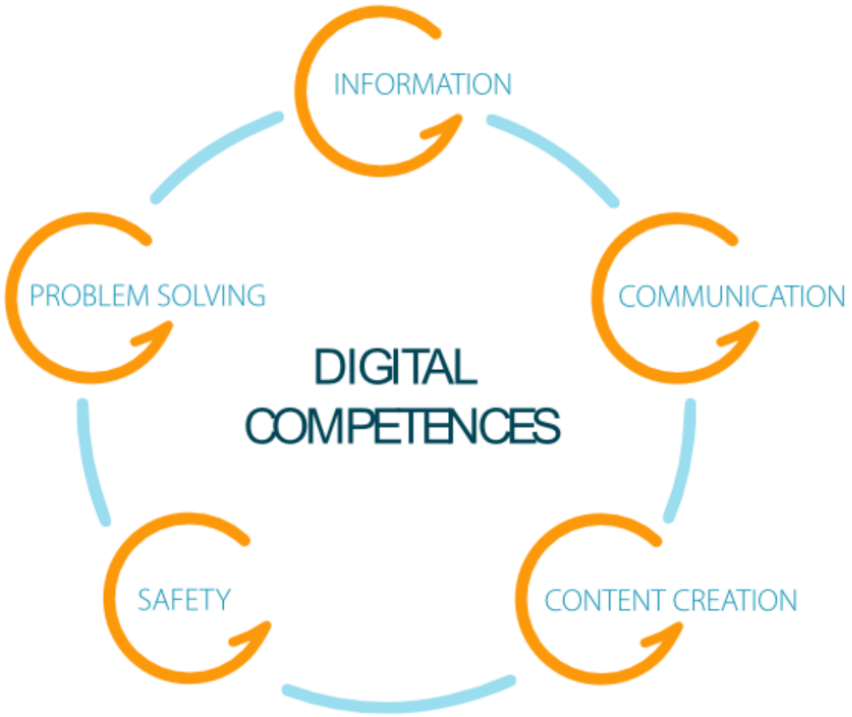
SELFIE for teachers

It has been exciting for the teaching team at Munkebjergskolen in Odense to start our large Erasmus+ project by looking at professional development opportunities in relation to technology understanding and teaching.

We have chosen to use the new EU-developed tool SELFIE across national borders. In this way, we would like to start by both making an overview of our current academic level and at the same time choosing focus points for the academic development at our individual schools.

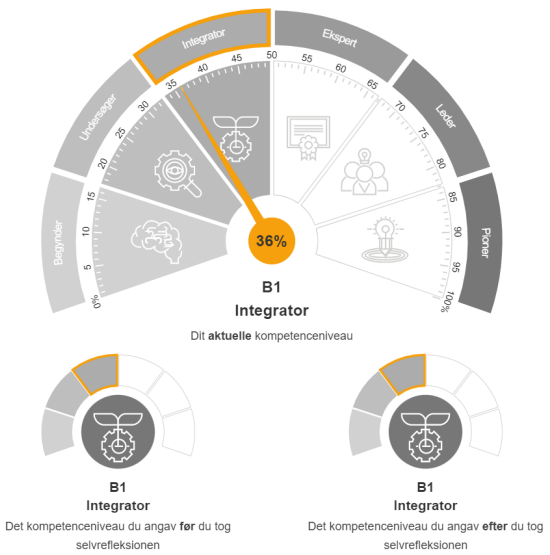


The SELFIE online tool has two main branches: Focus on the individual teacher's personal professional development or focus on a team or a school's joint professional development. At Munkebjergskolen, we have chosen a point in between: The teachers have taken the individual version as their starting point, but have subsequently sat down together and jointly made common benchmarks for the team's professional development in the coming year.

At the same time, we have generally focused on which tools we would like to use to ensure a positive development in the coming year. In this context, we have used the feedback from SELFIE to help us with this progression. Our wishes, objects and focus points can be described as follows.

Teaching.

Designing, developing and supporting learning with the use of digital technologies to enhance learning outcomes.



Exploring the use of digital technologies to support and/or enhance your teaching is essential for developing effective practices. The next step is to involve your students in digital activities in class, thus amplifying your repertoire of teaching practices and giving them opportunity to learn through technology.

[Suggestions to level up]: Extend your teaching and involve your students in more digital activity based on software programs and suites, mobile apps and tools, online and cloud-based resources, and/or if possible, use instructional and interactive technologies such as whiteboards. A good starting point is to think about using the tools you are currently using in different ways and whether you can integrate other digital tools, for example mobile phones or other personal devices, into your teaching and their learning.

