

SELFIE GUIDE



FOR SELFIE SCHOOL COORDINATORS

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This guide explains how the SELFIE tool can be set up and used in your school. It is organised into two parts:

- **Guide Part 1 – SET UP AND RUN SELFIE** – How to set up and manage SELFIE in your school.
- **Guide Part 2 – MAKING THE MOST OF THE SELFIE SCHOOL REPORT** – How to access and apply the SELFIE results.

Other resources are available from our [Resources](#) section to support schools in the self-reflection process as a whole.

About SELFIE

SELFIE is a free online self-reflection tool for schools developed by the European Commission, with a panel of European education experts, to support schools in their use of digital technologies for teaching and learning.

It uses questionnaires to collect the views of school leaders, teachers and students on an anonymous and voluntary basis, and compiles the results in an interactive report that can identify strengths and weaknesses. SELFIE can be taken every year to enable a school to monitor its progress over time and can be taken up to three times within an academic year.

For the purposes of SELFIE, there are three different questionnaires, one for each of the four user groups: school leaders, teachers and students.¹

SELFIE does not measure or compare users' knowledge or skills, nor does it assess or benchmark schools in any way.

Most questions are answered using a 5-point scale, where 1 represents the lowest rating and 5 the highest. There are several different scales used in SELFIE depending on the wording of the question. There are also a small number of questions that users are asked to reply to in their own words.

¹ For the upper secondary vocational level, the in-company trainers represent a fourth user group with their own specific questionnaire. You can find more information about how to use SELFIE in a work-based learning context in the additional *SELFIE WBL school coordinator and company coordinator guide*.

PART 1 – SET UP AND RUN SELFIE

REGISTRATION IN SELFIE AND ACCOUNT MANAGEMENT

If you would like to use SELFIE in your school, the first step is to assign a person or two to coordinate the exercise (the 'SELFIE school coordinator(s)'). To create an account in SELFIE, the SELFIE school coordinator should register the school with an official school email account that will serve as an internal communication channel from the tool to the school. This will be the SELFIE school account and it belongs to the school. For **logging into** that account, the SELFIE school coordinator will need an **EU Login account with two-factor authentication**. EU Login is the European Commission Central Authentication Service that allows a Single Sign-On for users of different online applications and services. The coordinator's personal EU Login account will then be associated to the SELFIE school account and serves only for authentication. Any changes regarding the account management can be easily made within the SELFIE school account (see next section LOG INTO SELFIE).

To start the registration process, just click on the yellow "Sign up" button at: <https://schools-go-digital.jrc.ec.europa.eu/> (Figure 1).

Important

If your school already has a SELFIE account but you have not associated it to an EU Login account, click on the button below to start the process of migration without losing your school data.

[Associate your SELFIE account to EU Login](#)

Is your school making the most of digital technologies for learning?

SELFIE is a free, customisable tool to help schools reflect on how they use digital technologies to support learning. SELFIE enables schools to get a picture of where they stand and to develop an action plan in order to enhance their digital capacity. To access the tool, you will need an EU Login account. Find more about SELFIE at [SELFIE portal](#).

[Sign in using EU Login](#) [Sign up >](#)

[If you are a company click here >](#)

42,670 SCHOOLS	6,746,373 USERS
88 COUNTRIES	41 LANGUAGES

Figure 1: Sign up


Then proceed to **register** your school on the next page, providing an email address (Figure 2). We strongly recommend using a non-personal, official school email address as the SELFIE account belongs to the school. All communication such as emails, reports, and notifications will be sent to this email address. Once registered, you will also have the option to provide an additional email address (see next section LOG INTO SELFIE).

Register your school

A teacher, school leader or another staff member must register your school. Individual students or teachers should not sign up as they cannot use SELFIE in an individual capacity. To register you need a corporate school account to which the validation link will be sent.

Official email address*

Antispam|||Refresh



Select the number ~~15~~ or ~~17~~ by moving the slider.

You've selected: **0**

↔

I agree with the SELFIE privacy policy, data protection and data use [↗](#)

Cancel Sign up

Figure 2: Registration

After signing up, an email will be sent to the school's official email address, requesting to complete the registration. For that, the SELFIE school coordinator will just have to click the link provided in the email and authenticate himself or herself through the personal EU Login account (Figure 3). If the school coordinator does not yet have an EU Login account, he or she will be asked to create one (Figure 4). You can find information on how to create an EU Login account and how to add a second factor for authentication at:

https://webgate.ec.europa.eu/cas/manuals/EU_Login_Tutorial.pdf

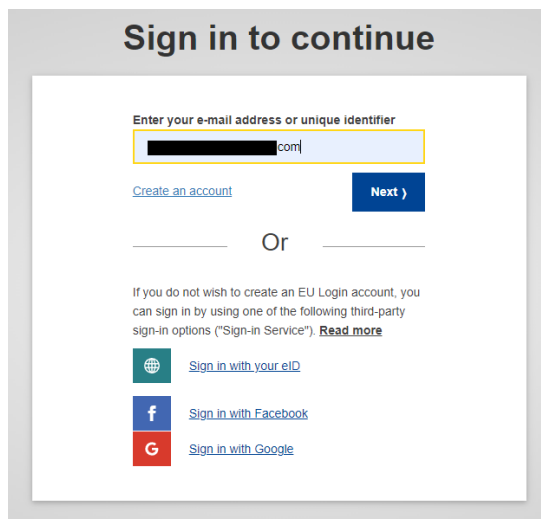


Figure 3: EU Login authentication

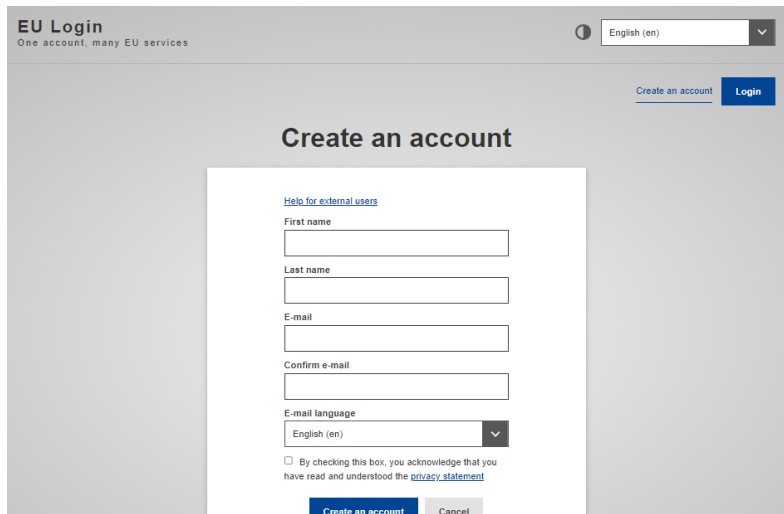


Figure 4: EU Login account creation

LOG INTO SELFIE

Once registered, as the SELFIE school coordinator, you will be able to log into SELFIE by going to <https://education.ec.europa.eu/selfie> or <https://schools-go-digital.jrc.ec.europa.eu> and using your personal EU Login. When you click on the “Sign in using EU Login” button (Figure 5), the tool will ask you to use your **EU Login account** (Figure 6).

Please note that EU Login uses two-factor authentication.

Important

If your school already has a SELFIE account but you have not associated it to an EU Login account, click on the button below to start the process of migration without losing your school data.

Associate your SELFIE account to EU Login

Is your school making the most of digital technologies for learning?

SELFIE is a free, customisable tool to help schools reflect on how they use digital technologies to support learning. SELFIE enables schools to get a picture of where they stand and to develop an action plan in order to enhance their digital capacity. To access the tool, you will need an EU Login account. Find more about SELFIE at [SELFIE portal](#).

Sign in using EU Login **Sign up >**

If you are a company click here >

42,638 SCHOOLS	6,740,161 USERS
88 COUNTRIES	41 LANGUAGES

Figure 5: Sign in using EU Login button

EU Login
One account, many EU services

English (en)

WARNING | 15-11-2024
EU Login will phase out SMS as an authentication option. Please make sure you have configured at least one of the other supported methods to avoid any disruptions. More details in the 'Help' link at the bottom of the page.

schools-go-digital.jrc.ec.europa.eu requires you to authenticate

Sign in to continue

Welcome back
[redacted].com
(External)
[Sign in with a different e-mail address?](#)

Password
[input field]
[Lost your password?](#)

Choose your verification method

EU Login Mobile App PIN Code
Use your registered EU Login Mobile app to verify your identity.

Sign in

Figure 6: EU Login account

After logging into your EU Login account, you will be taken to the SELFIE school account. Tabs at the top of the screen allow you to navigate between different sections: **About SELFIE**, **Upcoming sessions**, **Set-up**, **Results**, **Certification**, **Resources**, **Data protection**, and **School profile** (Figure 7).

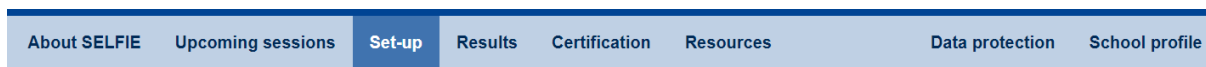


Figure 7: Navigation tabs

In the **School profile** section, you will need to provide some information about your school. You will also have the option to add an additional communication/school email. Just as with the official school email address, all communication such as emails, reports, and notifications will be sent to this additional email address.

At the bottom of the **School profile** section, you can manage the EU Login accounts associated to the SELFIE school account. If needed, you can also associate a secondary EU Login account to the school's SELFIE account or, in general, undertake any changes regarding the associated EU Login accounts. This allows you to react to personnel changes, for example, if the SELFIE school coordinator(s) change schools, and to guarantee, at the same time, the continuity of the SELFIE school account without losing any data.

