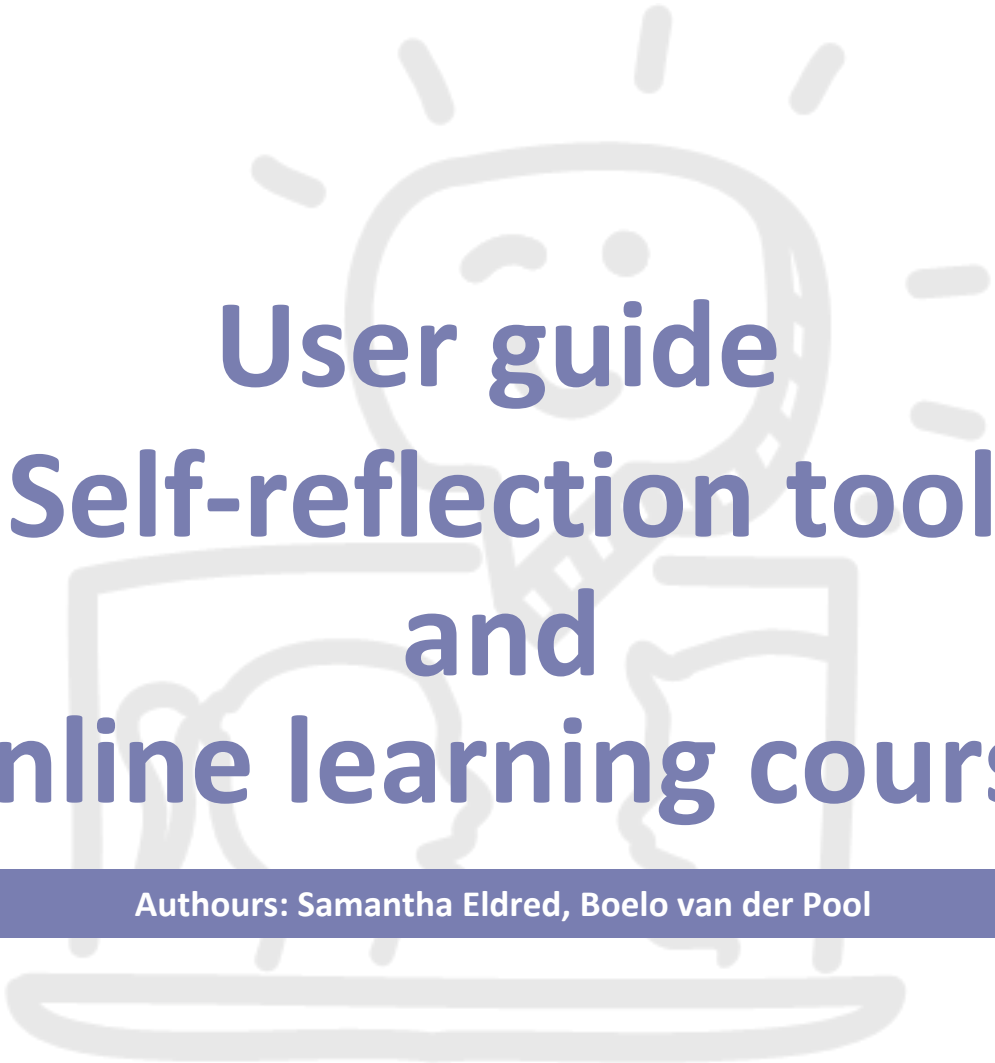

User guide
Self-reflection tool
and
Online learning course

Authours: Samantha Eldred, Boelo van der Pool

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2020-1-AT01-KA204-078098

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Welcome to the Guide!

The aim of this guide is to support the use of the self-reflection tool developed by the Fit for Digital Linguistic Education project, along with the linked online *Digital Language Education* learning course.

The self-reflection tool encourages guided reflection about your skills and knowledge in the field of digital language teaching; the results of this will help inform decisions about which units of the online course would be most useful and/or relevant for you to take.

This guide consists of two parts:

Part one: aimed at teachers

Part two: aimed at managers and administrators of language teaching institutions

Although the contents of both parts are similar, you will find that there is a slightly different emphasis in the content; so we recommend that you refer to the part that best suits your own role in the organization. Within the project, we have also developed a quick video tutorial on how to use the self-reflection tool. Check it here!

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Fit 4 DigiLinE

PART ONE:
GUIDE FOR TEACHERS

- 1.1. Welcome
- 1.2. A brief introduction to the project
- 1.3. Introduction to the self-reflection tool
- 1.4. Interpreting your results
- 1.5. How to use the online course
- 1.6. After the online course
- 1.7. Other useful resources

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1.1. Welcome to the guide!

So you're interested in improving your digital language teaching skills: welcome!

The aim of this guide is to help you get the most out of the various materials we have created in the Fit for Digital Linguistic Education project, which aims to improve the knowledge and digital skills of language teachers. In fact, much of the content will be of use to teachers of any subject; so you are welcome, even if you are not a language teacher.

The guide will explain

- how to use the self-reflection tool;
- how to interpret your results;
- how to use the Digital Language Education online course; and
- where to find other useful resources produced by the project.

But first, a really quick bit of background.

1.2. A quick introduction to the Fit4DigiLinE project

Fit for Digital Linguistic Education (Fit4DigiLinE) is an Erasmus+ project involving six partners from five European countries: Austria, Finland, Greece, Italy and Spain. It was originally conceived in 2019, with the aim of encouraging language teachers to make more use of digital tools in their teaching; but the arrival of the Covid pandemic and the almost universal shift to online classes both emphasized the importance of the original concept, and necessitated a slight shift in emphasis. The project webpage is here: www.fit4digiline.eu

In the winter of 2020/21, project partners conducted an online survey of language teachers and managers of language teaching institutions from across Europe, to find out their views on digital language teaching, and to identify the areas in which they felt that more training was needed. More than 200 teachers and 50 managers responded to the survey itself, and we then carried out some follow-up interviews locally. The result of all this research was a transnational report on digital language teaching, which can be found in full and as a short summary in the resources tab of the project website. (The full report is available in English, with the summary in all project languages: English, Finnish, German, Greek, Italian and Spanish.)

The research identified certain areas in which teacher and/or managers felt that more training was needed, and we used this to guide the development of the Digital Language Education online course which you are about to take.

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The Digital Language Education online course

The course is available in all project languages and consists of 10 main parts, which are focused on the training needs identified during our research. These are:

1. **Introduction to the course**
2. **Digital basics**
3. **Teaching online**
4. **Digital learning materials**
5. **Digital and online tools**
6. **Teaching languages with digital tools**
7. **E-moderation: dealing with learners when teaching online**
8. **Evaluation**
9. **IT security, data protection and copyright legislation**
10. **Taking care of yourself and your students**
11. **Trouble-shooting**

Even though much language teaching has returned to the classroom after the pandemic, digital tools can still play an important role in helping you to deliver more productive and engaging language teaching which is fit for the modern world.

