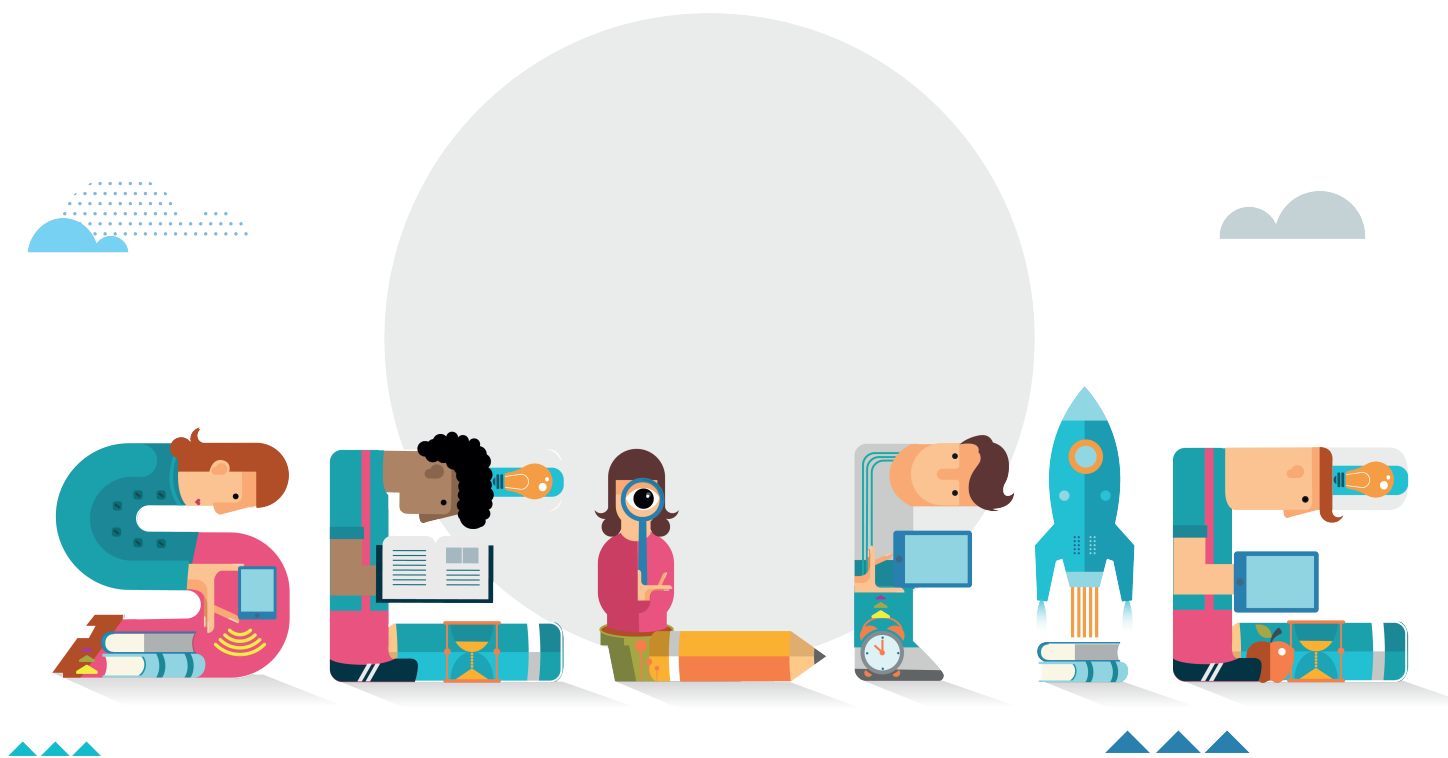




European  
Commission



## SELFIE SCHOOL REPORT

Mendelova střední škola, příspěvková organizace, Nový  
Jičín

Upper secondary vocational level

SELFIE 2022-2023, session 1

### Incomplete participation

The results in this SELFIE report are incomplete. At least one of the three user groups (teachers, school leaders and students) did not participate in this self-reflection exercise.

## How to use the results

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

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

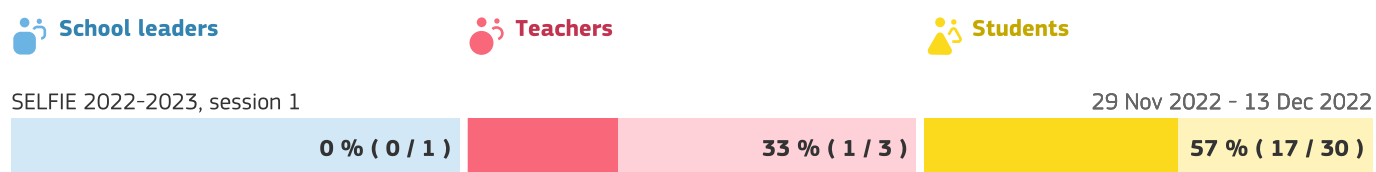
Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

If you need to refer back to the questions and statements in each of the areas please see the Customise your questionnaires section on the SELFIE dashboard where you can download the full list of questions.

