built through repeated education. [To level up]: **Use a flawed information source in a revision activity**	1
I teach them how to **discern** reliable and unreliable **sources**	The next step for you would be to consider how you can enable your learners to judge the quality of information found online, independent of its source. You can, for example, present your learners as part of a revision activity with a website or audio-	2

	visual content taken from the internet on a topic they have just studied and ask them to identify inaccuracies, missing information or bias. This way you can, step by step, build up their capacity to assess information and opinion, to make informed choices and to value evidence and sound arguments. Also consider collaborating with colleagues on this issue, as discernment is built through repeated education. [To level up]: **Implement activities requiring** learners **to compare the accuracy of sources**	
I **discuss** with learners **how to verify** the accuracy of information	The next step for you and your learners would be to discuss how information is generated and can be distorted. Then focus on teaching your learners 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 learners groups represent opposing schools of thought or simply contrasting opinions. If you are teaching natural sciences, technology or mathematics, you could, for example, present learners with flawed arguments, asking them to find the mistake. [To level up]: **Implement activities fostering learners logical reasoning skills**	3
I discuss with learners how information is generated and can be distorted	The next step for you and your learners would be to discuss 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 learners groups represent opposing schools of thought or simply contrasting opinions. If you are teaching natural sciences, technology or mathematics, you could, for example, present learners with flawed arguments, asking them to find the mistake. [To level up]: **Implement activities fostering learners logical reasoning skills**	4
I discuss with learners how can they adapt and produce information that is free of **misinformation, bias and manipulation**	You are able to help learners to develop logical reasoning skills by discussing how information is generated and sometimes distorted, leading to misinformation. [To level up**: Help learners identify bias**]	5
We discuss how information is generated, how it can be distorted and **identify misinformation and bias**	You help learners to identify information distortion and misinformation, at the same identifying bias. This makes learners critical of what they read and see, thus completely able to assess information.	6
I set up course tasks which require learners to use digital means to communicate and collaborate with each other or with an outside audience		
This is **not possible** in my subject or work environment	Digital communication is an important basic skill in our societies. It is the responsibility of all educational institutions, at all levels, to develop this skill in learners. To encourage learners to communicate among each other, it can help to create a community or group in an online collaborative environment and to set learners a concrete collaborative task to solve using this environment. To encourage learners to communicate with an outside audience an interview activity can serve as a starting point.	0

	Whatever the concrete task at hand, encourage learners to discover and collaboratively develop effective rules for communication and collaboration. Motivate them to document their rules and to reinforce them among themselves. Challenge their rules by integrating tasks or variations that require different collaboration strategies or norms for communication. [To level up]: **Set incentives for communication and collaboration**	
Learners are occasionally required to communicate or collaborate online	The next step would be to encourage learners more often to communicate and collaborate. A good starting point is to set up a community or group for them to use on a concrete collaborative task. This way they get accustomed to the main principles of online collaboration in a closed social setting they are accustomed to. Whatever the concrete task at hand, encourage learners to discover and collaboratively develop effective rules for communication and collaboration. Motivate them to document their rules and to reinforce them among themselves. Challenge their rules by integrating tasks or variations that require different collaboration strategies or norms for communication. [To level up]: **Set incentives for communication and collaboration**	1
I encourage learners to use digital communication and cooperation **among each other**	Your learners are confident and competent in communicating with their peers in an effective and responsible way. Now you can start slowly expanding their world. You can ask your learners to interview a person of authority or to participate in an online debate or webinar, to join a professional online community of practitioners or to contact a research centre or national authority with a question that emerged in your course. This way you encourage them to expand their communication skills beyond the circle of contacts they are comfortable with. [To level up]: **Encourage learners to communicate with an external audience**	2
I encourage learners to use digital ways to communicate and to cooperate with each other **and with an external audience**	What is important for you is to systematically set assignments that allow learners to slowly expand their skills. Empower your learners to communicate in a professional manner, to argue their point while being polite and respectful towards others and their opinions. Your learners themselves should realise, through their involvement in increasingly complex communication contexts, that oral and written communication follow different rules and that communication between friends and with people they do not know requires different communication skills. Let them share their (maybe funny) experiences. [To level up]: learners **discover rules for communication**	3
I **structure and set course tasks and** assignments that allow learners to slowly expand their skills	What is important for you is to empower your learners 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. This is nothing you should teach them directly.	4