In addition, online learning continues to be a fast growing market, and language teaching is not immune to this change. Many language schools and other educational institutions continue to offer part (or all) of their teaching online, and a teacher who is comfortable with digital tools will find themselves much in demand.

The online course will therefore be of value to you, whether you teach in a classroom or online.

Finding the right units for you

You are, of course, more than welcome to work your way through the entire online course, or through particular units that you find of interest. The units are relatively short, but do nonetheless manage to cover a wide range of digital tools and teaching methodologies. The chances are that you will learn something new, or be reminded of something that you've intended to try in the past, but haven't quite got around to.

We realize, of course, that not everybody will have the same amount of free time to devote to the course – or the same training needs. Some of you may be relatively new to digital teaching and will therefore need to begin with the basics before moving on to more complex material. Others may already have plenty of experience of digital teaching, and might want to enhance their skills in a particular area, or to learn about new tools and/or teaching methodologies. The course has something to meet all needs.

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1.3. The self-reflection tool

In order to help you identify the units of the *Digital Language Education* online course which will be most useful for you, we have developed a **self-reflection tool**, which closely mirrors the structure of the online course.

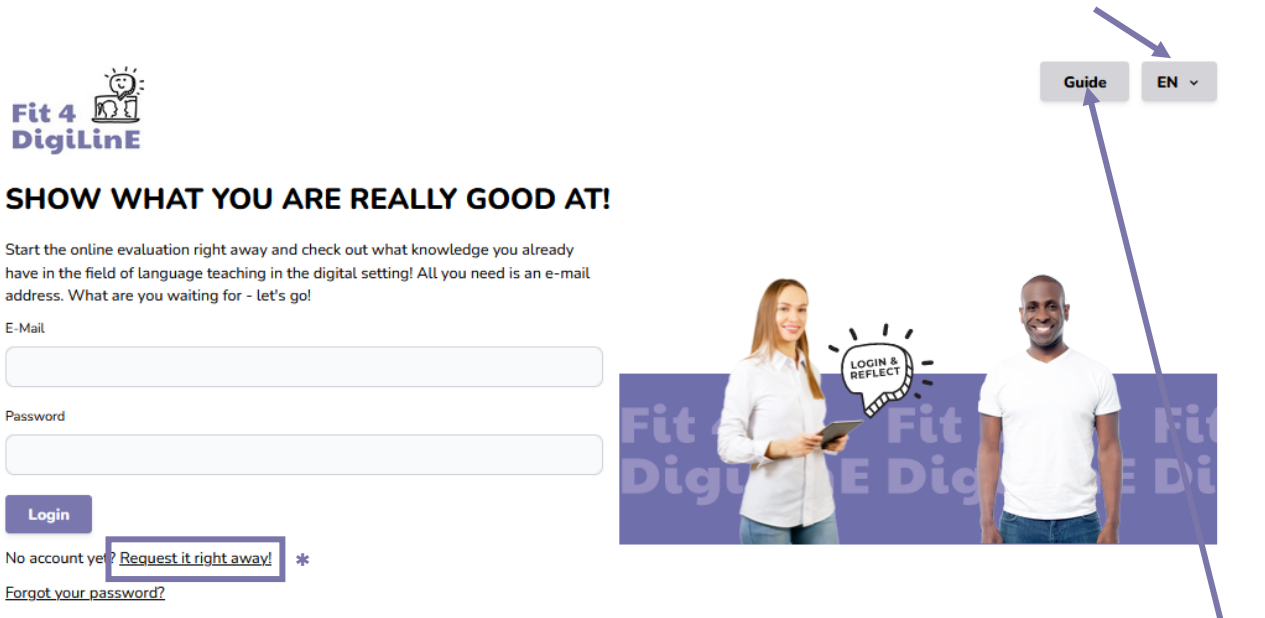
The tool gives you the chance to reflect on your own strengths and weaknesses in the field of digital language teaching. There are five statements per course topic, which encourage you to reflect on your own knowledge and digital skills in each particular area of competence. The final results will make it easy for you to identify which areas still need a little work, and which units of the course would be most relevant for you to take.

Be honest! In order for the results of the self-reflection to be of maximum benefit, it is important that you answer the questions as truthfully as possible. The aim of the tool is to support you, not to judge you.

Getting started

The log in page for the self-reflection tool is here.

The tool is available in English, German, Italian, Greek, Finnish and Spanish. You can change the interface language by clicking on the arrow next to **EN**.



For help with using the self-reflection tool or the online learning course, click the **Guide** button at any time.

To set up an account, click on "**Request it right away***" under the log in button

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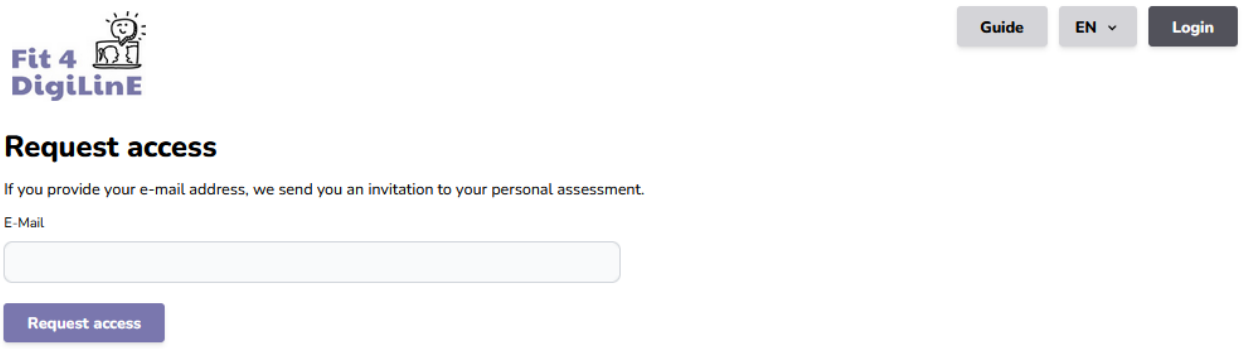