This report shows the results from the self-reflection "SELFIE 2022-2023, session 1".

## Completion rates

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



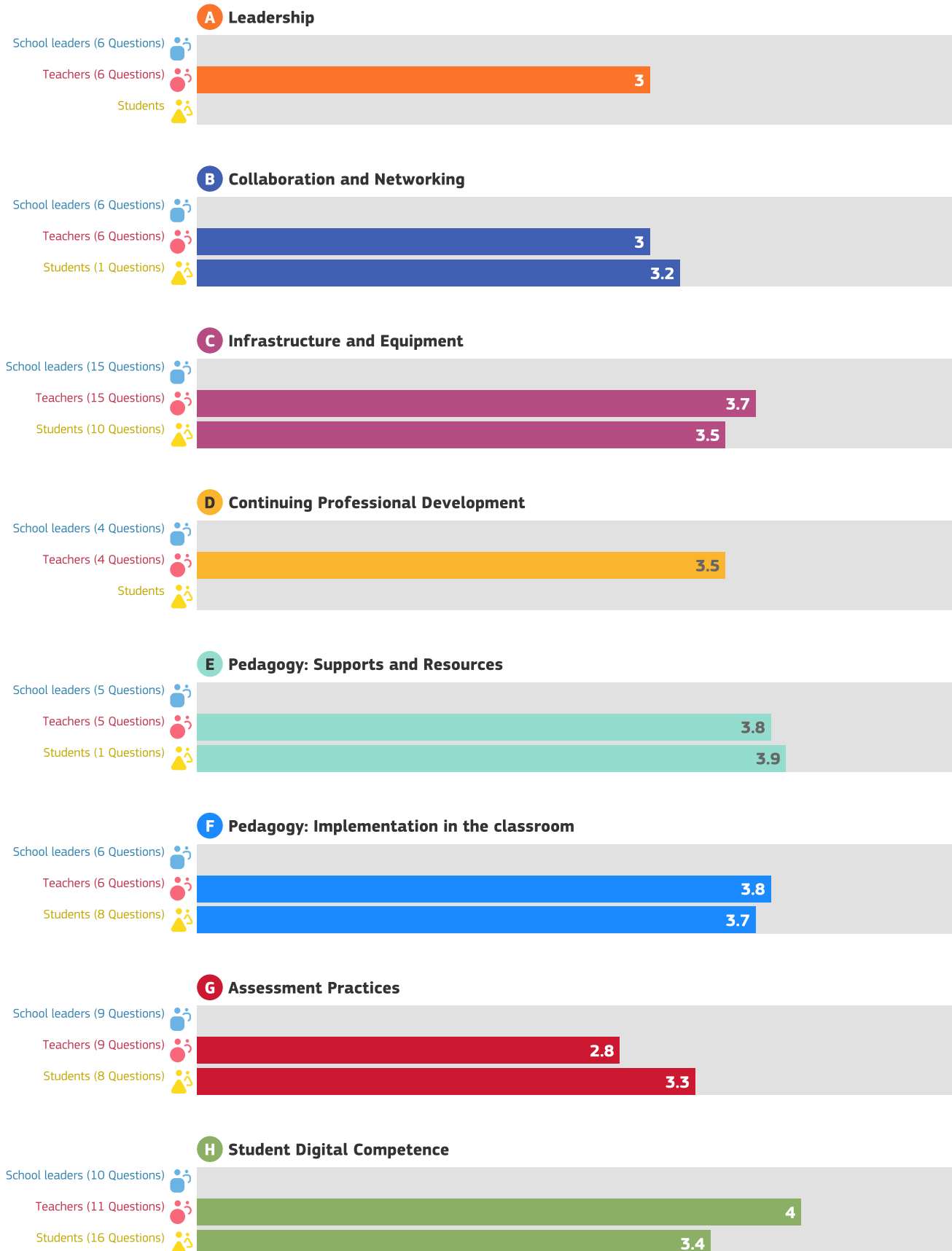
## Profiles

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

- School leaders
- Teachers
- Students

# Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.



## **Results per area**

Average responses for each statement/question.  
For more detailed results please consult the online report.

### **A. Leadership**

### **B. Collaboration and Networking**

### **C. Infrastructure and Equipment**

### **D. Continuing Professional Development**

### **E. Pedagogy: Supports and Resources**

### **F. Pedagogy: Implementation in the classroom**

### **G. Assessment Practices**

### **H. Student Digital Competence**

## A. Leadership

Questions in this area relate to the role of leadership in the school-wide integration of digital technologies for teaching and learning.