Whenever requesting any change regarding the associated EU Login account(s), an email will be sent to the provided email addresses, i.e. the school's official email address and, if applicable, to the additional email address. **If necessary, please forward this email with the link for the association to the personal EU Login account to the person who will take over the role of the primary or secondary SELFIE school coordinator.**

- ❖ *Please check your school profile at least once per year and make updates if needed (right side of the main SELFIE menu).*

MIGRATION OF AN EXISTING SELFIE ACCOUNT

If your school is already registered and you used to log into your SELFIE school account with the official school email and a password, you need to migrate your SELFIE school account and associate it to an EU Login account. From now on, to log into your SELFIE school account, you will need an **EU Login account with two-factor authentication**. EU Login is the European Commission Central Authentication Service that allows a Single Sign-On for users of different online applications and services. The official school email will still serve as an internal communication channel from the tool to the school. Your personal EU Login account will only serve for authentication when logging into SELFIE. Any changes regarding account management can be easily made within the SELFIE school account (see previous section LOG INTO SELFIE).

When you click on “**Associate your SELFIE account to EU Login**” (Figure 8), you will be asked to enter your usual login credentials for the school’s SELFIE account (Figure 9).

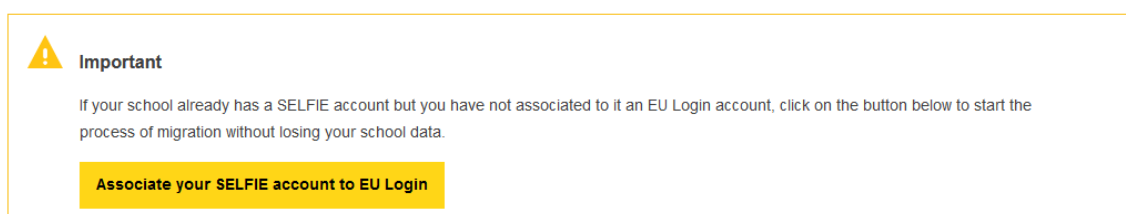


Figure 8: Association button

Associate your SELFIE account to EU Login

If you want to sign in to SELFIE, you must do it using the EU Login accounts associated to your school's SELFIE account. If there are no EU Login accounts set up for your school's SELFIE account yet, complete this form and your school will receive an email with further instructions to complete the association.

Use the school's previous SELFIE credentials.

Email

Password

Please fill in this field.

Antispam | **Audio version** | Refresh



Use the slider to select the lower number: **11** of ~~sixteen~~.

You've selected: **0**

[Forgot password?](#)

[Associate](#)

Figure 9: Login SELFIE credentials

After clicking on “**Associate**”, an email will be sent to your school’s registered email addresses, requesting to complete the association process. For that, you will just have to click the link provided in the email and authenticate yourself through your EU Login account (Figure 10). If you do not yet have an EU Login account, you will be asked to create one. You can find information on how to create an EU Login account and how to add a second factor for authentication at:

https://webgate.ec.europa.eu/cas/manuals/EU_Login_Tutorial.pdf

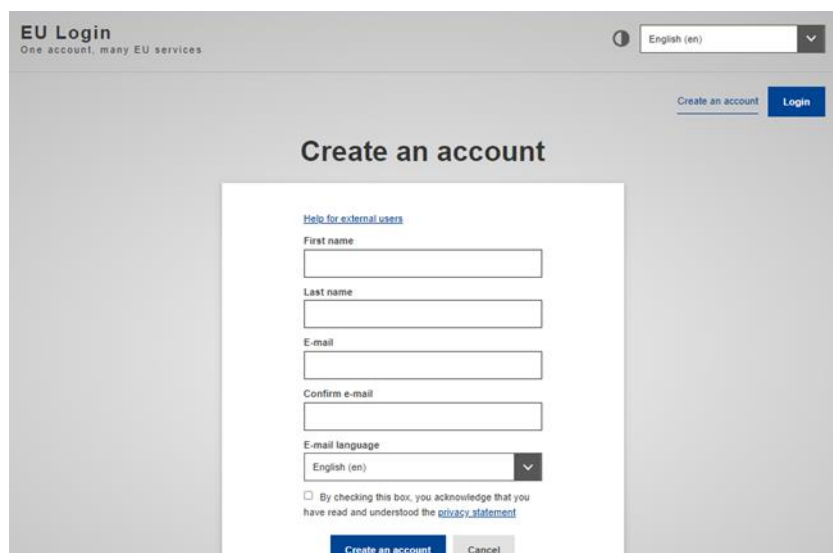
The image shows a screenshot of the EU Login 'Create an account' page. At the top left, it says 'EU Login' with the tagline 'One account, many EU services'. On the top right, there is a language selector set to 'English (en)'. Below this, there are links for 'Create an account' and 'Login'. The main heading is 'Create an account'. Below the heading, there is a link for 'Help for external users'. The form contains several input fields: 'First name', 'Last name', 'E-mail', and 'Confirm e-mail'. There is also a dropdown menu for 'E-mail language' set to 'English (en)'. At the bottom of the form, there is a checkbox with the text 'By checking this box, you acknowledge that you have read and understood the [privacy statement](#)'. At the very bottom, there are two buttons: 'Create an account' and 'Cancel'.

Figure 10: EU Login account creation

After logging into your EU Login account, you will be taken directly to the SELFIE school account.

Once your SELFIE school account is associated to your EU Login, you can log into SELFIE by clicking on “**Sign in using EU Login**”. In the previous section, LOG INTO SELFIE, you can find further information on the management of the associated EU Login account(s).

SET-UP OF A SELFIE EXERCISE

Before setting up a SELFIE exercise, you need to consult the [Upcoming sessions](#) section on the main menu.

Schools can take SELFIE:

- Up to three times a year in predefined SELFIE sessions.
- Once per educational level in each session.
- Larger schools with more than one educational level can conduct a SELFIE exercise with each of these educational levels.

SELFIE sessions within a school year:

Session 1: August – December

Session 2: January – April

Session 3: April – July

*It is possible to set up an exercise **ONLY** for the current SELFIE session and it is not possible to set up an exercise in advance.*

You cannot set up an exercise while a SELFIE session is not running (e.g. between two sessions).

At the end of each session, the specific set-up that you may have started in your account will disappear and cannot be reused. Only the results remain available.

The [Set-up](#) (Figure 11) tab takes you to [Your self-reflections](#), which contains the four steps to set up SELFIE for your school.

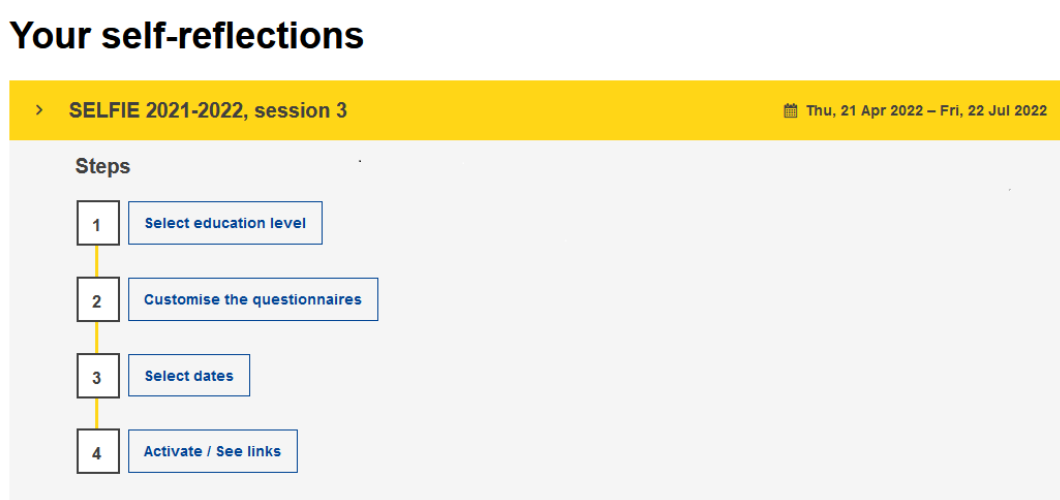


Figure 11: Set-up

NOTE: Steps 1-3 can be saved and edited at any point until you activate the links to send to teachers, school leaders and students. **After the links have been activated, no further changes to the set-up are possible.** The set-up is only valid for the current session. If you

run SELFIE again in your school (e.g. in one year's time) you will need to complete the set-up again, including the customised questions. The same login and account for your school can, of course, be used to compare results between sessions.

SELECT EDUCATION LEVEL

Choose one education level of the five options to survey:

1. Primary level	ISCED 1 ² , PE	Basic education, first stage
2. Lower secondary level	ISCED 2, LSGE	Basic education, second stage, general and vocational
3. Upper secondary general level	ISCED 3, USGE	Intermediate education, general
4. Upper secondary vocational level	ISCED 3 USVET ³	Intermediate education, vocational
5. Post-secondary non-tertiary level	ISCED 4, PSNTE	Intermediate education, post-secondary

The options are exclusive. You cannot merge two or more education levels in one exercise (i.e. you cannot take an exercise with Primary and Lower secondary level selected).

If you wish to have a separate results report for each level in your school, you need to set up a different exercise for each education level within your school.

If you decide to run one exercise for more than one level, for example for a small school, always select the lowest level. The younger students would have difficulties answering the questions for another level.

We recommend running separate exercises where possible.

You will need now to include the number of school leaders, teachers and students taking part in the survey.

The teachers and school leaders who are involved in two education levels must answer the questionnaires of the two different SELFIE exercises. They should focus their answers on the specific context of the level they are answering.

² ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields. You can find mapping for member states in [this link](#).

³ You can find more information about setting up a SELFIE exercise for this educational level in the *SELFIE WBL School Coordinator and Company Coordinator Guide*.