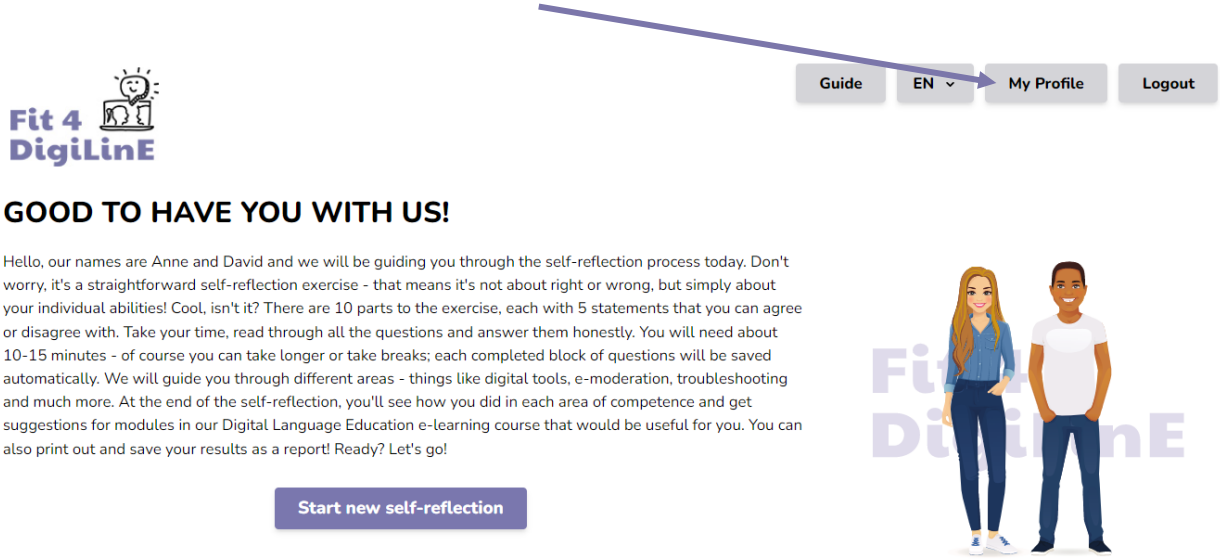
Fill in your email address, and then "**Request access**". You should receive an email with a link to set up your account. Check your Spam and/or junk folders if you cannot see it in your inbox.

Click the link in the email in order to confirm your account and then add a password (at least 8 characters long) which you will use for logging in. (If you forget your password, you can request a password reset at the bottom of the login page.)

Then log in with your email and your password.

Using the tool

On the welcome page of the self-reflection tool, you can still change the language if needed, and double-check things in the guide. If you want to get a personalised results summary at the end of the self-reflection, add your details (name and family name) at "**My Profile**".



Then click on "**Start new self-reflection**".

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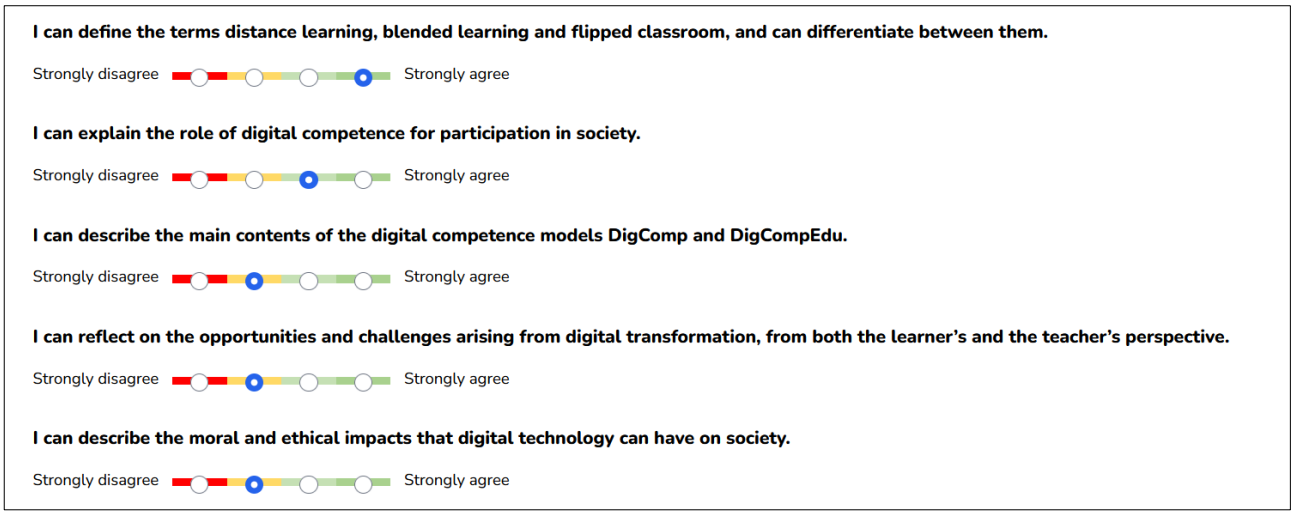
The self-reflection consists of 10 sets of 5 statements each. You are asked to consider each statement carefully, and then click in the circle which most closely matches your evaluation of your own competence in this area. The scale runs from “Strongly disagree” to “Strongly agree”.

Here is an example from the first set of statements, Digital Basics:



Remember that it’s important to be honest when evaluating your competences, so that the tool can help you identify the areas that you need to improve most, and point you towards the most relevant parts of the online course.

If you need to take a break while answering the questions, that is fine; the system will save your responses and you can pick up where you have left off when you next log in.

When you have answered all the questions, click on “**Complete**”, and you will be taken to the results page.

1.4. Interpreting your results

The evaluation tool will calculate an overall percentage for each of the 10 areas of competence, based on the answers that you have given, and a total result as well.