### A1. Digital strategy



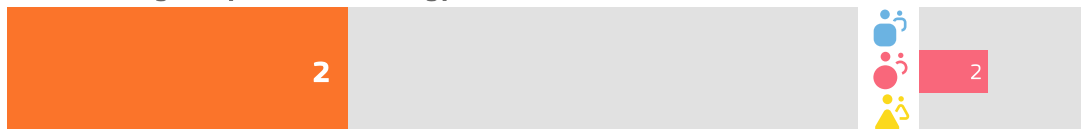
### A2. Strategy development with teachers



### A3. New ways of teaching



### A6. Involving companies in strategy



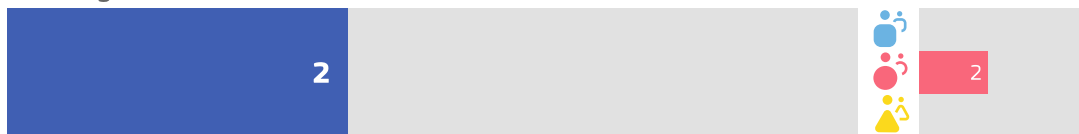
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- A4. Time to explore digital teaching
- A5. Copyright and licensing rules

## B. Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

### B1. Progress review



### B2. Discussion on the use of technology



### B3. Partnerships



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

B4. Synergies for Blended Learning

## C. Infrastructure and Equipment

Questions in this area relate to infrastructure (eg equipment, software, internet connection). Having adequate, reliable and secure infrastructure can enable and facilitate innovative teaching, learning and assessment practices.

### C1. Infrastructure



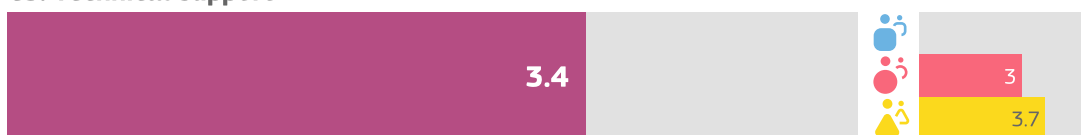
### C2. Digital devices for teaching



### C3. Internet access



### C5. Technical support



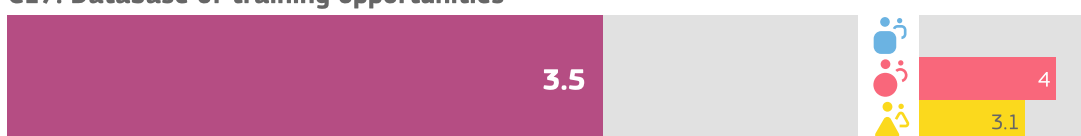
### C7. Data protection



### C8. Digital devices for learning



### C17. Database of training opportunities





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

- C10. Devices for students
- C11. Digital divide: measures to identify challenges
- C12. Digital divide: support to address challenges
- C13. Bring your own device
- C14. Physical spaces
- C15. Assistive technologies
- C16. Online libraries/repositories

## D. Continuing Professional Development

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

### D1. CPD needs



### D2. Participation in CPD



### D3. Sharing experiences



### D4. CPD opportunities



## E. Pedagogy: Supports and Resources

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

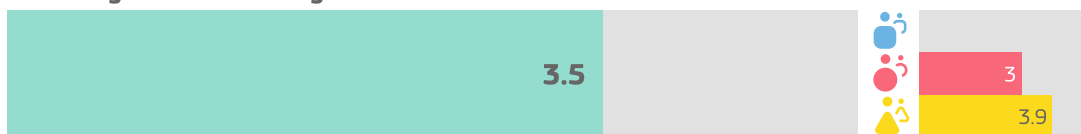
### E1. Online educational resources



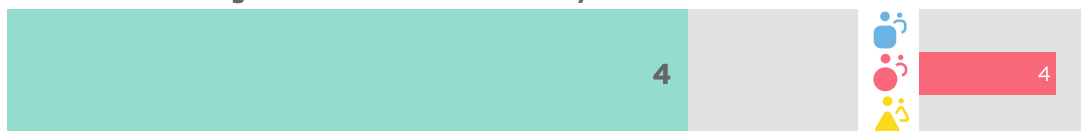
### E2. Creating digital resources



### E3. Using virtual learning environments



### E4. Communicating with the school community



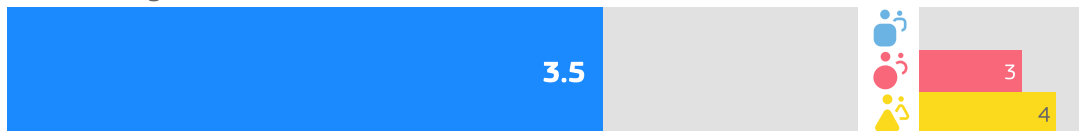
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