	learners can develop their online communication skills with each other. Your learners 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. It is equally important for them to realise how communication between friends and with people they do not know follows different registers. Let them share their experiences and laugh about the little mistakes they make. Encourage them to come up with their own plans to address the mistakes they initially make. [To level up]: learners **discover rules for communication and cooperation**	
I set up course tasks and assignments that enable learners to co-create knowledge with their colleagues at the same time helping them set rules for communication and cooperation	You are able to help learners not only communicate with one another using digital tools but also to set rules for this communication. [To level up]: **Help learners co-create knowledge with an external audience**	5
I encourage learners to further develop their communication skills by involving an external audience as co-creators of knowledge	You can help learners to communicate beyond their immediate group of colleagues to tap into the knowledge of an external audience and co-create knowledge with them.	6
I set up assignments which require learners to create digital content e.g. videos, audios, photos, digital presentations, blogs, wikis...		
I do not know how to do it	It is true that in some subjects it is easier than in others to embed digital activities for learners. However, when you think about it, you will find a study unit in which learners could themselves create content, e.g. conduct an interview and film it, take photos of examples for study, write a text and post it online, design a digital artefact with a software you use... This way you motivate your learners for your subject, increase their active involvement in the learning process - and also foster their skills in creating digital content. [To level up]: **Integrate digital activities**	0
I do not implement this type of activity with my learners because they do not have enough digital skills	Your learners lack the necessary digital equipment or skills? This means that you have to be more innovative. Taking photos is an activity which all learners are capable of and which can be linked to any subject. Just try it out. Ask your learners about their opinion and the problems they faced and take them into account for your next experiment. You will see that this is not a waste of time, but that it will boost your learners' interest in your subject - and in many cases also their understanding of it. [To level up]: **Integrate digital activities**	1
Sometimes, for fun and motivation	Try to identify the contextual barriers that have so far hindered you from integrating these activities more firmly into your teaching. Is it because you don't feel you have the time to do this more often? Is it because you find it difficult to link it to the core subject knowledge your learners need to acquire? Is it because this is not usually done? Reflect about what your learners did	2

	learn when they created digital content in optional activities and what they could have learned with respect to the core subject knowledge they need to obtain, had you implemented the task in a slightly different way. These thoughts will help you understand what the specific strengths of learners' content creation are in your subject teaching and which contextual barriers you are faced with. They will also help you identify many more opportunities for engaging learners in creating digital content that is relevant for their learning and contribute to them attaining the learning objectives. [To level up]: **Integrate digital content creation activities into core learning and teaching**	
My learners create digital content as an **integral part of their study**	For you the next step would be to consider different activities and formats of digital content creation for your learners. The aim should be to enable learners 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. [To level up]: **Increase variety**	3
This is an integral part of their learning and I **structure the course tasks and assignments in order to increase** the level of difficulty to further develop their skills	For you the next step would be to enable learners to select and combine different digital formats to effectively present their knowledge and understanding. Encourage your learners to try out new methods and digital formats; to introduce effects that surprise their audience or make them laugh; to use mistakes, misunderstandings, conflicts or different opinions as an incentive for study... In sum, encourage them to look at their digital product from an artistic point of view, reflecting on how interesting, coherent, accurate and complete it is. 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. [To level up]: **Professionalize the media production together with the learners**	4
I encourage learners to create digital content at the same time to **identify openly licensed content** which can be reused	You not only create tasks and activities that require learners to create digital content but help identify content they can reuse because it is openly licensed. [To level up: **Teach learners how to open license their own content for sharing**]	5
I encourage learners to create digital content, **identify openly licensed content which can be reused and apply licenses** to share their own content	You encourage learners to create, adapt and reuse content at the same time making sharing it to a wider audience with an open license.	6
I teach learners how to use digital technology safely and responsibly		