School leaders:	School head/principal or deputy head/principal, but it can also include those in senior management or leadership roles. School heads and deputy heads should be considered as school leaders even if they also have teaching duties.
Teachers:	All qualified teachers and other professional staff involved in teaching students.
Teachers – who will be invited:	All teachers who have worked at the school for at least one full school year or are familiar enough with the school’s processes to answer the questions.
Eligible students:	Pupils enrolled in the school during the current school year. For ISCED 1 (primary level), only students over the age of 9 are considered eligible. Younger students may not fully understand the wording of the questions.

You can find guidance on how many staff and students should take part in SELFIE in the section **WHAT ARE THE MINIMUM PARTICIPATION RATES?**

CUSTOMISE THE QUESTIONNAIRE

The SELFIE questionnaire is organised in eight thematic areas: **Leadership, Collaboration and Networking, Infrastructure and Equipment, Continuing Professional Development, Pedagogy: Supports and Resources, Pedagogy: Implementation in the classroom, Assessment Practices, Student Digital Competence.**

Before selecting or creating questions, it is advisable to download and carefully read through the **complete list of core and optional questions** of SELFIE for school leaders, teachers and students as well as the **questions for Blended Learning**, which can support you in creating your school-specific questions. The files are available in the **Customise the questionnaires** section of the tool and in the **Resources** section.

You will need to choose the language in which you want to download the statements list from the drop-down menu.

There are three types of questions in SELFIE:

- **Core statements:** common questions to all schools that cannot be modified. They form the basis of the SELFIE questionnaire. You can only view the core statements using the button at the right (Figure 12).

Core statements

The statements shown in this section are common to all schools and cannot be changed

[View core statements](#)

Figure 12: Core statements

- **Optional statements:** List of predefined questions that schools can decide to include them or not in their SELFIE exercise. By selecting **Manage optional statements** (Figure 13), schools can add as many available optional questions as they wish by clicking on the checkbox at the top of each question (Figure 14).

Optional statements

In this section you can select from a list of optional statements to include in SELFIE for your school.

[Manage optional statements](#)

Figure 13: Manage optional statements

Figure 14: Select optional statements

Once you have selected all questions for your school, click on the “**Save selected questions**” button (at the bottom of the page) (Figure 15). Then click on “**Back**” to continue customising the questionnaire.



Figure 15: Save selected questions

- **Your own statements:** You can choose to create up to ten questions of your own (Figure 16) and select which type of respondent should be asked these questions. You can create questions for the three respondent types, or for two or even one type of respondent.

Your own statements

In this section you can create up to ten questions for your school. These can be edited until SELFIE is launched in your school.

[Manage your own statements](#)

Figure 16: Select your own statements

The questions must be formulated in accordance with the type of respondent to whom they are addressed. You will also need to create an accompanying help text for each user group. The help text should be a statement of highly effective practice, i.e. it should provide a description of the circumstances under which the question or statement would attract a 5-point rating (Figure 17).

Education level Primary level		Your start and end dates —
-----------------------------------------	--	--------------------------------------

<p>School Leader</p> <p>Statement</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> In our school students learn how to use digital technologies to ask for help when they have difficulties with their learning </div> <p><small>The text of the question</small></p> <p>Help</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> Choose 5 only if in your opinion students learn how to use digital technologies (email, chat posts, comments) to ask for help with their learning: e.g. </div> <p><small>An additional sentence that provides further details or context to understand the question (optional field)</small></p>	<p>Teacher</p> <p>Statement</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> In our school students learn how to use digital technologies to ask for help when they have difficulties with their learning </div> <p><small>The text of the question</small></p> <p>Help</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> Choose 5 only if in your opinion students learn how to use digital technologies (email, chat posts, comments) to ask for help with their learning: e.g. </div> <p><small>An additional sentence that provides further details or context to understand the question (optional field)</small></p>	<p>Student</p> <p>Statement</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> In our school we learn how to use digital technologies to ask for help when we have difficulties with our learning </div> <p><small>The text of the question</small></p> <p>Help</p> <div style="border: 1px solid gray; padding: 5px; min-height: 40px;"> Choose 5 only if, in your opinion, you learn how to use digital technologies suggested by your school (email, chat, posts, comments etc) </div> <p><small>An additional sentence that provides further details or context to understand the question (optional field)</small></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[Cancel](#) [Save](#)

Figure 17: Type of respondent and Help text

‘Your own statements’ should be formulated according to the scale of agreement responses (Figure 18). Thus, users will be able to respond by selecting one of the following options (1 to 5).

1	2	3	4	5	N/A
<small>Strongly disagree - In my experience, this is not true at all</small>	<small>Disagree</small>	<small>Slightly agree</small>	<small>Agree</small>	<small>Strongly agree - In my experience, this is very true</small>	<small>Not applicable N/A</small>

Figure 18: Scale of responses

At that point, you should save the question. The new question will then appear with its serial number and the option to proceed to add more questions (Figure 19).

1 Question [Delete](#) [Edit](#)

<p><small>School Leader</small></p> <p>In our school students learn how to use digital technologies to ask for help when they have difficulties with their learning</p> <p><small>Choose 5 only if in your opinion students learn how to use digital technologies (email, chat posts, comments) to ask for help with their learning: e.g. what is the appropriate tool to use each time, how to ask the right question, who to ask</small></p>	<p><small>Teacher</small></p> <p>In our school students learn how to use digital technologies to ask for help when they have difficulties with their learning</p> <p><small>Choose 5 only if in your opinion students learn how to use digital technologies (email, chat posts, comments) to ask for help with their learning: e.g. what is the appropriate tool to use each time, how to ask the right question, who to ask</small></p>	<p><small>Student</small></p> <p>In our school we learn how to use digital technologies to ask for help when we have difficulties with our learning</p> <p><small>Choose 5 only if, in your opinion, you learn how to use digital technologies suggested by your school (email, chat, posts, comments etc) in order to ask for help when you find difficulties with your learning: e.g. you learn what is the appropriate tool to use, who to ask, how to ask the right question.</small></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Date created: Tuesday, 28 Jun 2022

[Back](#) [Add statement](#)

Figure 19: Add statement

You will need to **repeat this process for all education levels** that you have selected to survey. The education level can be changed using the drop-down menu.

Once you have finished, go **“Back”** to preview your questionnaires with the optional and custom statements you have added (Figure 20).

Preview the questionnaires

Below you can preview (in a new tab) the questionnaires that participants will see. This includes the core statements, optional statements you have selected, and any statements you have created for your school.

Preview (School Leader)

Preview (Teacher)

Preview (Student)

Figure 20: Preview the questionnaires

When you have previewed your questions, you can then return to the **Steps** menu to edit or complete your set-up.

Before you create your own statements, check the core and optional statements list to avoid duplicates. You can also download the PDF **Blended Learning questions**, available in the section **Customise your questionnaire** and in the section **Resources**. This file includes a list of suggested questions on blended learning. You can download the file in your language, select the question that suits your school’s needs, and copy and paste the texts into the **“Statement”** and **“Help text”** boxes.

Questions can be edited at any time using the **“Edit”** button until you generate the links for participants. Once links are generated, **no further changes are allowed**. If you leave the **Customise your questionnaire** screen, your set-up is automatically saved until the end of the current SELFIE session. The set-up and the customised questions **are not saved, however, for future sessions**. If you wish to use the same customised questions in future sessions, you should save them in a different type of document (e.g. a word processor document) upon the setting up.

SELECT DATES

To choose dates, go to **Set-up > Step 3: Select dates** (Figure 21). Choose the education level, and then on the calendar, click on the start date and end date. When you move the cursor to the right from the start date, all eligible end dates will show in light blue.

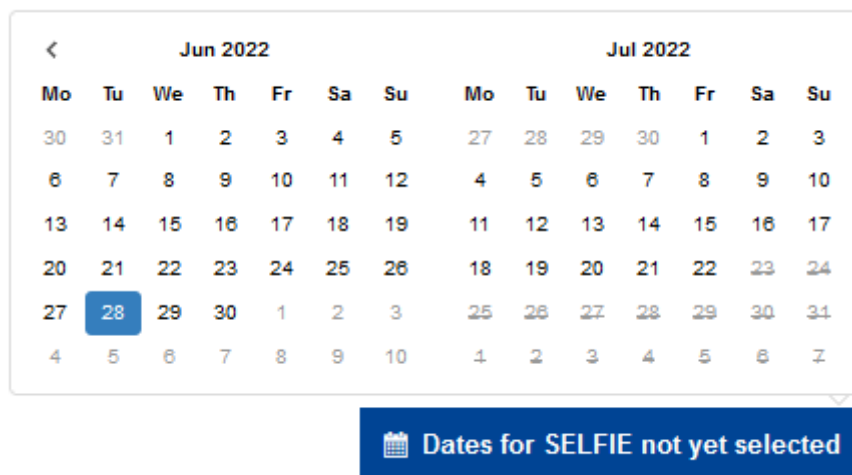


Figure 21: Select dates

The time slot to take the survey must be between one and three weeks. Participants will no longer be able to answer or access the questions after the closing date and the dates cannot be changed, reduced, or extended after the links are generated.

The results will only be available the day after the end date. The results are not triggered by the completion rates reached, but only by the date.

Any SELFIE exercise must take place fully in one of the three SELFIE sessions of the year. It is not possible to select dates in a future SELFIE session, only in the current one. Therefore, it is not possible to end or set-up an exercise in a future SELFIE session.

ACTIVATE/SEE LINKS

In the **Set-up** menu, go to **Step 4: Activate/See links**. Before activating the links, make sure you have checked:

- Your questions to see how they will appear for staff and students and make any necessary modifications (as you did in the previous step as well).
- The period you have selected and confirm that it fits into your school calendar.