E5. Open educational resources

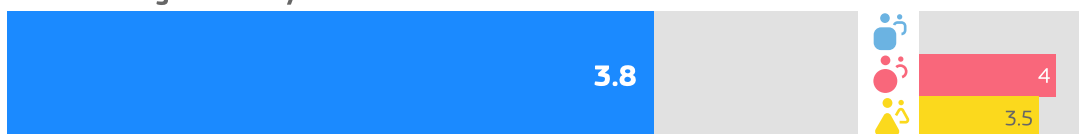
## F. Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

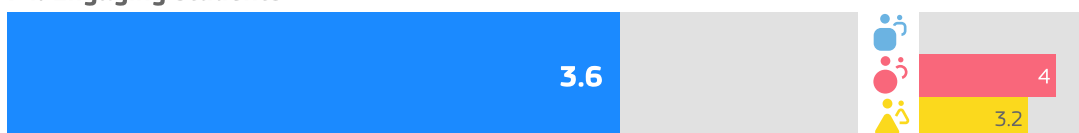
### F1. Tailoring to students' needs in school



### F3. Fostering creativity



### F4. Engaging students



### F5. Student collaboration



### F6. Cross-curricular projects



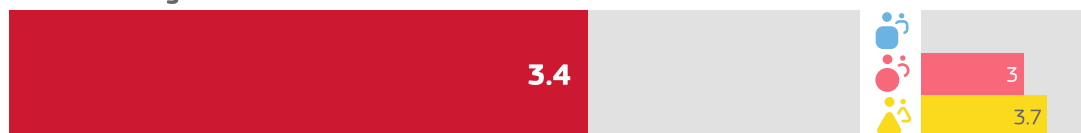
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

F8. Career guidance

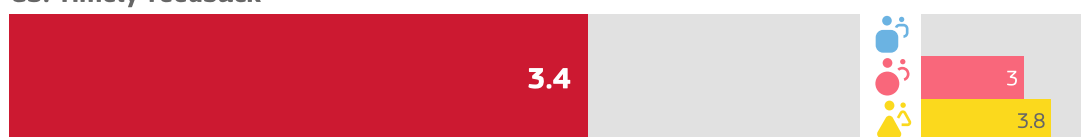
## G. Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

### G1. Assessing skills



### G3. Timely feedback



### G5. Self-reflection on learning



### G6. Feedback to other students



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

- G7. Digital assessment
- G8. Documenting learning
- G9. Using data to improve learning
- G10. Valuing skills developed outside school

## H. Student Digital Competence

Questions in this area relate to the skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways.

### H1. Safe behaviour



### H3. Responsible behaviour



### H4. Checking quality of information



### H6. Giving credit to others' work



### H7. Creating digital content



### H8. Learning to communicate



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

- H10. Digital skills across subjects
- H11. Learning coding or programming
- H13. Solving technical problems
- H15. Skills for vocational qualification



## **OTHER AREAS:**

Further information on technology use at your school.