This is **not possible** in my subject or work environment	Even if you do not foresee any learning activities that require learners to use the internet, learners often use online information and communication strategies to complement their learning. They need to understand their digital footprint, how to protect their digital identity and how to avoid disclosing personal information. To ensure that learners are aware of existing data protection rules, it can be useful to summarize rules in form of a course guide. [To level up]: **Discuss online communication rules with learners**	0
I **inform** them that they have to be careful with relaying personal information online	It is important that learners are aware of the pitfalls of online communication, such as spamming, phishing, stalking and know how to manage their digital footprint and protect their digital data. However, you should also consider the social and cultural norms for communication. Discuss with learners the practical application of these rules in the collaborative environments they use and to the online activities they engage in. Consider with them concrete communication situations and how the rules agreed on need to be refined or modified to fit their communication. Discuss together with them which partially personal data they make available through the programmes and apps they use and to whom. Let them also 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. [To level up]: **Set a digital activity suitable for discussing rules for online behaviour**	1
I **explain** the basic rules for safely and responsibly acting in online environments	Discuss together with learners 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. [To level up]: **Set a digital activity suitable for discussing rules of conduct**	2
We **discuss** and agree on rules of conduct	You are aware of the importance of learners' ownership of the rules employed in their online communication, with each other and the outside world. The next step for you would be to discuss with learners 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. [To level up]: **Fostering learners' autonomy**	3

I **facilitate** learners' use of social rules in the different digital environments we use BDT: 'facilitate' is level 6	What you need to do now is to enhance learners' ownership of the rules they obey - and their right to adapt and modify these as they see fit. 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 information they make available through the programmes and apps they use and to whom. Make sure that your learners are aware of existing data protection rules and know how to apply them to their own learning environments. 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. [To level up]: **Fostering learners' autonomy**	4
I help learners to **spot and assess misconduct in digital environments** so that they can be critical of the online environments	Besides helping learner be critical of their own practices, you help them to analyse the practices of others to identify misconduct or offensive behaviour. [To level up: **Teach learners how to report misconduct or offensive behaviour online**]	5
I teach learners how to **spot and assess misconduct online and routes for reporting** it should they feel personally offended or attacked.	You teach your learners how to confidently behave online and to spot and identify misconduct as well as how to report it should they feel personally offended.	6
I encourage learners to use digital technologies creatively to solve concrete problems e.g. to overcome obstacles or challenges emerging in the learning process		
This is **not possible** with my learners, in my work environment	It is important to enable learners to formulate their problems in planning their learning, communicating their ideas or understanding course content; to identify the concrete barriers encountered; and to encourage them to think themselves about ways of overcoming them. For you as an [educator] this means that you must be open to the different ways in which learners overcome obstacles. And it means that you must try to encourage this way of coming up with solutions that to you may seem inefficient, arbitrary, scientifically dubious or in other respects unorthodox. You can and should, encourage learners to work on the flaws of their appropriation strategies, while appreciating that they took the first step to overcome an important obstacle to their learning. [To level up]: **Encourage learners to creatively overcome communication challenges**	0
I create opportunities to foster learners' digital problem solving	**Problem-solving is a transversal and universally required 21st century skill. Authentic problem solving occurs when learners** encounter a real challenge in their learning or in their lives. For learners, challenges like these occur all the time. It is just a question of anticipating them and providing the necessary resources for learners to be able to creatively design an individual solution. Digital technologies can, in many cases, help learners design a solution that they can experience as innovative. The next step for you would be to better anticipate potential challenges and even actively trigger challenging learning situations. Watch out for situations where learners voice that	1