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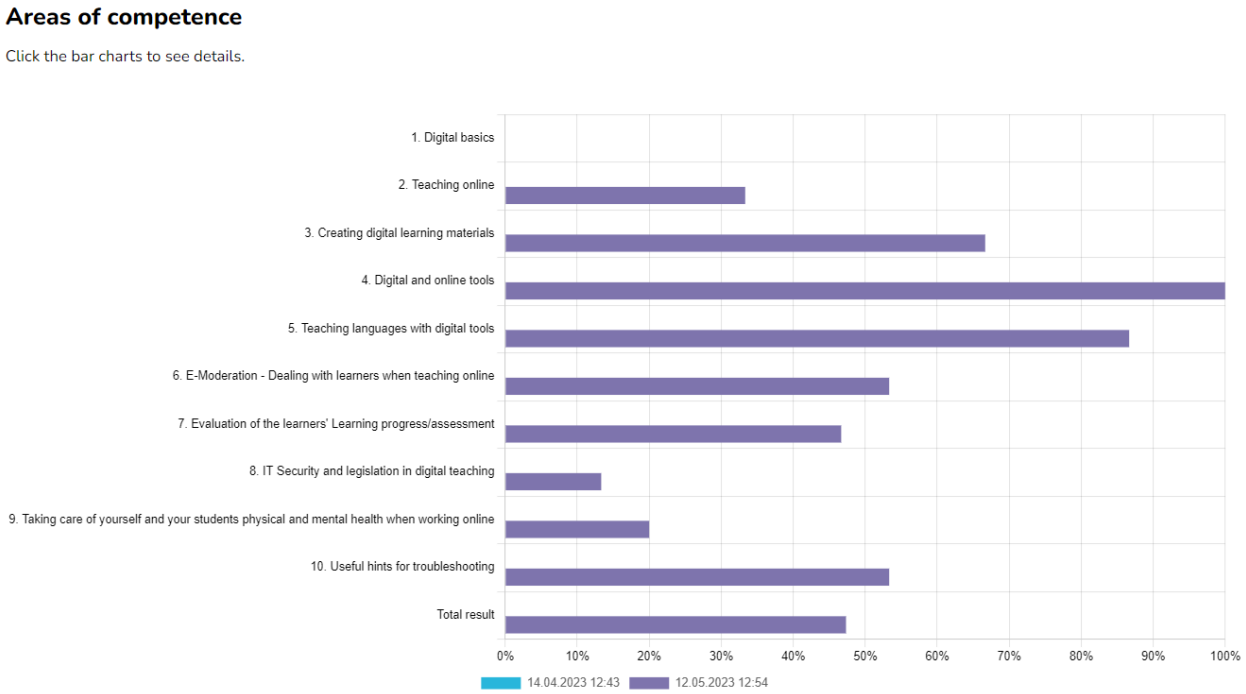
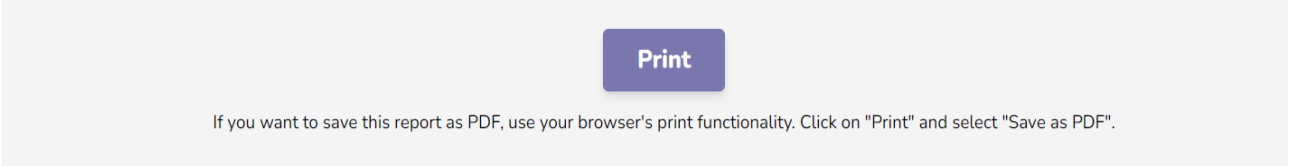
The results are presented in a bar chart like the one below. By hovering your mouse on each bar, you can see the exact percentage scored.



A few things to note about the results:

- If you answered “strongly disagree” to all 5 statements in an area, the score is 0, and no bar is visible (see “1. Digital basics” in the example above).
- The scores shown are for guidance only and are intended to help you identify the areas of digital competence which you most need to improve.

If you want to download a copy of your results, you can click on “Print” below the bar chart, and save the report as a PDF. If you want your name attached to the results, you need to fill in your details in “My Profile” at the top of the page.



What next?

You can use your results to decide which of the learning units in the Digital Language Education online course are of most use to you.

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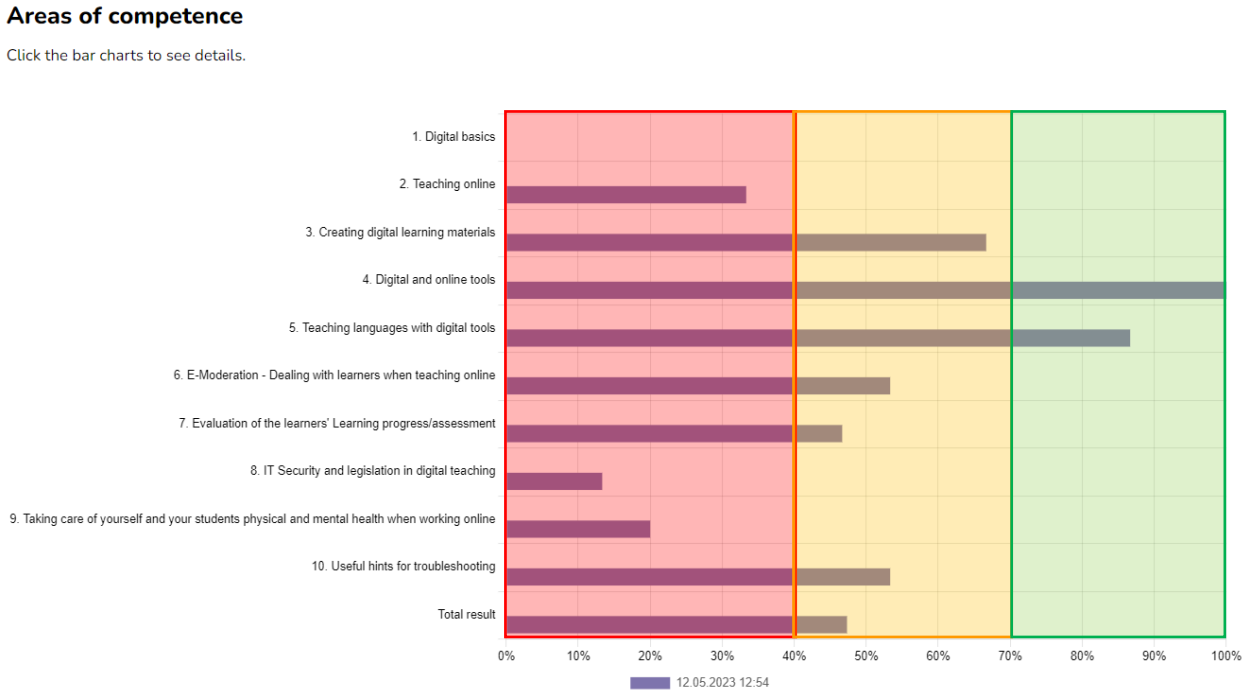
If you scored **0-40%** on a particular topic, this indicates that there are still gaps in your knowledge and competences in this area. We recommend that you work your way through the relevant unit(s) of the online course; you will find plenty there to help you improve your skills. For example, the score for areas 1, 2, 8 and 9 is below 40% on the chart below; so the user should study the corresponding units in the online course.

If your score is between **41%** and **70%** (areas 3, 6, 7, 9 and 10 below), this indicates that you already have some level of knowledge in this particular area; but it would still be a good idea to develop your expertise a little further. You can remind yourself of what you already know and learn how to take things further in the relevant unit of the online course.

Scores of **71-100%** (areas 4 and 5 below) indicate that you are already pretty confident in these areas of digital language education. You might nevertheless still want to have a quick look at some of these units – you never know: you may learn something new!

You can find out how to access and use the course in the next section of this guide.



The numbers/titles of the Areas of competence in the self-reflection tool correspond exactly to those of the learning units in the Digital Language Education online course. Make a note of the areas that you need/want to start studying, and then head over to the online course. There is a direct link from the results page, just above the "**Areas of Competence**" heading.

More about using the online course in the next section.

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1.5. How to use the *Digital Language Education* online course

The online course uses the bit academy EU platform, which has been developed to host online courses developed under various EU-funded projects.

Signing up and logging in

You can find the link to the sign up page for the online course here. It is also accessible through a button on the front page of the project webpage front page of the project webpage and on the results page of the self-reflection tool.