**Factors inhibiting the use of technology**

**Negative factors for blended learning**

**Positive factors for blended learning**

**Usefulness of CPD activity**

**Confidence in using technology**

**Percentage of time**

**Adoption of technology**

**Use of technology**

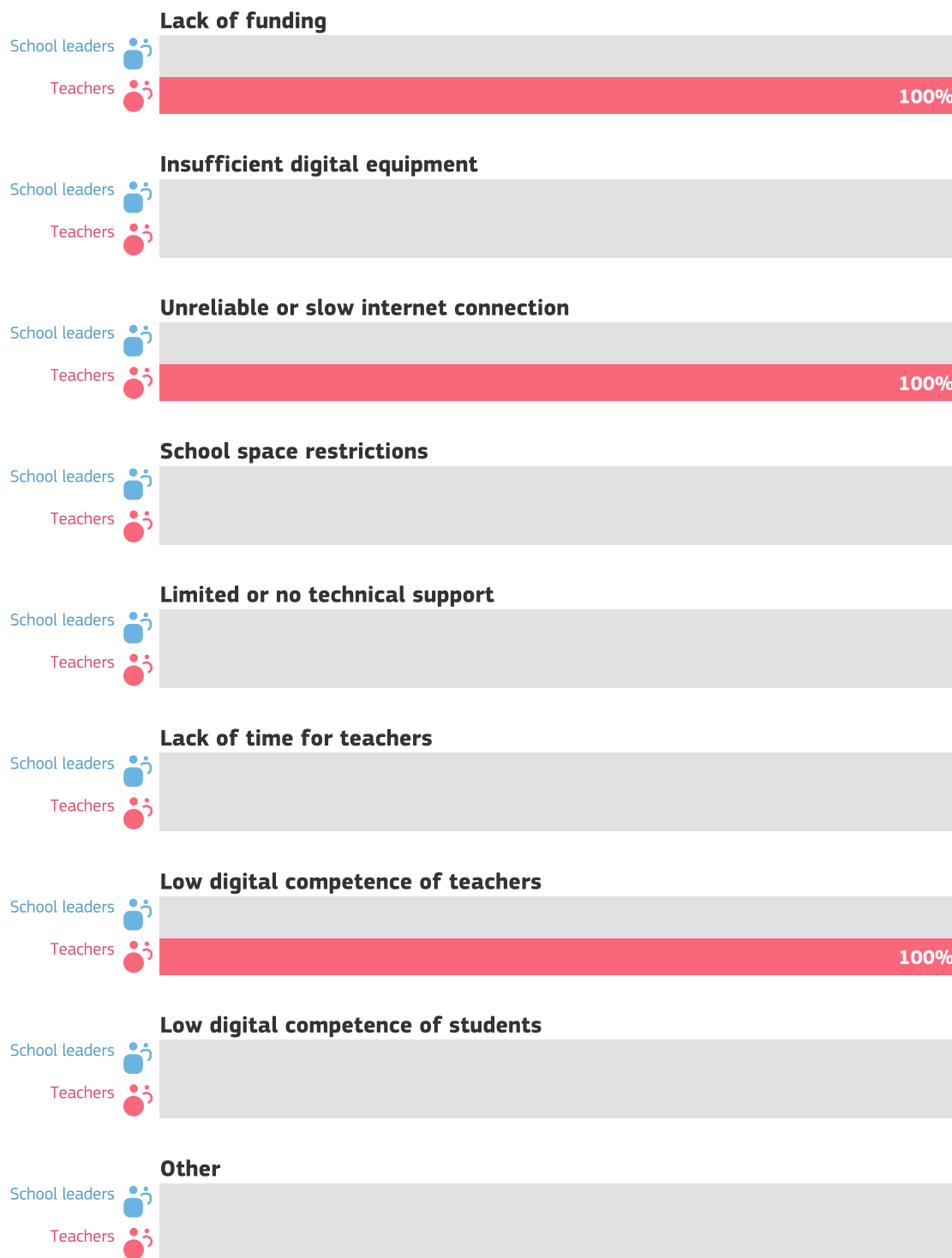
**Student access to devices outside school**

**Student technical knowledge**



## Factors inhibiting the use of technology

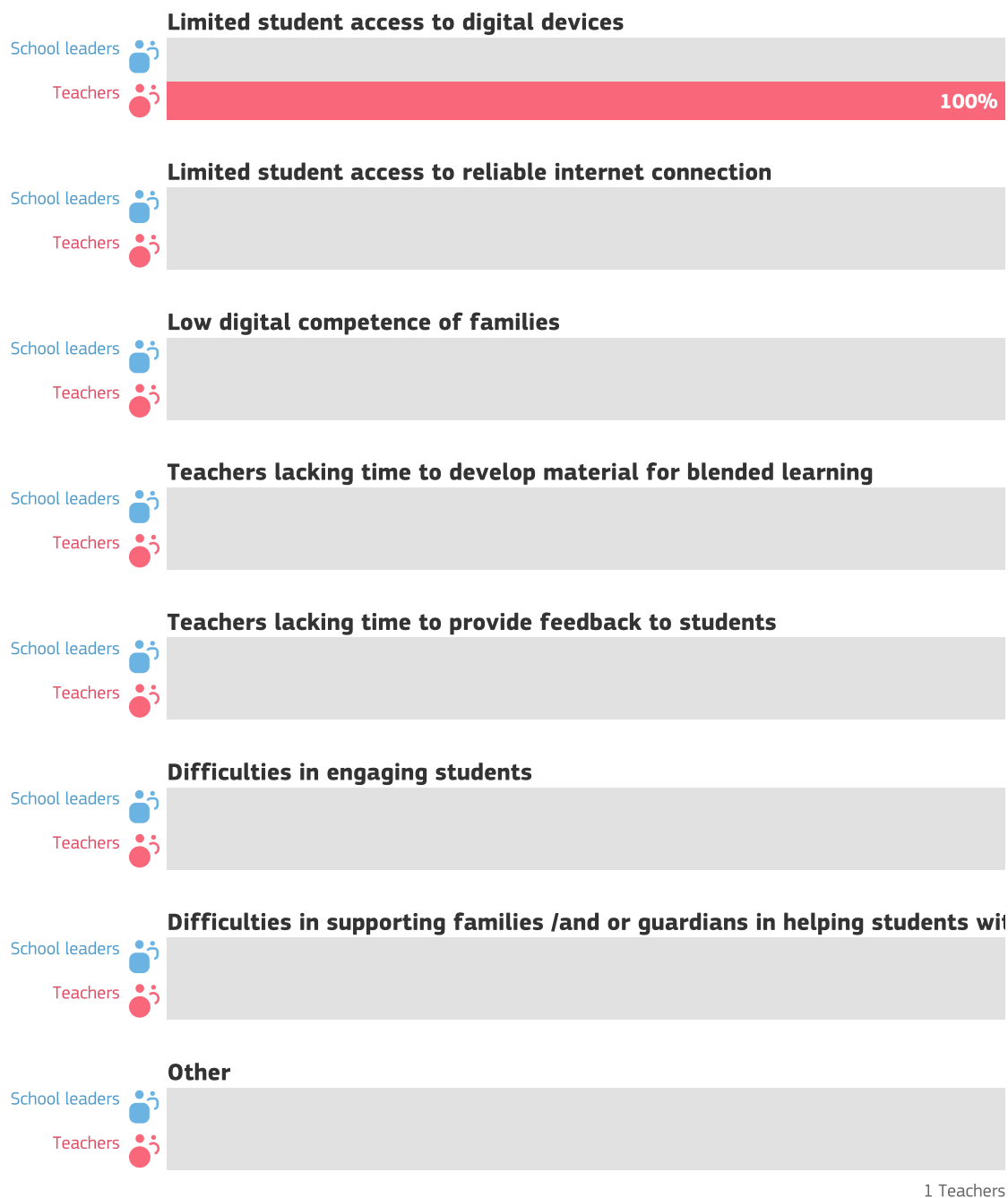
Is teaching and learning with digital technologies in your school negatively affected by the following factors?