Once the links are activated, **no further changes** can be made, which means that you will no longer be able to:

- Modify participation numbers.
- Modify the questions.
- Extend, reduce, or change the dates of the exercise.

Once activated, three links are generated: one each for school leaders, teachers and students (Figure 22). Copy the links by clicking on the copy icon and insert them where needed (e.g. in an email to staff and students). You can also preview the questions to see how they will appear for staff and students.



Figure 22: Activated links

ANSWERING THE QUESTIONNAIRE

Before answering the questionnaire, participants need to know the time frame selected by the school coordinator. The session expires at **23:59 Central European Time** on the last day of the time frame selected. After that, they will not be able to submit their answers. A message will appear indicating that the session has expired.

Participants will have two hours to submit their answers and it is not possible to save changes or continue later.

The participants access the questionnaires through the **links** created in SELFIE. **Participation** should be **on a voluntary basis** and will be **fully anonymous**.

Users do not need to log into SELFIE and do not require a username or password.

School leaders and teachers who work across education levels, for example, in both primary and lower secondary, will need **to complete a questionnaire for each level**.

Once a participant clicks on the link received in an email, for example, the questionnaire will open exactly as it did in the preview. At this stage, the user **can change** the **language** in which the questions are displayed using the drop-down menu (Figure 23).

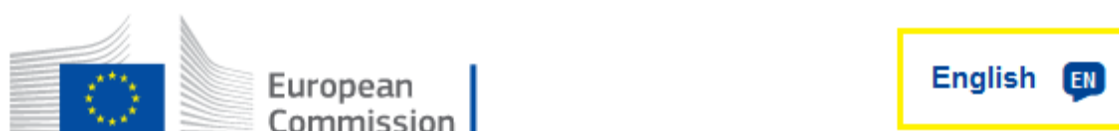


Figure 23: Language menu

However, this should be done at the outset, as making changes after the survey has started will result in the loss of responses. The statements added by your school will only appear in the language in which they were written.

The user can then navigate through the various sections of the questionnaire and submit their answers at the end. It is recommended that younger students complete the questionnaires as a whole class activity with a teacher.

For students, this should take **no more than 20 minutes**, and for **teachers**, **no more than 40**. However, the **questionnaire must be completed within two hours** of starting.

After completing the questionnaire, the participant can download a printable certificate. The participant can personalise it, if he or she wishes to do so, by adding his or her name. The name entered is **NOT** stored, as participation in SELFIE is anonymous. Please remind staff and students that certificates cannot be generated at a later stage, as no data on individual users is saved. The link to the certificate is temporary and cannot be stored, for example, in an email.

SELFIE can be used on a **variety of devices** such as personal computers, laptops, tablets and smartphones. It also **works on all main browsers** including Mozilla Firefox, Chrome, Internet Explorer, Edge, Opera, and Safari.

SELFIE is **securely hosted on European Commission servers**, and it is covered by personal data protection, privacy statements and copyright legislation. Further information can be accessed at <https://education.ec.europa.eu/selfie/data-and-privacy> and in the **Data protection** section of the main menu.

WHAT ARE THE MINIMUM PARTICIPATION RATES?

As SELFIE will use the information obtained from the questionnaires to create a snapshot of where the school stands in relation to its use of digital technologies, in principle, the greater the number of questionnaires submitted, the more accurate and useful this information will be.

Minimum participation rates have been established in order to guide schools in this respect. The tables below provide the minimum percentage participation rates for school leaders, teachers and students per education level (e.g. primary, lower secondary). For example, if there are five school leaders in primary, then the minimum participation rate is 80%, which means that at least four⁴ school leaders must participate to reach the minimum threshold. In the case of teachers, if there are 100 teachers in, for example, the upper secondary school level, at least 33% need to participate. For students, if there are 200 students in, for example, a lower secondary school, the minimum participation rate is 40%, meaning that 80 students should participate.

It is also highly recommended to have an equal number of students/classes per grade to guarantee accurate results per education level.

School leaders

Number of eligible school leaders per education level	% minimum participation rate
Up to 5 school leaders	80%
6-10 school leaders	70%
11-30 school leaders	60%
Above 30 school leaders	50%

⁴ In case the conversion of the percentage to persons is a decimal number, you can round it to the lower integer.

Teachers

Number of eligible teachers per education level	% minimum participation rate
Up to 10 teachers	80%
11-30 teachers	60%
31-45 teachers	50%
46-125 teachers	33%
126-200 teachers	25%
201-500 teachers	20%
above 500 teachers	10%

Students

Number of eligible students per education level	% minimum participation rate
Up to 50 students	60%
51 to 150 students	50%
151 to 250 students	40%
251 to 500 students	30%
501 to 750 students	25%
751 to 1000 students	20%
More than 1000 students	10%

For all three user groups, schools can, of course, include more than just the minimum number indicated in the tables above. This is highly recommended.

There are four levels of participation achievable in a SELFIE self-assessment exercise:

- **High participation:** each of the three user groups (teachers, school leaders and students) achieves the minimum participation rate as indicated in the tables above, or the participation of two user groups is high and that of the third group is close to the recommended rate.
- **Medium participation:** participation of at least two out of three user groups is lower than that recommended.

- **Incomplete participation:** at least one out of three user groups has not participated, in which case a **watermark** in the **Results** section indicates that participation has been incomplete.
- **No participation:** no users have submitted a questionnaire.

MONITOR PARTICIPATION RATES

You will be able to monitor in real time the numbers of school leaders, teachers and students who have completed the survey, once the process is underway (Figure 24). This information will only appear **once the dates have been selected** and will be displayed as an **interactive bar chart** on the SELFIE dashboard. Hovering over the bars will provide information for the level being surveyed including the user group, the number of users who have been invited to take part and the percentage completion rate as well as the recommended minimum number for each user group. You can **download** this bar chart in PNG or PDF format.

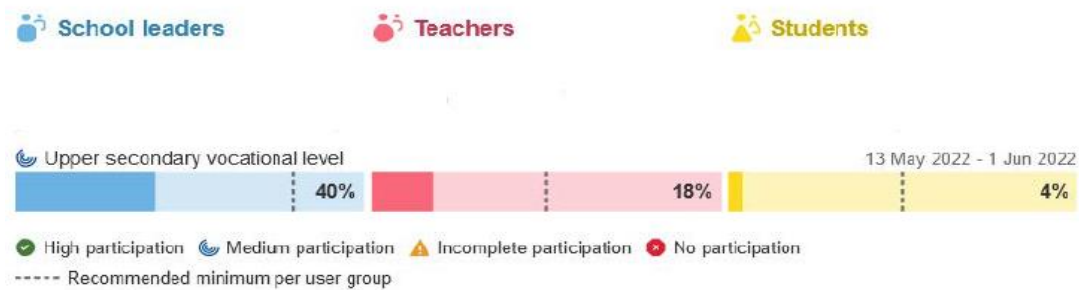
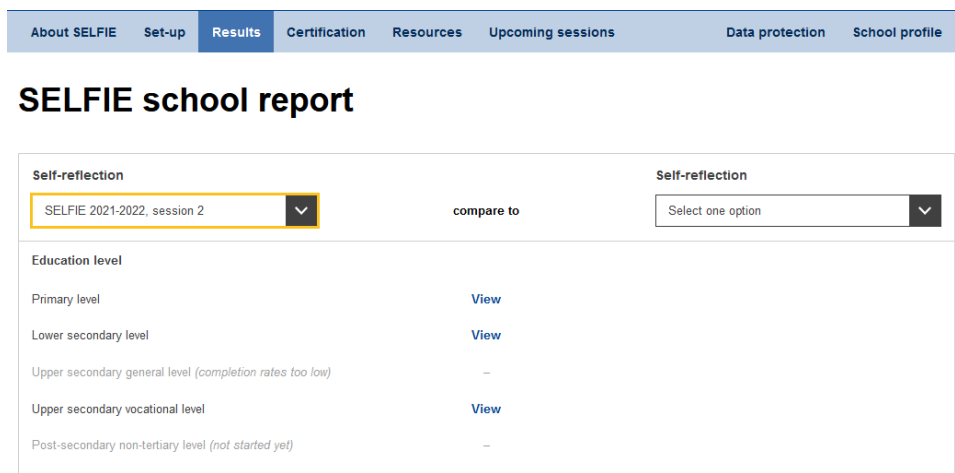


Figure 24: Participation rates

VIEW THE RESULTS OF A SELFIE EXERCISE

Once the deadline for replying to the SELFIE questions has passed, the results for the school are automatically available the next day in the **Results** section in the main menu. This will open the **SELFIE school report** screen (Figure 25).

In this screen, you can compare results with a previous SELFIE exercise.

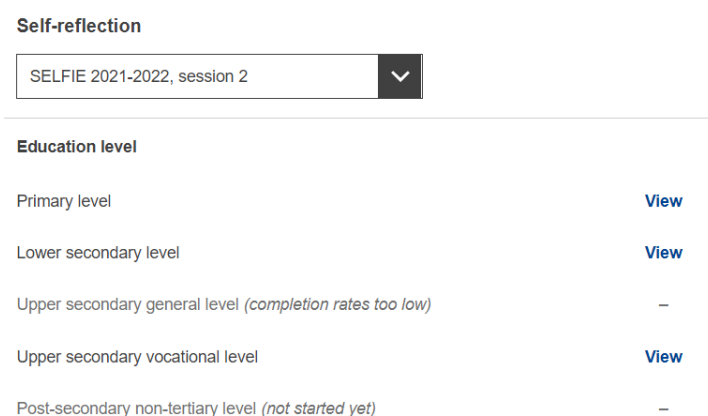


Self-reflection	compare to	Self-reflection
SELFIE 2021-2022, session 2		Select one option
Education level		
Primary level		View
Lower secondary level		View
Upper secondary general level (completion rates too low)		-
Upper secondary vocational level		View
Post-secondary non-tertiary level (not started yet)		-

Figure 25: SELFIE school report

Results are only available after the end of the time slot you chose for SELFIE. This is the case even if participation rates are reached before the final date.