If you want to **change the interface language*** for the platform, click on the language menu at the bottom of the page. The platform is currently available in the languages on the right.

The course itself is available in English, German, Finnish, Greek, Italian and Spanish.

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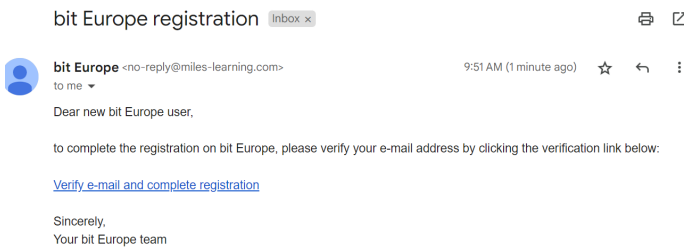
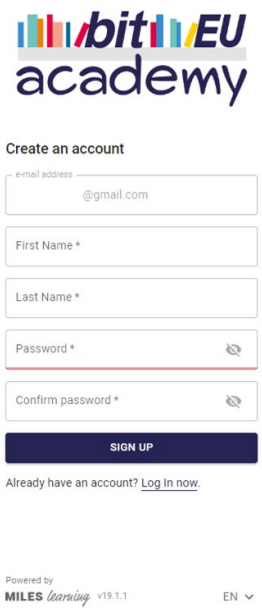
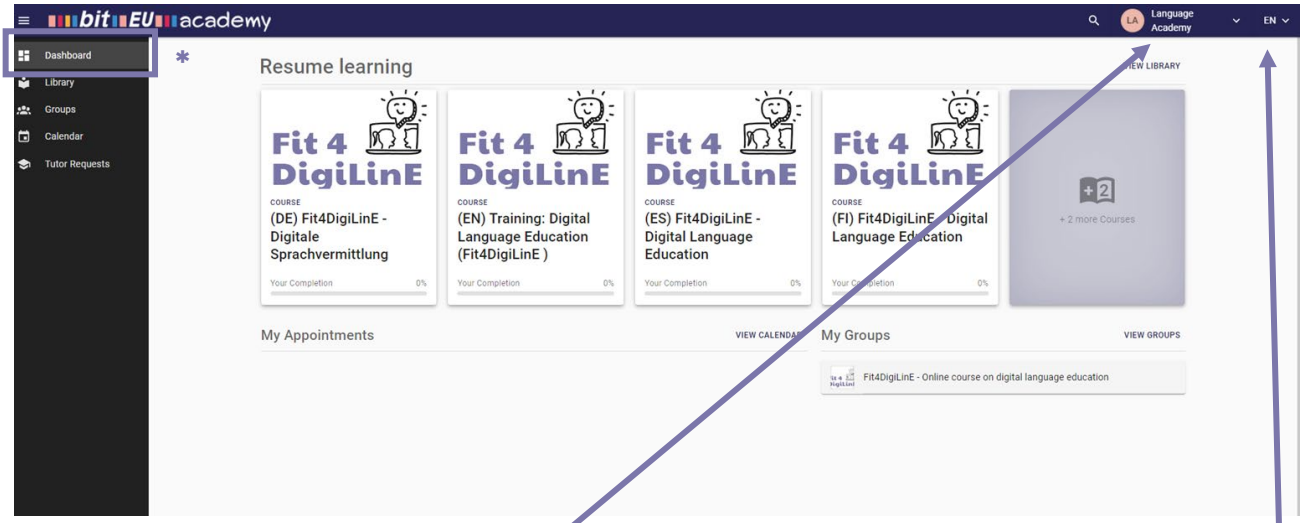
First, you will need to **create an account**: enter your **email address** in the space provided, complete the Captcha test and then visit your email to verify your address: simply click on the link in the message from bit Europe.





You will then be asked to enter your first name and last name (or an alias if you prefer), and to choose a password that you will use to access your account in future. Once you have done this, you can **sign up** and **log in**.

When you first log in, you will find the home page and the **course dashboard***:



If you wish to change your **user details**, including your user name, click next to the initials icon to the right of the top menu bar. You can also change the **interface language** using the down arrow on the far right.

(Please note that for this course, the Groups, Calendar and Tutor Requests tabs are not active).