1 Teachers

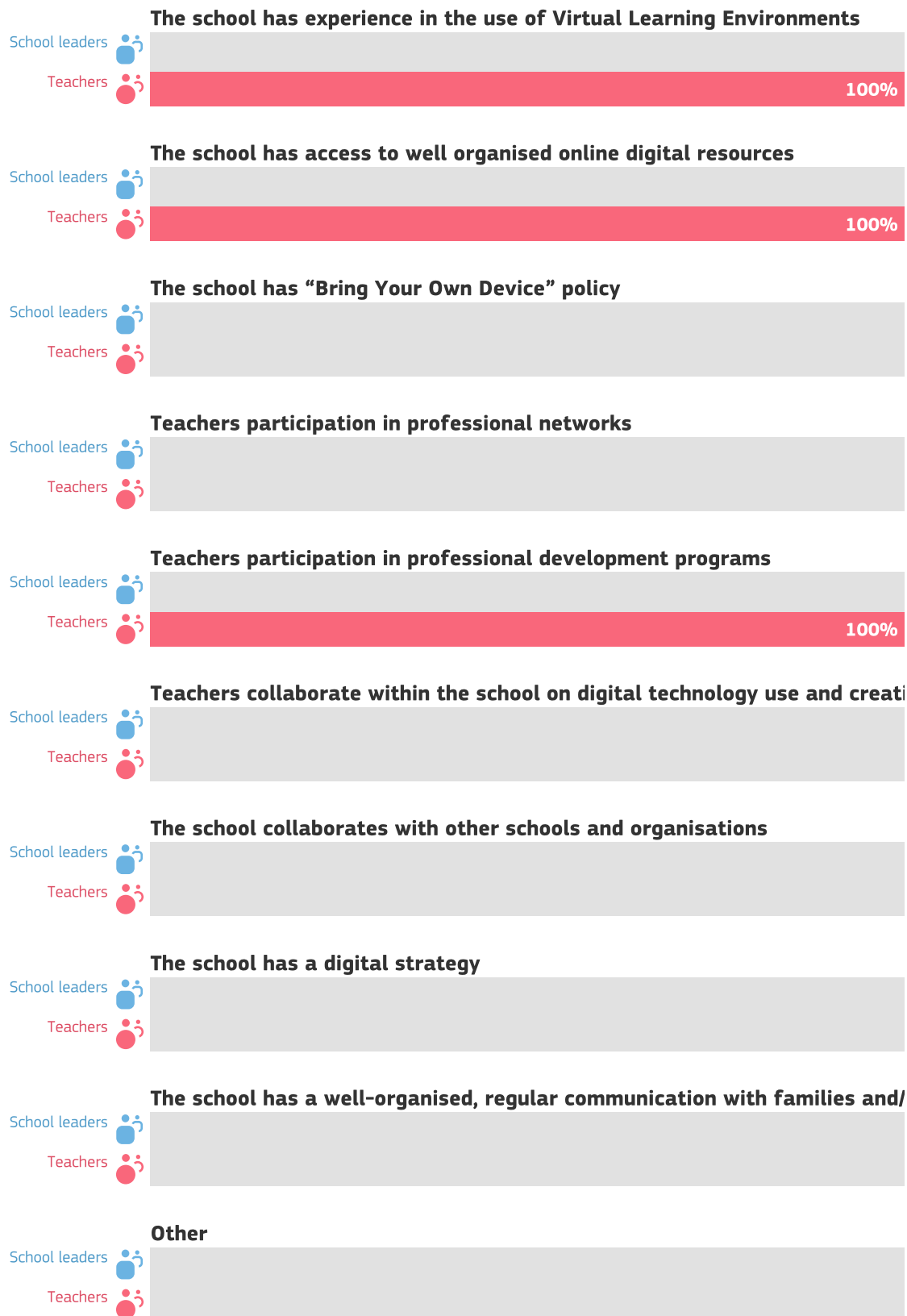
## Negative factors for blended learning