To view results from a previous session, select the session name using the selector in the **Results/SELFIE school report** page. Click **“View”** on the level for which you want to view the results (Figure 26). If more than one education level has been surveyed, they will be listed here.



Self-reflection	
SELFIE 2021-2022, session 2	
Education level	
Primary level	View
Lower secondary level	View
Upper secondary general level (completion rates too low)	-
Upper secondary vocational level	View
Post-secondary non-tertiary level (not started yet)	-

Figure 26: View results from previous sessions

Once checked, the screen will expand to show the following sections:

- How to use the report
- SELFIE areas – School
- Other areas – School
- Statements created by your school
- Send school report as PDF document
- Download report as Excel document

The first section shows the time slot within which this SELFIE has been taken, together with an overview of the final participation rates. The second, third and fourth sections display the actual results using interactive graphics.

At the bottom of the page, you have the option to request the SELFIE school report as a PDF document. The report will be sent to the email address linked to the SELFIE school account, including the additional email address.

You also have the choice to download the results of the SELFIE exercise in an Excel document.

You can select the language of your preference, by selecting from the drop-down list labelled **Available languages** (Figure 27).



Figure 27: Available languages

If a school has taken a SELFIE exercise before, it is possible to compare the results between two different SELFIE sessions by selecting the “**Compare**” button (Figure 28). Comparison is available only if a certain education level has participated in different SELFIE sessions.

SELFIE school report

Self-reflection		compare to		Self-reflection	
SELFIE 2021-2022, session 2				SELFIE 2020-2021, session 3	
Education level				Education level	
Primary level	View	–		Primary level <i>(completion rates too low)</i>	
Lower secondary level	View	Compare		Lower secondary level	
Upper secondary general level <i>(completion rates too low)</i>	–	–		Upper secondary general level <i>(not started yet)</i>	
Upper secondary vocational level	View	–		Upper secondary vocational level <i>(not participating)</i>	
Post-secondary non-tertiary level <i>(not started yet)</i>	–	–		Post-secondary non-tertiary level <i>(not started yet)</i>	

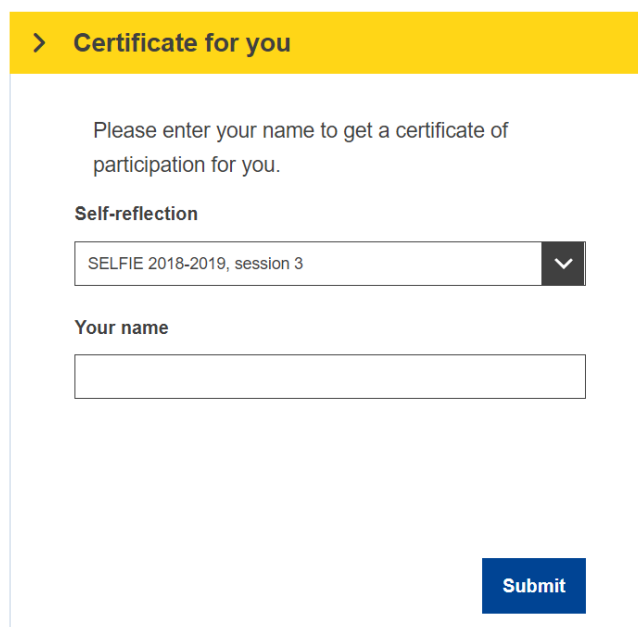
[Back](#)

Figure 28: Compare the results

Each school, and only that school, will have access to the information displayed and it will be up to the school to decide how to use the results. Policymakers and researchers will be able to receive anonymised data from your country/region, but they will not be able to see the results from individual schools or participants.

CERTIFICATION

Once the time slot for taking the questionnaires has closed, **the school coordinator(s) will be able to download a certificate for himself/herself** by going to the main menu and selecting **Certification**. The SELFIE coordinator(s) can generate a printable PDF certificate by entering his/her name in the **“Certificate for you”** section (left side of the screen) (Figure 29).



The screenshot shows a web interface for generating a certificate. At the top, there is a yellow header with a right-pointing chevron and the text 'Certificate for you'. Below this, the text reads: 'Please enter your name to get a certificate of participation for you.' Underneath, there is a section titled 'Self-reflection' with a dropdown menu currently displaying 'SELFIE 2018-2019, session 3'. Below the dropdown is a text input field labeled 'Your name'. At the bottom right of the form is a blue 'Submit' button.

Figure 29: Certificate

In any case, the names entered to personalise the certificates are NOT stored, as **participation in SELFIE is always anonymous.**

Any school that has participated in SELFIE has the opportunity to obtain a **digital badge**. Digital badges are tokens of recognition or accomplishment issued online by organisations usually to reward an individual's achievements. **The SELFIE digital badge, however, is a badge for schools;** it is school specific and can be used on the school's blog, websites, and social media applications or within the school email signature.

The school can request a SELFIE digital badge from the coordinator's dashboard, in the **Certification** tab (Figure 30).

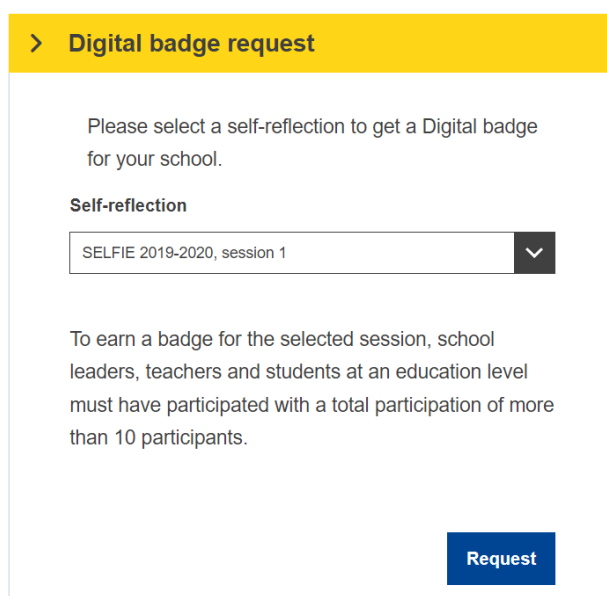


Figure 30: Digital badges

Select the session you want to request a badge for in the session's selector. If the criteria are met, the badge will be processed.

Badges are stored in the SELFIE school account and can be exported, for example, to the school's website.

The criteria for the awarding a digital badge are:

- To have completed a SELFIE exercise in one education level with the three categories of participants: school leaders, teachers and students.
- To have more than 10 participants in the same exercise for all these categories together.

PART 2 – MAKING THE MOST OF THE SELFIE SCHOOL REPORT

This second part of the guide contains examples – from a fictitious school – to help you understand the results and make the most of the SELFIE school report for your school.

The **SELFIE school report** can be accessed from the **Results**⁵ section within the SELFIE tool. Results are only available at the end of the time slot you chose for SELFIE. **This is the case even if participation rates are reached before the final date.**

The report can be viewed on a range of digital devices (e.g. laptop, personal computer or tablet) but for ease of use, it is **best viewed on a device with a larger screen**. The user groups are colour-coded throughout the results (**school leaders [blue]**, **teachers [red]**, **students [yellow]**). Colours are also used to show the eight areas of SELFIE (e.g. **Leadership, Collaboration and Networking, Infrastructure and Equipment** etc.).

The results in the report provide a snapshot of where your school is at in relation to its use of digital technology for learning. The report is created from the information provided by the students, teachers and school leaders in your school when they answered the questions and statements. The results can be used for **self-reflection**, to start a **discussion** within the school community and to create an **action plan** to improve the use of digital technologies for better teaching and learning.

In principle, the higher the response rates in SELFIE, the more accurate and useful this information will be. If the school has had a low level of participation, the results should be viewed with caution, as they may not be entirely representative of the school situation. In the case where one of the user groups (school leaders, teachers or students) has not participated, the report will show (with a watermark) that the results are incomplete.

When you select "**View**", the results are displayed below on the same page. You only have to scroll down. No new page will be opened.

The results are shown for the SELFIE areas, for the statements that the school has added to the questionnaires and for additional areas within SELFIE. These are displayed in three separate sections: **SELFIE areas**, **Other areas** and **Statements created by your school**.

The results can be sorted in four options: highest score, lowest score, ascending position and descending position. The school can choose to see the results by the score they received or by the questions' position in the questionnaire by clicking on the arrow next to "**Sort by**".

The SELFIE school report is also available in PDF and Excel format. The Excel file with the results of the SELFIE exercise can be downloaded immediately. To obtain the PDF format, click on the request button, select a language, and the SELFIE school report will be sent as an attachment to the email address you used when you registered in your SELFIE school account. We remind you that this can be updated in the **School profile** section. Please note that this PDF is an extract of the full results for your school. If you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

⁵ A separate report is available for each self-reflection exercise you run in your school.

As school coordinator, you can download the school report in different languages if you need to share the results in a multilingual school community. The statements added by the school will be displayed in the language they were written, and they cannot be translated.

OVERVIEW

The **Overview of areas** section of the report shows the average rating for each of the eight areas by user group (Figure 31). If you hover over the coloured bars, a pop-up window appears that shows the number of questions in that area that have been answered by each user group.

Example: In this fictitious school, **Infrastructure and Equipment** contained thirteen questions for school leaders and teachers, six for students, and was given a rating of between 2.8 and 3.1 out of 5.

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas.