	there is something impossible to be known or asserted or something 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 learners, by a small group of learners or by individual learners. 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 than you thought. [To level up]: **Trigger challenges and provide resources**	
I do it whenever an **opportunity arises**	You know how important it is to encourage learners to overcome challenges and you also know that digital technologies can, in many cases, help learners design a solution that they can experience as innovative. The next step for you would be to actively trigger such situations. Think about how you can embed a challenge into your subject teaching. Watch out for situations where learners voice that there is something impossible to be known or asserted or something 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 learners, by a small group of learners or by individual learners. 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 and will slowly understand in which situations you can offer this approach to which [student] groups. This way you can ensure that all learners are offered opportunities for developing their digital problem solving skills in your subject. [To level up]: **Trigger challenges and provide resources**	2
I **create opportunities** for them to experiment with technological solutions to problems	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 learners benefit. For each unit or module of study, identify aspects where you expect learners 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 learners or by a small group of learners or by individual learners. 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 learners to work on what they can experience as a challenge. This way you can ensure that all learners are offered opportunities for developing their digital problem solving skills in your subject.	3

	[To level up]: **Integrate digital problem-solving opportunities**	
I integrate opportunities for creative digital problem solving	You know how important it is to encourage them to overcome challenges and you also know that digital technologies can, in many cases, help learners design a solution that they can experience as innovative. The next step for you would be to ensure that all learners benefit. Critically reflect on your current strategies: Are you also ensuring that all learners have opportunities for developing their digital problem-solving skills? Think about the kinds of digital problem-solving activities that you usually implement and consider how you can adapt or re-focus them to account for different abilities and interests. Think about the help and guidance you can offer to learners without jeopardizing their ownership of the design of a solution to the problem. This is the tricky part of the whole process: Empowering learners, all learners, to experience themselves as being capable of achieving the unthinkable. [To level up]: **Ensure that all learners benefit**	4
I make sure to **create inclusive opportunities for digital problem solving**, so all learners can benefit	I encourage learners with all levels of digital skills to practice digital problem solving and increasingly improve and benefit from these practices. [To level up]: **Let learners spot opportunities to use their digital problem-solving skills**	5
Apart from creating opportunities for learners to use their digital problem-solving skills, I let them spot these opportunities arising themselves.	You know the importance of helping leaners being independent and self-critical, therefore you also let them spot opportunities to use their digital problem-solving skills.	6
Area 7: Open Education (based on the OpenEdu framework): Finding and using open licenses in digital resources		
The understanding of open licenses is fundamental to be able to find, adapt and create educational materials (written materials, videos, photos, designs etc.) which can be used, reused and shared online without the infringement of copyright. Being able to identify such licenses and create open educational resources (OER) is an integral part of educators' digital competence. It is also a way to become an *open educator*, as per the guidelines of the **Content Dimension** of the OpenEdu Framework (JRC, 2016, 2019). This area links transversally with the following areas of the DigCompEdu Framework: Area 1 (professional engagement), area 2 (digital resources), area 3 (teaching and learning), area 5 (empowering learners). *Please consider where you stand in view of the following practices:* Please choose the option that best reflects your current practice.		
I do not know what an open educational resource is	You may have heard of open educational resources (OER)but are not sure of what it means. You may think that all resources available online are fine to be used and shared as long as they are free of charge. Be aware that an educational resource without	0

	an open license is not an open educational resource, even if the resource is available online and is free of charge. **[To level up]**: Get up-to-date with the definition of an open educational resource by checking the 'content dimension' of the OpenEdu Framework and Practical Guidelines on Open Education for Academics (JRC 2016, 2019).	
I can identify the license of an educational resource.	Educational resources are open when they have an open license or are in the public domain. You know what an open license is and look for it in the educational resources you find available online in order to check how they can be reused. You know that different types of licenses grant different permissions to users. **[To level up]:** Apply open licenses in the resources you create or adapt.	1
I openly license the educational materials I produce	If you are producing educational resources that you want to release as an OER, you will need to choose an open license for it. There are many different types of open licenses. There are many different types of open licenses and you can choose the ones that best correspond to the permissions you want to grant to users. Make sure that the open license is visible in your educational resource. **[To level up]: Learn how to reference OER.**	2
I appropriately reference the OER I use (whether I change them or not)	Knowing how to properly reference OER is essential, particularly if you have adapted, translated or remixed it. The main ethical characteristic of the OER movement is that *the original author will always be referenced as such*. When making and adaptation or revision of an OER, always cite the original author(s) and the full reference source; then cite the revision author(s) and the remaining publication information. The same applies to revisions of revisions, thus generating a 'cascade' of authorship information leading back to the original authors. **[To level up]:** Learn how to tag OER.	3
I tag OER properly to increase their findability and searchability	Tags are keywords that help identify your OER. They indicate the information that your content contains. Appropriate tagging will make your content more relevant and will increase the potential for its use, since it will be easier to find. **[To level up]**: Learn how to share OER in different repositories, websites and collaborative platforms	4
I share the OER I create and adapt with others	Sharing OER with others is an essential practice of the OER movement. You know the best places to share your OER online, be it a website, a repository and/or a collaborative platform. **[To level up]**: Support your institution in the implementation of OER practices.	5