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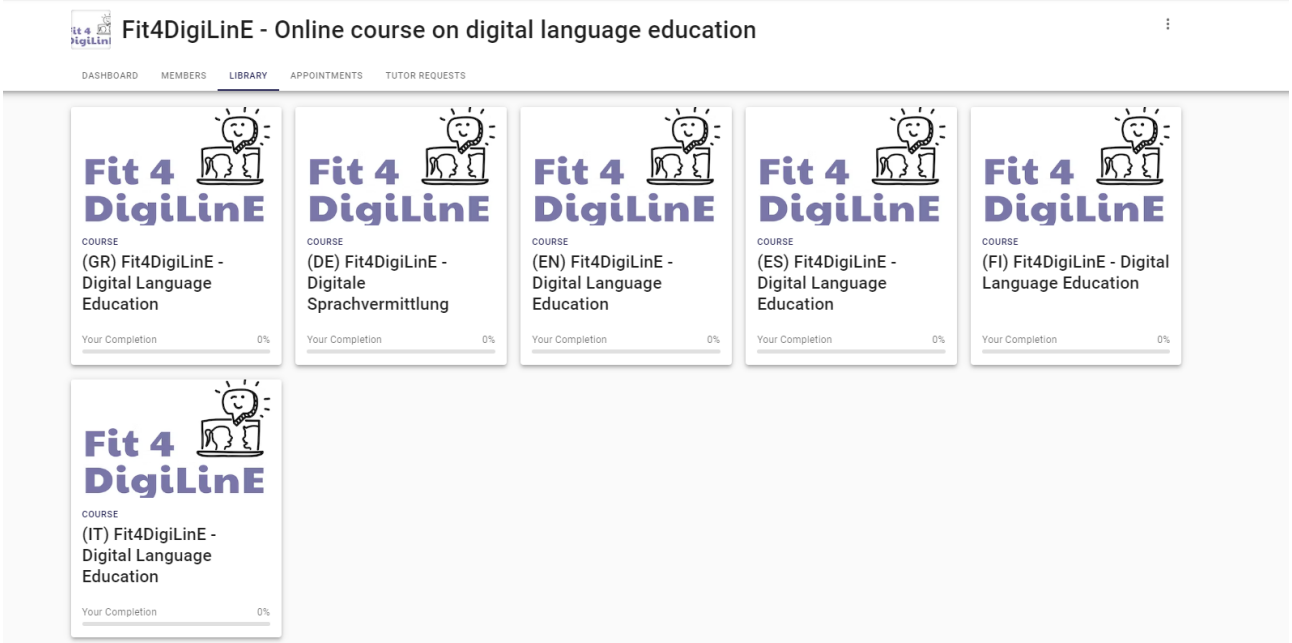
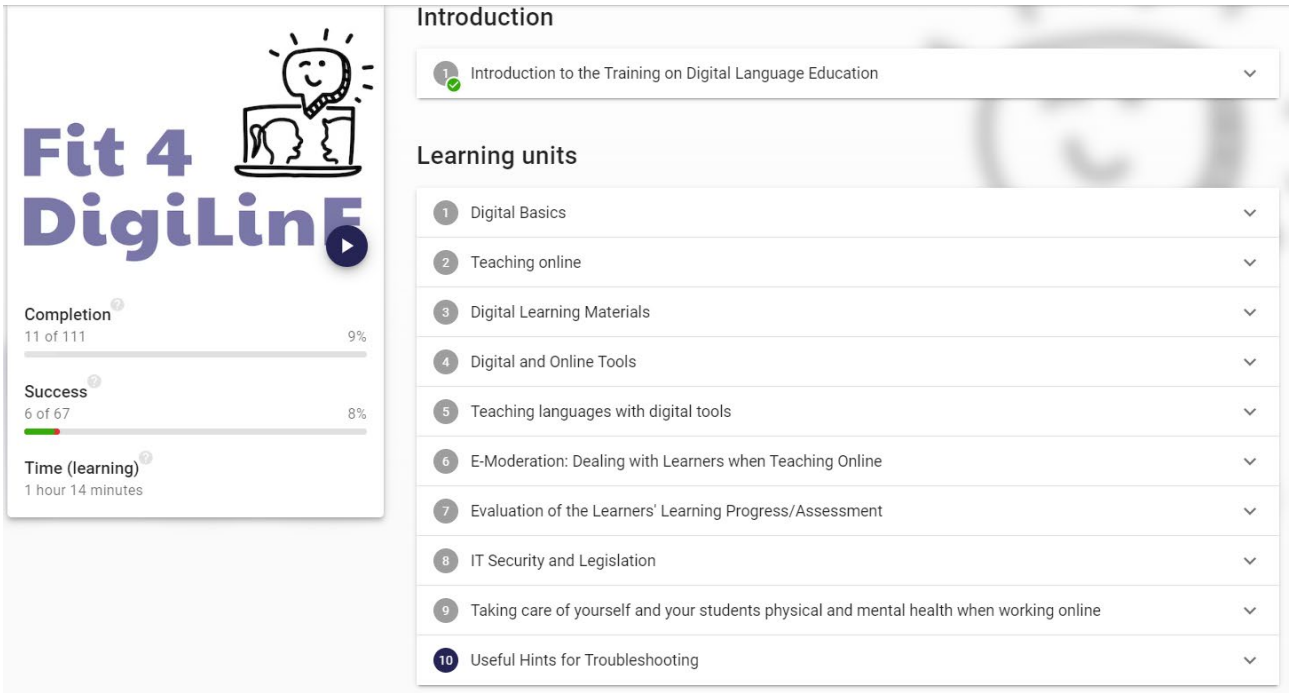
The Digital Language Education course is available in all of the project languages: German (DE), English (EN), Spanish (ES), Finnish (FI), Greek (GR) and Italian (IT). If you cannot see the course in your language, click on **Library** in the menu bar on the left, or in the gray ***+(x)more courses*** box on the right; you will then be able to see all of the courses on offer:



Click on the course that you wish to study.

You will then see the **course overview**:



The menu on the **right** shows the different learning units available for study.

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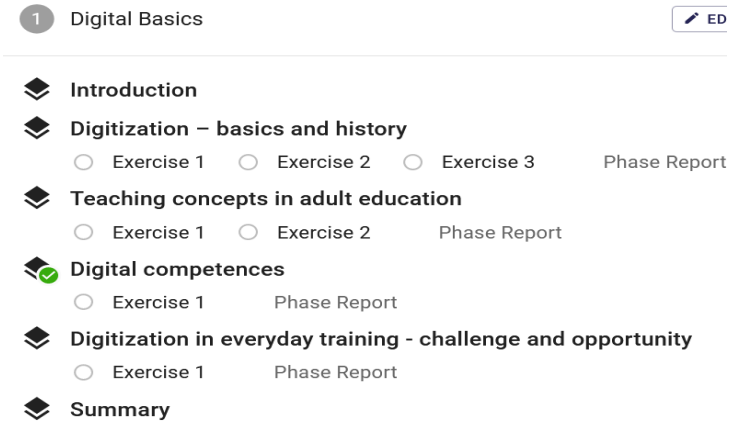
The menu on the **left** shows your progress through the course:

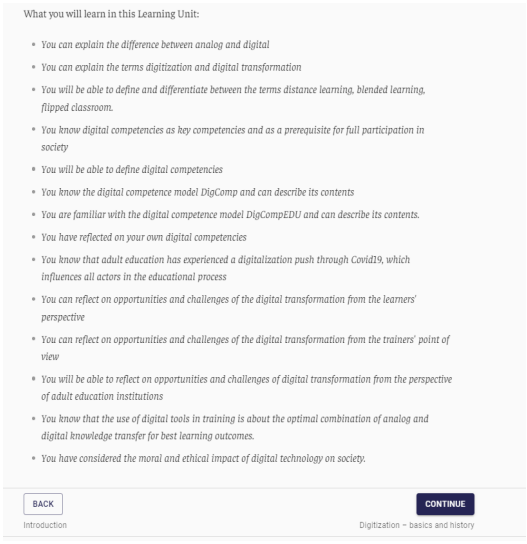
Completion (*X of 111*). The whole course contains a total of 111 learning content units; these include the subsections of the 10 main learning units as well as various exercises to check understanding. The completion menu shows the number of content units that you have completed so far.

The **Success** bar shows how well you have performed on the exercises to check understanding of course content. The green bar indicates exercises completed correctly, while a red bar shows that one or more of the exercises is not correct.

Time (learning) shows how much time you have spent working on the course so far.

When you click on a particular **learning unit**, you will see a brief overview of the unit contents:





The **Introduction** contains a preview of the learning unit, along with a list of learning goals.

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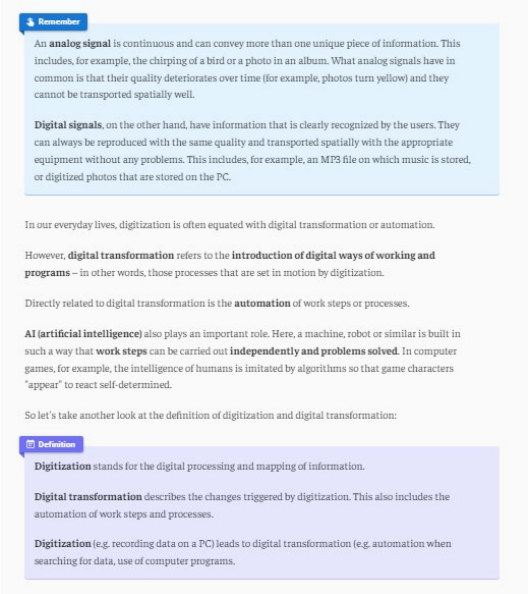
Learning content units contain short texts dealing with the main themes of the learning unit, and may also include links to outside sites and/or learning videos for further information.