Our initiative and work the next year:
In our context, we have chosen to use a Danish online mathematics program, matematikfessor.dk, which is used to varying degrees by most of the school's mathematics teachers. The portal is Denmark's most used digital portal for mathematics.
We wish to extend a special focus on being able to support and challenge the learning of the most talented pupils. In the future, we will specifically work with this through the online portal which offers individually planned and self-correcting tasks and video presentations. Here, we as teachers, can control the level so that it strengthens and matches the student at the same time as they become more independent during the lessons, which gives us, as teachers, extra time to support and help the academically weak pupils.
Our objective with this focus is, that when we evaluate the effort in a year, we will clearly observe, among the academically strong pupils, that they have been academically challenged to suit their level.

Content creation.

I**ncorporating learning activities that require learners to express themselves by creating digital artefacts.**

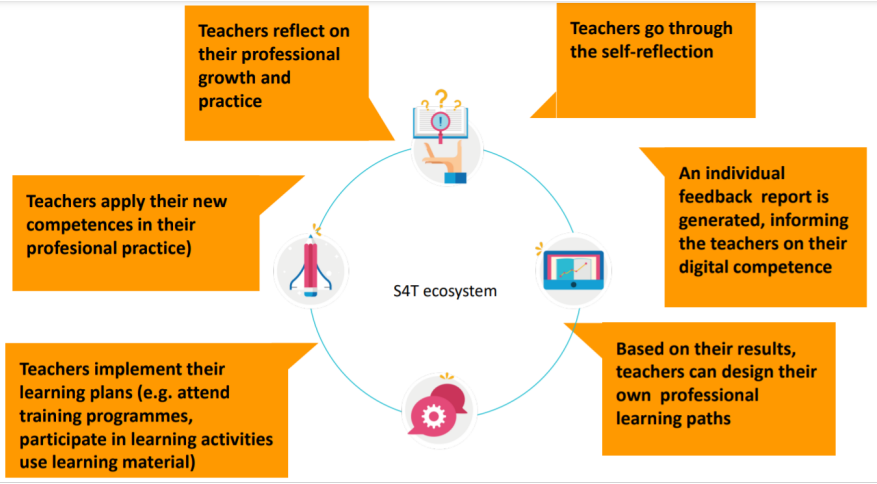
Implementing various learning activities that require students to express and convey their ideas creatively using digital tools, may enhance their competence to communicate the subject knowledge, to connect their findings or weigh arguments, and to comprehensively demonstrate their understanding.

[Suggestions to level up]: Develop learning designs which engage students in creative design processes, while respecting copyright rules and licences. This may include implementing activities which enable students to use different digital means - visual, audio, video, text-based and combine them effectively. At the same time, guide students to understand copyright rules, attribute licences and how to give credits.

Our initiative and work the next year:
In our context, we have chosen to focus on linguisticizing what has been taught. This way our starting point is the Russian theorist Vygotsky, who points out the importance of interaction between the individual and culture. We are particularly interested in Vygotsky's thoughts on language skills, which affect learning in all areas.
We like to do this by using video as an evaluation/assessment tool in mathematics. Our focus is that pupils learn to create digital artefacts that strengthen their expression and learning. In a video that as an example both linguistically and pictorially describes a given mathematical algorithm, the pupils will have to put into words what they have learned, which according to the above theory will have a positive effect on learning. Also the pupils' digital products can be used as teaching and inspirational material for younger pupils or others who work with the same subject.
In the same context, we will guide students to understand copyright rules, attribute licences and how to give credits of the material used.

6.5 Responsible use.

Empowering learners to use digital technologies responsibly and ethically, managing their digital identity, digital footprint and digital reputation.



Exploring learning activities that require the use of digital technologies can be an important way to foster students' understanding of legal and ethical implications when using digital technologies. Students should be aware of the pitfalls and risks of being a digital consumer and creator, such as spamming, phishing, stalking, and know how to manage their digital footprint and protect their digital data by complying with data protection regulations and copyright law. They should also consider the social and cultural norms for communication in the environments they use and the online activities they engage in.

[Suggestions to level up]: Implement learning activities that require students to act in a responsible and ethical way (e.g. being critical towards online information, reacting to misinformation spread, behaving positively online, complying with data protection regulations and copyright law, respecting diversity and multiple opinions).

Our initiative and work the next year:
Several classes will participate in a course in digital social skills and consequent ethics that will help and instruct them to act in a responsible and ethical way when working online.
This course will also help the pupils understand and get knowledge about personal identity protection when installing new apps and giving permission without thinking about what it entails.
We want to try out different online material, but are also lucky to have a colleague who has a great knowledge and insight into the subject and how best to provide communication to pupils our age group. One of the online resources we will make use of is the material https://dataethics.eu/about/ bescriped by themselves as "DataEthics.eu is a think tank working to promote data ethics products and services. We are politically independent and focus on action".