I support my institution in the implementation of OER as an open education practice.	You not only embrace OER in your own practice but also contribute towards an institutional policy that is OER-compliant. You help your colleagues to understand OER principles and practices.	6
Area 7: Open Education (based on the OpenEdu framework): Access		
Opening up access to education is about removing or lowering economic, technological, geographical and institutional barriers that may obstruct the doorway to knowledge. It has to do with creating the enabling conditions for anyone to study and learn, formally or non-formally. This area links transversally with the following areas of the DigCompEdu Framework: Area 1 (professional engagement), area 2 (digital resources), area 3 (teaching and learning), area 5 (empowering learners), area 6: (facilitating learners' digital competence) *Please consider where you stand in view of the following practices:* Please choose the option that best reflects your current practice.		
I do not consider uptaking open educational practices in my teaching	Whether it is because you lack digital skills to create, reuse and release educational materials as OER or because you have insecurities with regards to reaching out to a diverse audience beyond the institutional walls, you should know that you are not alone and these are challenging practices to most academics. However, once you start breaking through these barriers you will see that the rewards are worthwhile. Consider how your institution could back you up and ask for support of colleagues who are already in this path. **[To level up]**: Get up-to-date with the ways you can open up access to your own teaching and research by checking the 'access dimension' of the Practical Guidelines on Open Education for Academics (JRC 2019).	0
I understand the benefits of releasing content as OER and courses as free and open online courses, but my digital skills are too basic to do so.	You already understand the openness concept in higher education and understand its benefits but feels you lack the skills and the support needed to become an open academic. In case you cannot find support within your own institution via your colleagues or institutional programmes, consider reaching out to the external world and joining open communities of practice that will help you level up. **[To level up]:** Seek support within your institution and reach out to external communities of practice.	1
I use OER in my classes and refer my learners to MOOCs and open online courses because I know the value they can add to my teaching and to the learners themselves.	Although you do not produce OER, free and open online courses or massive open online courses (MOOCs), you understand their benefit and incorporate the use of such resources into your own teaching methodologies. You see the value in empowering learners to look for quality content outside their own institution so that they become independent learners and benefit from different perspectives and learning communities. **[To level up]: Learn about open formats and open source software.**	2