Is blended learning negatively affected by the following factors?



## Positive factors for blended learning

Is blended learning positively affected by the following factors?



1 Teachers

## Usefulness of CPD activity

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

### Teachers

Face-to-face professional learning



1 out of 1 teachers answered this question

Online professional learning



1 out of 1 teachers answered this question

Learning through collaboration



0 out of 1 teachers answered this question

Learning through professional networks



0 out of 1 teachers answered this question

In-house mentoring/coaching



0 out of 1 teachers answered this question

Other in-house training



0 out of 1 teachers answered this question

Study visits



1 out of 1 teachers answered this question

Accredited programmes



**Did not participate**

0 out of 1 teachers answered this question

### Ratings

Not at all useful **1**

Not useful **2**

A little bit useful **3**

Useful **4**

Very useful **5**

## Confidence in using technology

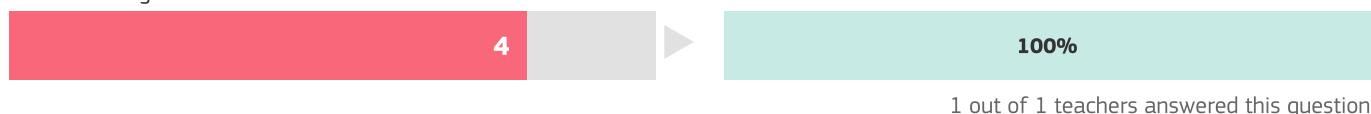
How confident do your teachers feel in using technology for the following tasks?

### Teachers

Preparing lessons



Class teaching



Feedback and support



Communication



### Ratings

- Not at all confident 1
- Not confident 2
- A little bit confident 3
- Confident 4
- Very confident 5

## Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

### Teachers

Percentage of time for digital teaching



1 out of 1 teachers answered this question

### Ratings

- 0-10% 1
- 11-25% 2
- 26-50% 3
- 51-75% 4
- 76-100% 5

## Adoption of technology

Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

### School leaders

No data available

### Teachers

Adoption of technology



1 out of 1 teachers answered this question

### Ratings

- I tend to use digital technologies after the majority of my colleagues 1
- I tend to use digital technologies at the pace of the majority of my colleagues 2
- I tend to be an early adopter where I see clear benefits 3
- I am usually among the innovators who try out new technologies 4



## Use of technology

How do your students use technology in and out of school?

### Students

Technology at school



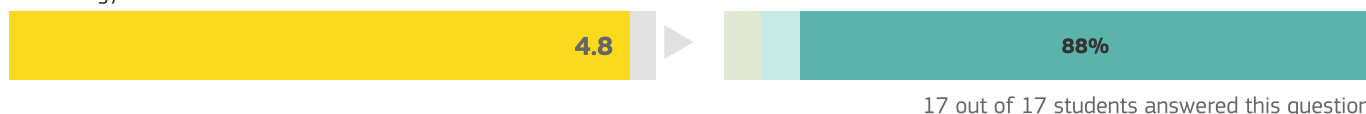
Technology at home for schoolwork



Technology outside school for learning



Technology at home for fun



No technology outside school



### Ratings

- Never or hardly ever 1
- At least once a month but not every week 2
- At least once a week but not every day 3
- Up to one hour every day 4
- More than one hour every day 5

## Student access to devices outside school

Are your students able to access digital devices (computer, laptop, table, mobile phone) at home?