You will also notice a number of **colored boxes** in which important information is highlighted:



Remember

An **analog signal** is continuous and can convey more than one unique piece of information. This includes, for example, the chirping of a bird or a photo in an album. What analog signals have in common is that their quality deteriorates over time (for example, photos turn yellow) and they cannot be transported spatially well.

Digital signals, on the other hand, have information that is clearly recognized by the users. They can always be reproduced with the same quality and transported spatially with the appropriate equipment without any problems. This includes, for example, an MP3 file on which music is stored, or digitized photos that are stored on the PC.

In our everyday lives, digitization is often equated with digital transformation or automation.

However, **digital transformation** refers to the **introduction of digital ways of working and programs** – in other words, those processes that are set in motion by digitization.

Directly related to digital transformation is the **automation** of work steps or processes.

AI (artificial intelligence) also plays an important role. Here, a machine, robot or similar is built in such a way that **work steps** can be carried out **independently and problems solved**. In computer games, for example, the intelligence of humans is imitated by algorithms so that game characters "appear" to react self-determined.

So let's take another look at the definition of digitization and digital transformation:

Definition

Digitization stands for the digital processing and mapping of information.

Digital transformation describes the changes triggered by digitization. This also includes the automation of work steps and processes.

Digitization (e.g. recording data on a PC) leads to digital transformation (e.g. automation when searching for data, use of computer programs.

Color	*Heading*	Content
Purple:	*Definition*	Meaning of technical terms
Green:	*Hint*	Practical ideas about how to use this information
Red:	*Important*	Important information
Blue:	*Remember*	Information which is worth committing to memory

Checking understanding

At the end of each learning content unit, you will find one or more exercises which are designed to help you check how well you have understood and/or remembered what you have just read.

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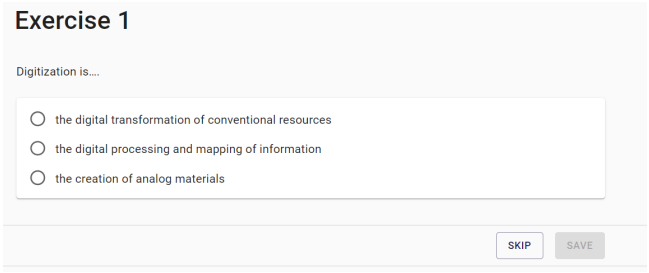
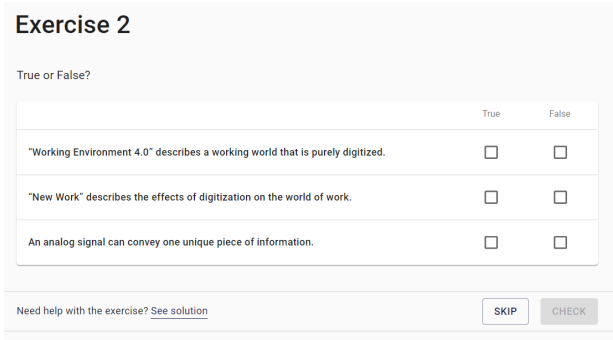
The exercises come in various formats:

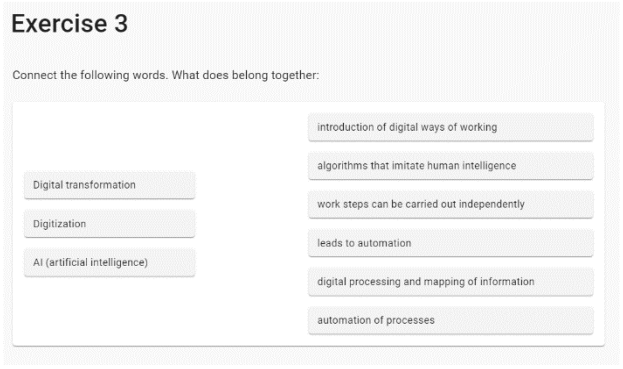
Multiple choice: select the correct answer(s) from the alternatives given.



True/false: click in the box to indicate whether the statement given is true or false.

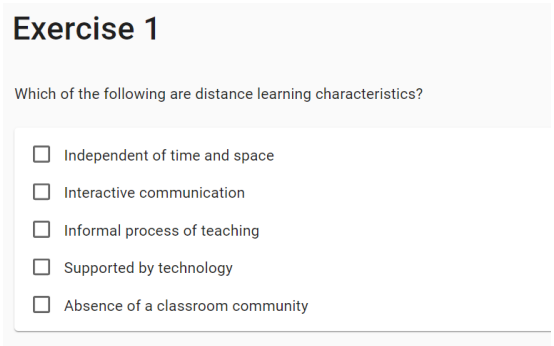


Connect related words: click on both to link.

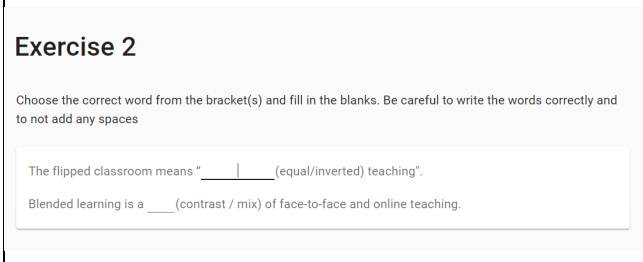


There is often more than one alternative.

Select the correct answer: click in the box next to the correct answer(s).



Fill in the gap: type the correct answer into the gap provided. (Be careful to type in exactly the format given; do not add extra gaps or the system will not recognize your answer).



Getting feedback

After you have completed each exercise, click on **Check** and you will get instant feedback on your answers. Correct answers are marked with green: incorrect alternatives are shown in red.