I make available **different learning pathways** in the OER I produce and release in order to allow for the personalisation of education for learners.	You not only release the content you produce as OER but also design your content with different possible learning pathways in mind, where the learners can have choices on how to build their learning programme. You understand that there are (open) learners out there who will benefit greatly from this. **[To level up]: Support your own institution in opening up access**	5
I take into account different **open formats (e.g. LibreOffice) and open source software** in order to produce the educational materials I release as OER.	You know the importance of not only using open licenses but also releasing content in open formats that can be accessed by anyone who have internet access and is digitally literate, without being locked by commercial vendors. I also understand the benefits of choosing open source software. **[To level up]**: **Learn about accessibility measures for your content.**	3
I take into account **access and accessibility** in all the digital materials that I produce, apart from using open formats and open source software.	You are already doing your best to release your content as OER to increase access to it, at the same time thinking of those learners that need some further help such as the ones who have specific learning needs or disabilities and require the content to be accessible. For example, in order to assist this cohort of open learners, you voice-record your texts and seek to make accessible websites for the visually impaired. **[To level up]:** Learn about learning pathways.	4
I am an open educator and **support my institution** in opening up access to content (OER) and courses to all learners.	You can encourage your institution to become more open by 1. advocating adequate infrastructure for lecturers who aim to offer OER, MOOCS and free and open online courses: 2. Making sure you create and promote varied content and courses, such as in less-used languages and for different user groups: 3. creating syllabi to your courses that can be completed in a modular way, therefore enabling more flexibility and (open micro-credentials), 4. aligning the syllabi of your courses with the ones of other institutions offering similar courses in order to enable different learning pathways for open learners and the possibility for virtual mobility.	6
Area 7 : Open Education (based on the OpenEdu framework): Research: open science, open access and open data		
Openness in research is about removing barriers to accessing data and research outputs, and also about widening participation in research processes, thus embracing the open science approach. Open science is an approach to scientific processes based on cooperation and new ways of disseminating knowledge by using digital technologies and collaborative tools. It includes open access, open research processes and open science policies and tools. To know more about it refer to the 'research dimension' of the OpenEdu framework as described in the publication 'Practical Guidelines on Open Education for Academics'(JRC, 2019).		

This area links transversally with the following areas of the DigCompEdu Framework: Area 1 (professional engagement), area 2 (digital resources), area 5 (empowering learners), *Please consider where you stand in view of the following practices:* Please choose the option that best reflects your current practice.		
I am not familiar with the concept of open science.	You may have heard of open science practices but did not get familiar with what they are. You do not know how it could apply to the research you produce. **[To level up]**: Get up-to-date with the ways you can open up access to your own teaching and research by checking the 'research dimension' of the Practical Guidelines on Open Education for Academics (JRC 2019).	0
I understand basic concepts of open science and increasingly use open access journals to gather evidence for my research.	You understand the benefit of open sciences approaches to all and although have not yet published in an open access journal you started using them to gather evidence to your own research. **[To level up]:** Start publishing in open access journals.	1
I publish my research in open access journals, whenever the journal choice depends on me.	You look for journals that give you the possibility to publish your research with open access because you understand the benefit of unlocking the knowledge you produce to all, beyond the academic community. **[To level up]: Consider making your research data available as open data**	2
I make my research data available as open data	You explore whether the data you collect and handle can be made publicly available as open data. In order to do so you check ethical guidelines, GDPR and other regulatory frameworks for data protection and sensitivity awareness. If and when there is clearance, you find the best mechanisms to make the data publicly available at the same time applying a strategy to disseminate it to communities that may be interested. **[To level up]: Participate in open science communities.**	3
I consider myself an open scientist and am involved with open science communities.	You have already fully embraced open science principles in your research and actively participate in open science communities. **[To level up]**: Support open science approaches within your own institution.	4
I support my institution in the design of and compliance with policies that promote and/or reward academics who embrace open research practices.	You act as an ambassador for open research practices in your institution. Leading by example, you provide guidance to colleagues and bring your experience to the attention of institutional decision makers. You aim to help them provide appropriate support for open research practices. **[To level up]: Aim for principles of open research and open collaboration in all your research projects.**	5

I aim for principles of open research and collaboration to be applied in all research projects I am involved with, whenever appropriate and feasible.	You seek to engage your institution and colleagues in open research methods and collaboration in open data and citizens' science. You keep track of the best technologies and communities for sharing research data and outputs, both during the research period and after the project's publication and finalisation, aiming to promote quality open science.	6

Finally...

...some questions about you

To improve this questionnaire, we would like to ask you some questions about yourself. These questions are only used by scientists to better understand for which group of users this questionnaire makes sense - and for which perhaps not.

For any questions or uncertainties, please consult the EUSurvey privacy policy (https://ec.europa.eu/eusurvey/home/privacystatement).

Are you...

○ Male; ○ Female; ○ Prefer not to say

What is your age?