Figure 31: Overview of areas

RESULTS PER AREA

This section shows the average rating for each statement within a given area (**Leadership, Collaboration and Networking, Infrastructure and Equipment**, etc.) (Figure 32). If you hover over a coloured bar, a pop-up window appears that shows you the questions that each group has answered.

To the right of each main bar, there are smaller blue, red and yellow horizontal bars. The main bar gives the average rating for the statement overall, the smaller bars give the average rating by user group.

The black arrow  to the right of the bar reveals additional information, including the number of users who responded to that statement, the scale used to rate the statement and the breakdown of the answers provided, expressed as a percentage.

The eight coloured dots (top) represent the eight areas in the SELFIE questionnaire. Clicking on a dot shows the results for that area. For example, clicking on the blue circle will display the statements for **Pedagogy: Implementation in the classroom**, which are colour-coded blue, while clicking on the red circle will display those for **Assessment Practices**.

Example: 13 students responded to question F5. 2 strongly disagreed, 2 disagreed, 4 slightly agreed and 5 agreed with the statement that in their school "We use technology for group work".

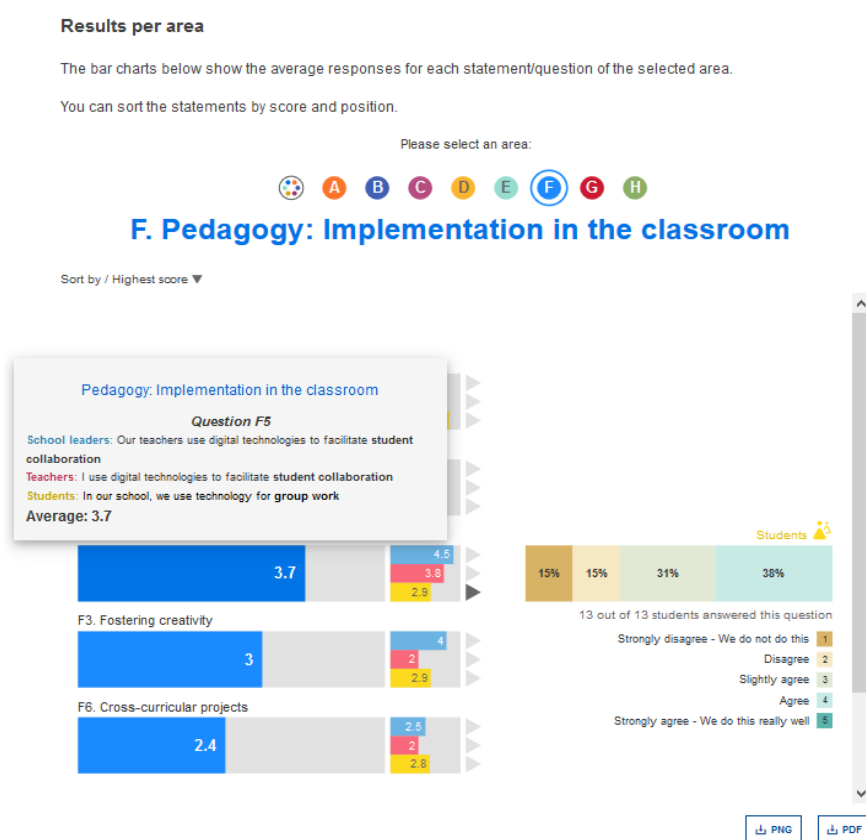


Figure 32: Results per area

Each segment of the wheel represents a question in SELFIE (Figure 33). If you hover over each coloured segment, you can see the statement and the results.

The light grey segments in the graphic indicate core questions that are not applicable for this user group. Dark grey segments indicate optional questions that were not selected for this user group.

Clicking on the coloured icons shows the results by user group. **The blue icon is for school leaders, the red for teachers and the yellow for students.**

Example:

Results per user

The wheel below shows average responses per user group for all statements.

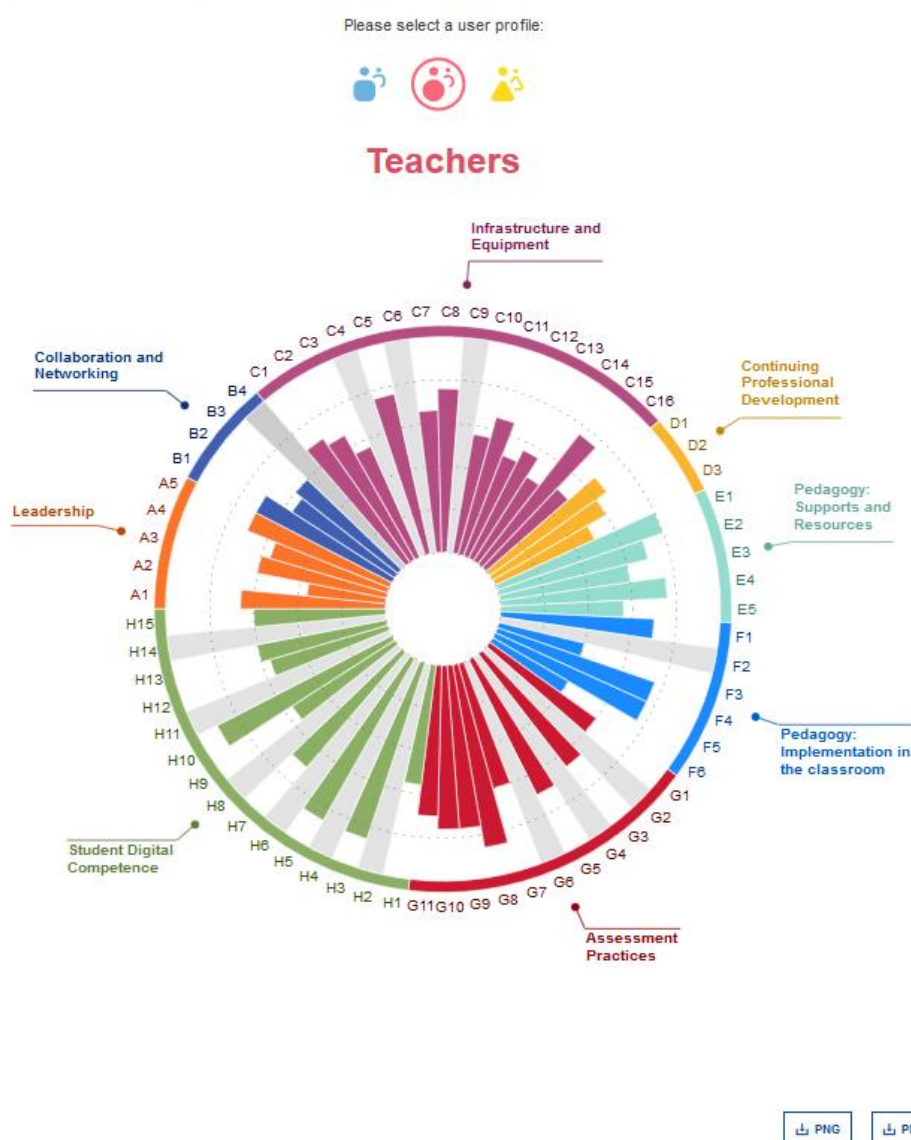


Figure 33: Results per user

STATEMENTS CREATED BY THE SCHOOL

The results for the statements added or created by the school are shown as three bar charts, one for each user group. Each bar chart shows an average rating for each statement and indicates the number of users who responded to that statement.

Example: One question was added to the school leader questionnaire, the teacher questionnaire, and the student questionnaire. The school leaders gave an average score of 5, the teachers 4.3, and the students 4.1 (Figure 34).

Statements created by your school

Below the average responses to the statements created by your school.

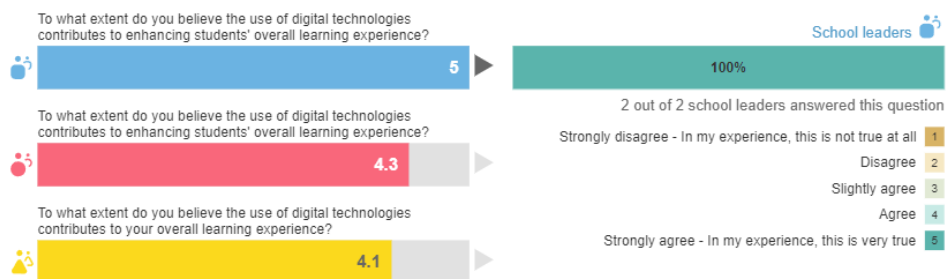


Figure 34: Statements created by the school

OTHER AREAS – SCHOOL

This section displays the ratings for the following additional areas in SELFIE:

1. Usefulness of Continuing Professional Development (CPD) activity
2. Teacher confidence in the use of technology
3. The percentage of time spent teaching through digital technology
4. Approach to the adoption of new technologies
5. Factors inhibiting the use of technology
6. Negative factors for technology use at home
7. Positive factors for technology use at home
8. Student use of technology within and outside of school
9. Student access to devices outside school
10. Student technical knowledge

For 1, 2, 3, 4, and 8, the average rating for each statement is given and hovering over the coloured bars displays the wording for that statement.

To the right of each bar is a small grey arrow. Clicking on this reveals the scale that has been used to rate that statement along with the breakdown of the answers provided, expressed as a percentage.

Example: Of the 4 teachers who gave a response, 1 rated the usefulness of **Study visits** as *Not at all useful*, 1 as *Not useful* and 2 as *A little bit useful* (Figure 35).

Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

You can sort the statements by score.