### Students

Student access to devices outside school



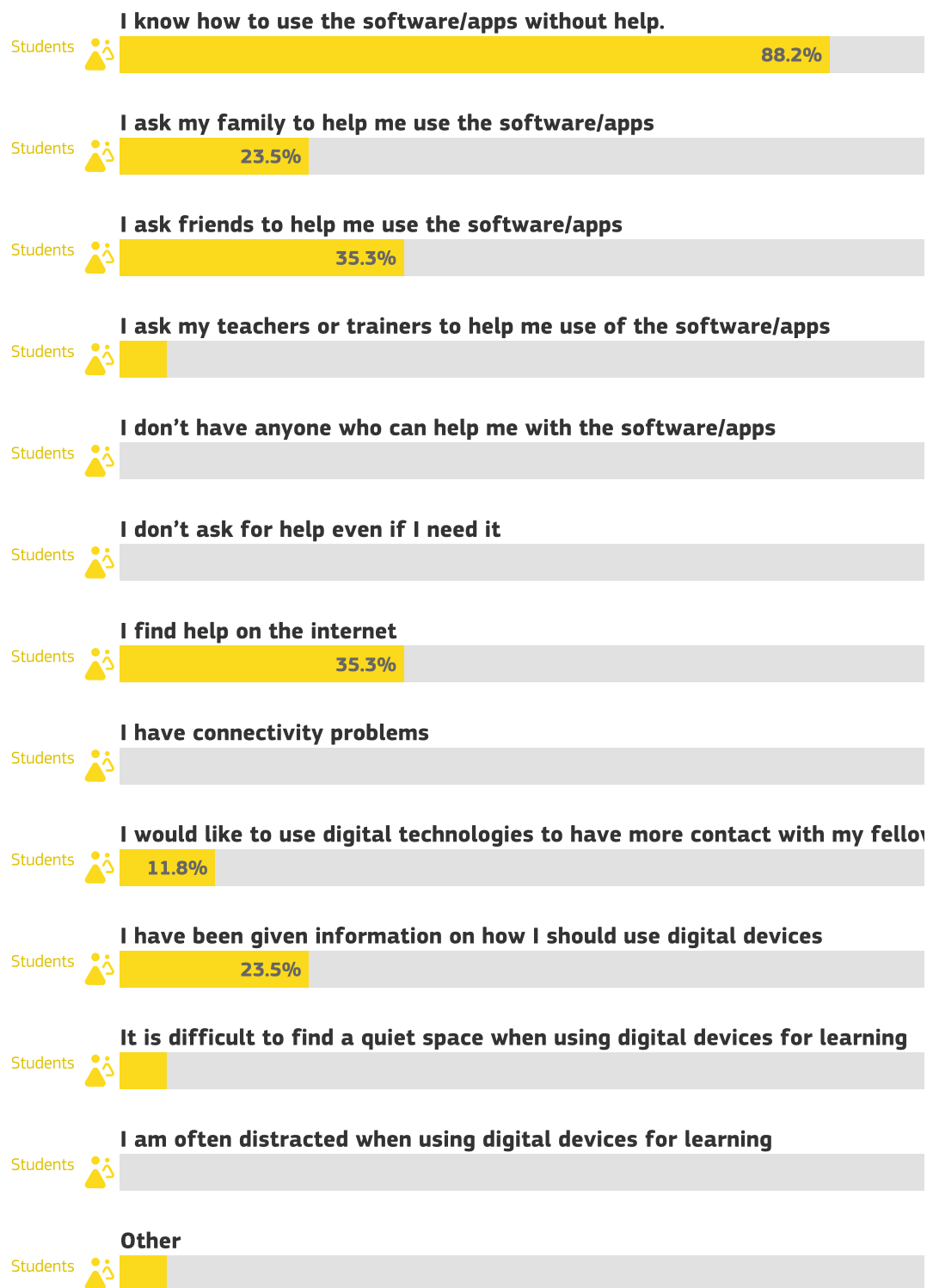
16 out of 17 students answered this question

### Ratings

- I don't have access to a digital device to use for my (school) work 1
- I have access to a digital device but it is not suitable to use for my (school) work 2
- There is a shared digital device at home which I can use for my (school) work but it is not always available when I need it 3
- There is a shared digital device at home which I can use for my (school) work when I need it 4
- I have access to a digital device that is suitable to use for my (school) work 5

## Student technical knowledge

When lessons take place at home with digital technologies



17 Students



## How to use the results

This report can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

We list some examples on how you can apply the school report looking at the section "Overview of areas":

- if one area (for example infrastructure or assessment) was given a low rating you may wish to make this a focus for improvement
- if one of the areas attracts the highest rating overall, it is a strength that could be investigated further to identify why this is working well and what could be improved further;
- if you see gaps between the views of students and teachers or teachers and school leaders this could be explored further.

Analysis and discussion can help your school create an action plan to improve the use of digital technologies for better teaching and learning. SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

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.