○ Under 25; ○ 25-29; ○ 30-39; ○ 40-49; ○ 50-59; ○ 60 or more; ○ Prefer not to say

Which of these subjects do you regularly teach?
[Native language]
Foreign languages
Mathematics
Physics
Chemistry
Biology
Geography / Geology
Computer science
History
Social science
Political science
Economics
Visual arts / Design
Music
Drama
Physical education
Religious studies
Philosophy / Ethics
Other (please specify)
I do not teach
I prefer not to say

In which of the following areas do you teach?
[list to be revised; drop-downs to be defined]
Arts
Economics
Engineering
Health sciences
Humanities
Law
Language/Literature

Mathematics/computer science
Natural sciences
Other (please specify)
I do not teach
I prefer not to say

Including this school/academic year, for how many years have you been teaching?
(1-5; 6-10; 11-15; 16-20; more than 20)

For what percentage of teaching time have you used digital technologies in [class] in the past 3 months? *[drop-down menu with the answer options]*
0-10; 11-25%; 26-50%; 51-75%; 76-100%; Prefer not to say

How long have you been using digital technologies in teaching?

I have not yet used digital technologies in teaching
Less than 1 year
1-3 years
4-5 years
6-9 years
10-14 years
15-19 years
20 years or more
Prefer not to say

Which digital tools have you or your learners already used for teaching and learning?

Presentations
Watching videos / listening to audios
Creating videos / audios
Online learning environments
Digital quizzes or polls
Interactive apps or games
Digital posters, mindmaps, planning tools
Blogs or wikis
Other
I have not yet used any digital tools in class
Prefer not to say

How old are the learners you teach? (multiple answers: under 18; 18-25; 26-30; 31-45; older than 45)

What is the main profile of your learners?
- undergraduate learners with no previous professional career
- graduate learners with no previous professional career
- adult learners full-time
- adult learners part-time
- prefer not to say or do not know

What percentage of the courses you teach are online/distance courses
0-10; 11-25%; 26-50%; 51-75%; 76-100%;
(If 76-100%: Work environment 1; If < 26% Work environment 2; If 26-75% Work environment 3)

How would you describe yourself and your private use of digital technologies? (Strongly disagree – strongly agree)

- I find it easy to work with computers and other technical equipment
- I use the Internet extensively and competently
- I am open and curious about new apps, programs, resources
- I am a member of various social networks

How well does your work environment meet the following criteria? (Strongly disagree – strongly agree)

- The institution promotes the integration of digital technologies in teaching.
- The institution invests in updating and improving the technical infrastructure.
- The institution provides the necessary technical support.
- learners have access to digital devices
- The internet connection of the [educational organisation] is reliable and fast.
- The [educational organisation] supports the development of my digital competence, e.g. through continuous professional development activities.

(in addition if at least 25% of classes are face to face)

- Interactive whiteboards, projectors or similar presentation media are available in the rooms in which I teach.
- Many of my colleagues use digital media in their courses. How well does your work environment meet the following criteria?

Additional question during piloting:

How do you now, after responding to the questionnaire, assess your digital competence as [educator]?
Assign a level of competence from A1 to C2, where A1 is the lowest and C2 the highest level.

I am probably a(n)
A1: Newcomer
A2: Explorer
B1: Integrator
B2: Expert
C1: Leader
C2: Pioneer

Feedback questionnaire

Thank you for participating in DigCompEdu CheckIn!

We would like to improve the self-assessment tool and appreciate your feedback.

- To what extent do the following statements reflect your experience with the DigCompEdu CheckIn Tool? (Strongly disagree – strongly agree)

- The questions were relevant
- The answer options were relevant
- There were too many questions
- I feel fairly assessed
- I am disappointed with my result
- I would recommend the CheckIn tool

2. To what extent do the following statements apply to the feedback report?
   - I read the complete feedback report
   - The feedback was helpful
   - The feedback was too detailed
   - I feel encouraged by the feedback to use digital media in teaching
   - The feedback provided me with suggestions and ideas

3. What will you do in terms of the further development of your digital competence in the future?
   - Nothing at all
   - Do some research online
   - Join an online professional community
   - Attend training courses
   - Participate in online courses (e.g., webinars, MOOCs)

• Exchange with my colleagues
4. Further comments and suggestions: _____
Thank you for your feedback!