Sort by / Highest score ▼

Teachers

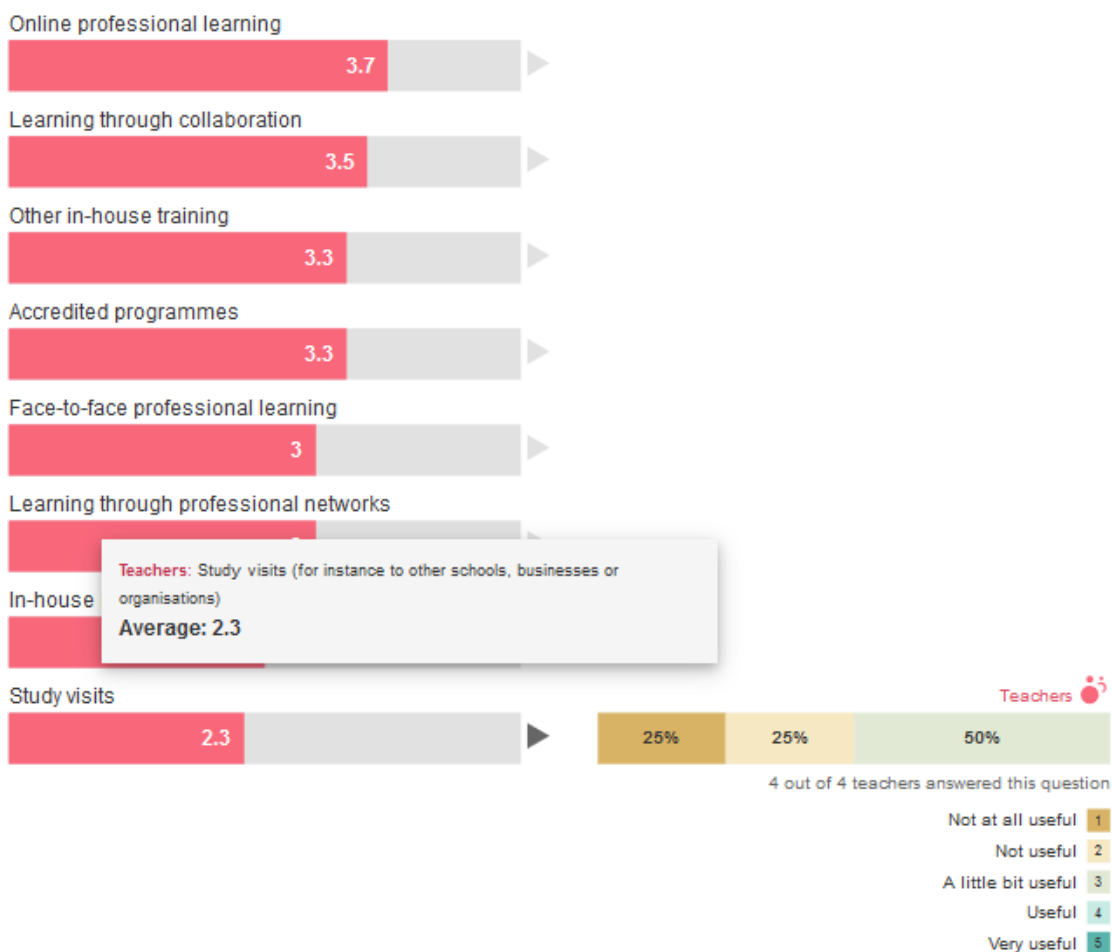


Figure 35: Example 1 – Other areas

For 5, 6 and 7, **Negative and positive factors**, two bars represent each statement, one for school leaders and one for teachers. Each of these represents the **percentage** of people in that user group who believe that this is one of the negative or positive factors.

Example: 60% of school leaders believe that limited student access to reliable internet connection is among the negative factors for technology use at home. It is a question related to Blended Learning (Figure 36).

Negative factors for technology use at home (Blended Learning)

Is blended learning with digital technologies, negatively affected by the following factors?

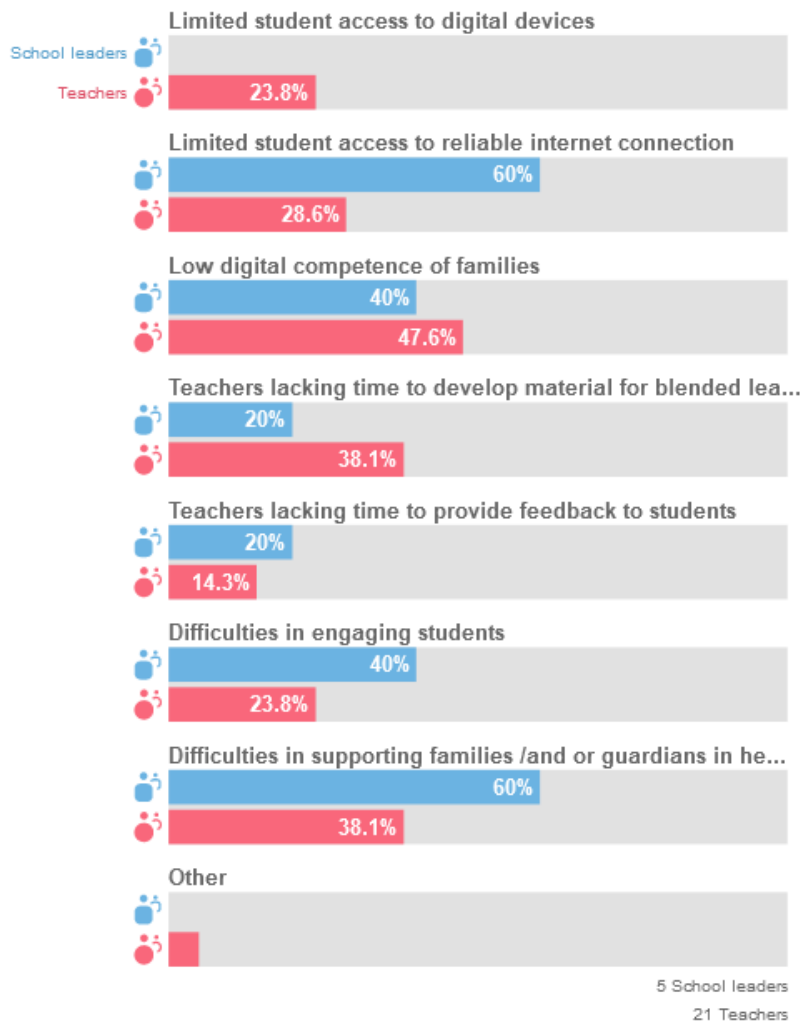


Figure 36: Example 2 – Other areas

APPLYING THE RESULTS

The SELFIE school report can be used as a **basis for reflection and discussion** within the whole school community. As the average rating in a given area or for a given statement is an indicator of how well the school is using digital technologies for learning, the results can be used **to identify strengths and weaknesses** and include these in an **action plan**. This action plan should form **part of the school's overall development plan** if it exists.

When analysing the results of the SELFIE school report, you should consider whether specific areas or statements/questions have:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

OVERVIEW OF AREAS

In the example below, in the **Overview of areas** section, **Leadership** was given a **low rating** compared to the other areas by the school leaders group. This is, therefore, an area that this school may wish to explore further and target to improve.

One of the areas that attracts the **highest rating** overall is **Student Digital Competence**. This strength could be investigated further to identify why this is working well and what could be improved further.

For **Pedagogy: Support and Resources**, school leaders rate this area very high, teachers relatively low, while students rate it quite low. Therefore, this area presents a **difference** of opinions, so this could be further investigated to see the reasons for that. If you can explain why there is a gap, this could help identify follow-up steps.

Another area where opinions differ relates to **Pedagogy: implementation in Classroom**. In the example below, school leaders rate practice in the school higher than the teachers and students do. It would be worth investigating why this is so.

Example: The school leaders gave an average score of 3.8, the teachers 3, and the students 3.3 (Figure 37).

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas.

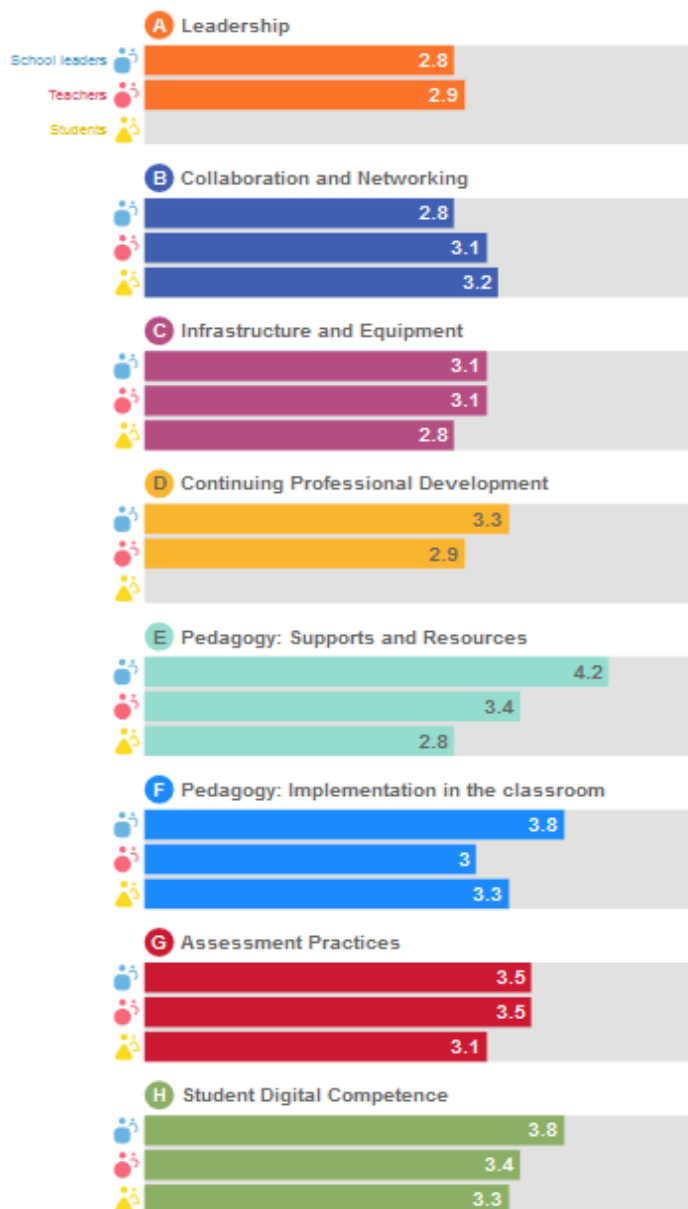


Figure 37: Example – Overview of areas

RESULTS PER AREA

Taking the situation with regard to **Infrastructure and Equipment**, this can be investigated further through the **Results per area** section, which shows two statements that have attracted lower ratings from school leaders (Figure 38):

C.10 Devices for students

"In our school there are school owned and managed portable devices that students can take home when needed. "

C13. Bring your own device

"In our school, I can bring and use my own portable device during lessons."

Both statements, C10 and C13 can be explored further in the interactive graphic through the bar chart to the right. The lower ratings for these two particular statements show that there is an issue in this school with the hardware provision for teaching and learning. This school could consider including this area in an improvement or action plan.

Example:

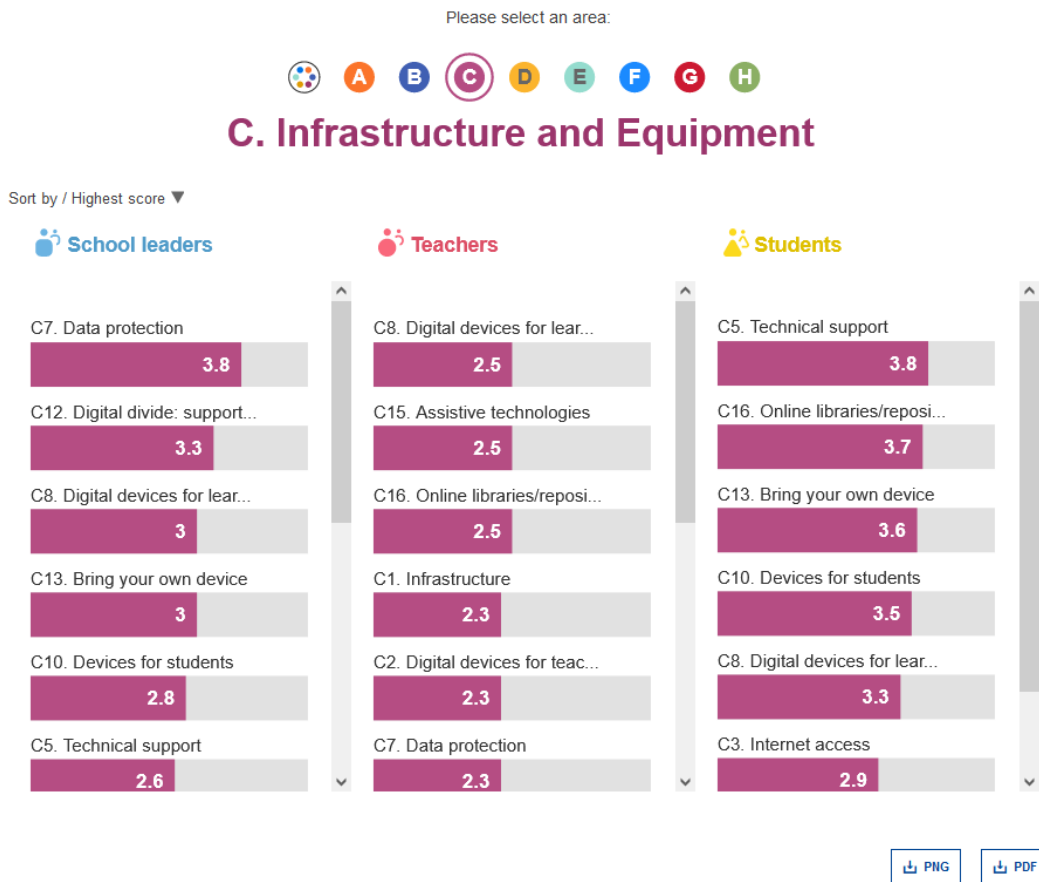


Figure 38: Examples – Results per area

COMPARE RESULTS BETWEEN TWO DIFFERENT SELFIE SESSIONS

You can monitor the progress of a specific educational level in the area of digital technologies use, by comparing the results between two SELFIE sessions.

Please consider that it is only possible to compare between the exercises of the same educational level. The results of the exercise on the left of the page (report 1) are presented in comparison with those of the exercise on the right (report 2) (Figure 39).

SELFIE school report

Self-reflection		compare to		Self-reflection	
SELFIE 2021-2022, session 1				SELFIE 2020-2021, session 2	
Education level				Education level	
Primary level	View	Compare		Primary level	
Lower secondary level <i>(completion rates too low)</i>	–	–		Lower secondary level	
Upper secondary general level <i>(completion rates too low)</i>	–	–		Upper secondary general level <i>(not participating)</i>	
Upper secondary vocational level <i>(not participating)</i>	–	–		Upper secondary vocational level	
Post-secondary non-tertiary level <i>(not started yet)</i>	–	–		Post-secondary non-tertiary level <i>(not participating)</i>	

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Figure 39: Comparison of SELFIE school reports

The explanatory symbols in the picture below (Figure 40) are used to support the analysis of the results.

Comparison key





-  The result has increased compared to report 2
-  The result has decreased compared to report 2
-  The result is the same as in report 2
-  The comparison is not possible

Figure 40: Comparison keys

The presentation of the results here can be sorted by six filters: greatest increase, greatest decrease, highest score, lowest score, ascending position and descending position (Figure 41).



Figure 41: Comparison filters

CREATING AN ACTION PLAN

Before developing an action plan, **school leaders, teachers and students** should be brought together to **discuss the strengths and weaknesses** identified in the SELFIE school report.

One suggested approach is to use **key images from the report as a stimulus for discussion** by displaying them on an interactive whiteboard or projector and to jointly decide on one or two aspects to focus on.

The next steps would then be to:

- Identify what you want to achieve (the **objective**)
- Identify how to measure if you have achieved this or not (the **measurements**)
- Define the **actions** needed to achieve this and:
 - The **resources** required
 - The **finance** required
 - **Who** should be involved
 - The **timeframe**
- **Create the improvement/action plan** using this information

STEPS TO CREATE AN ACTION PLAN

This is an example for illustration purposes only. It uses information from a SELFIE school report created from data that is neither real nor representative of a real school.

- Step 1: Decide on an area to focus on

In the example used in this guide, the area that has been identified for improvement is **Infrastructure and equipment**, as the statements in this area were given the lowest ratings.

- Step 2: For each area, specify a statement for improvement

As **C10 Devices for students** has been identified as a particular weakness, we will use this as the focus for improvement in this example.

- Step 3: Review the statements provided to each user group

The statement **C10 Devices for students** that school leaders and teachers responded to was: *"In our school, there are school owned and managed portable devices that students can take home when needed."*

This statement needs some reflection on the definition of *"when needed"*.

For students it was: *"In our school, there are portable devices for me to take home when needed."*

The students' answers indicated that:

8% of the students do not have access to a digital device to use for their schoolwork. 15% of the students have access to a digital device but it is not suitable to use for their schoolwork.

39% of the students report that there is a shared digital device at their home but it is not always available when they need it.

Therefore, it is clear that there is a need for this point.

- Step 4: Define objectives and measurements

Objective:

By the end of this academic year, students will have access to a pool of tablets available for them to take home when needed.

Measurement:

At least 80% of the students report to have access to a digital device (own or owned by the school) when they need it. The need should be defined with the teachers who would adapt the homework according to the device's availability.

There can be more than one objective or measurement.

ACTION PLAN EXAMPLE

The action plan should define exactly what needs to be done in order to ensure that the objective is achieved. In our example, this is to ensure that by the end of the year, the school will have a number of portable devices for the students to take home when needed. It should identify the activities, the resources needed in terms of finance and people while also defining the timescales.

As we want to address this problem within a school year, **this action plan is for one academic year only**. The following year may have a different objective and a different action plan. **The action plan could be integrated** into an improvement plan for digital technology or **into the whole school development plan**.

Schools may wish to **target more than one area** for improvement in which case **each area would have a separate action plan**.

The example below is **simplified for illustration purposes**.

Activities	Resources	Personnel	Timeframe
Identify the budget needed		School head	By 1 September
Research the options available		ICT leadership team	By 15 October
Rating the devices and decide which to buy		ICT leadership team	21 October
Buy devices		Principal/School coordinator	By 7 November
Train students to use them		ICT leadership team	December – January
Trial use		All students	1 February – 31 May
Obtain and analyse feedback	SELFIE	School coordinator	15 May – 31 May

Once agreed, the details contained within the plan should be made available throughout the **school community** so that everyone who has taken part in SELFIE is aware of the positive impact of their involvement.

When SELFIE is taken the following year, the average rating for this statement should be much higher.

In our example and once the action plan has been implemented, if the feedback indicates that at least 80% of the students report having access to a digital device (own or owned by the school) when they need it, then the outcome will have been met.

The school can then repeat the cycle, identifying different weaknesses and updating the action plan in order to improve them.

HOW TO FIND OUT MORE ABOUT SELFIE

The SELFIE website (<https://education.ec.europa.eu/selfie>) and the **Resources** section include **other material on using SELFIE**. The **Data privacy statement** explains how SELFIE data is collected, stored and used. In the **News** section of the website, you can find the most recent information about events and resources related to SELFIE and the use of digital technologies for learning in the digital age.