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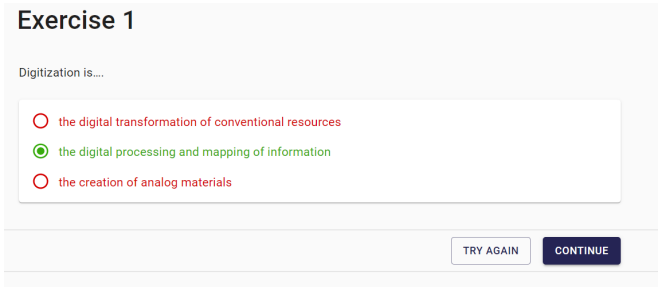
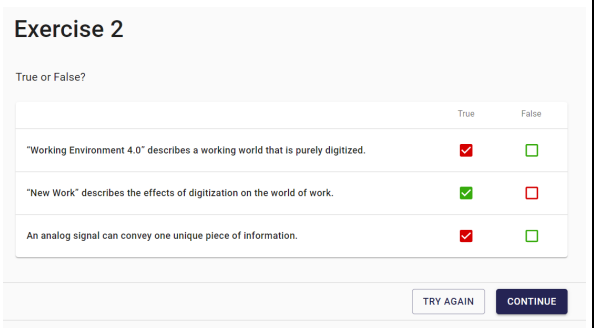
If all of your selections are marked green, then your answer is correct and you can **continue** on through the course.

If some of your selections are marked red, then your answer is incorrect and you should try the exercise again; click on the **Try Again** button. You will find extra help with a tricky exercise by clicking on the ***SEE SOLUTION*** button which appears at the bottom of the exercise.

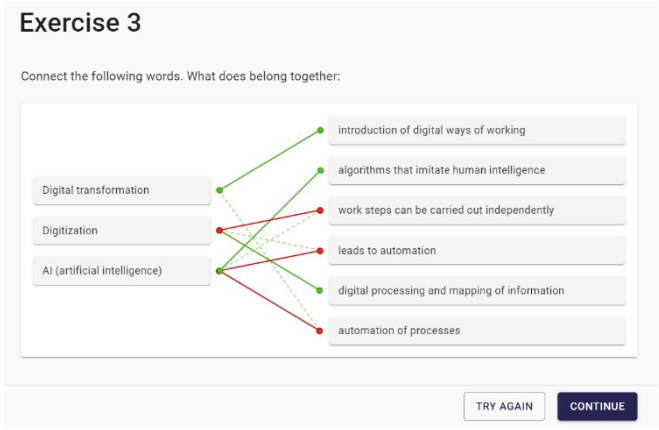
Answer correct; no need to try again. Continue



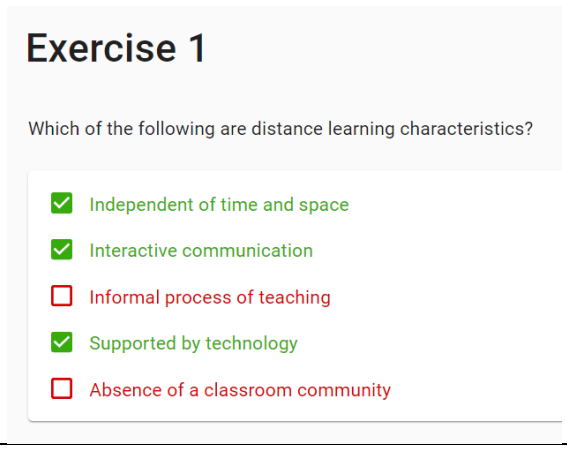
Two answers incorrect: try again



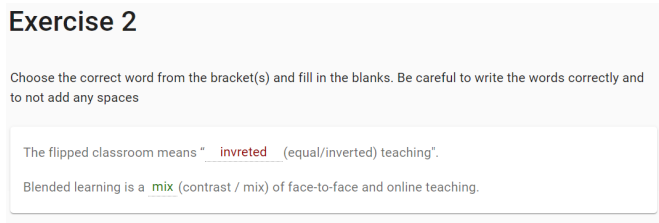
Three incorrect connections: try again.



Three correct answers: continue.



One incorrect answer (typed incorrectly): try again.



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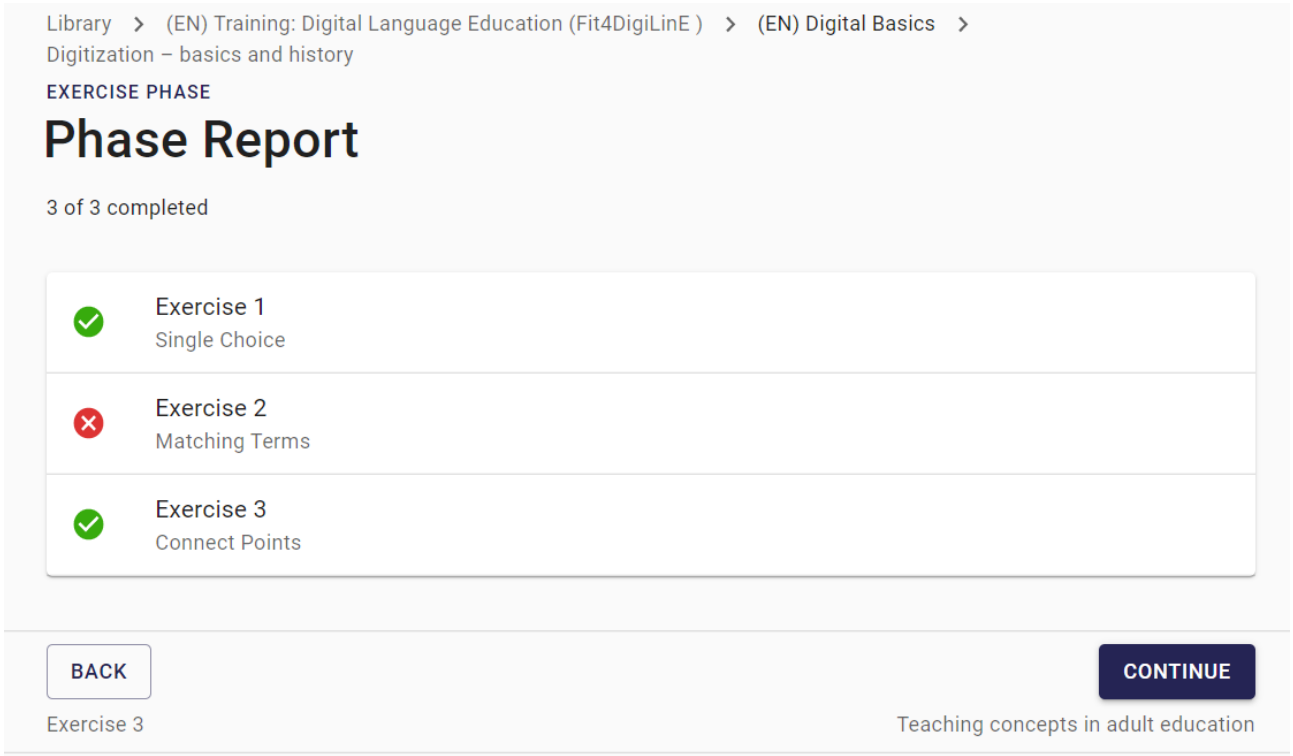
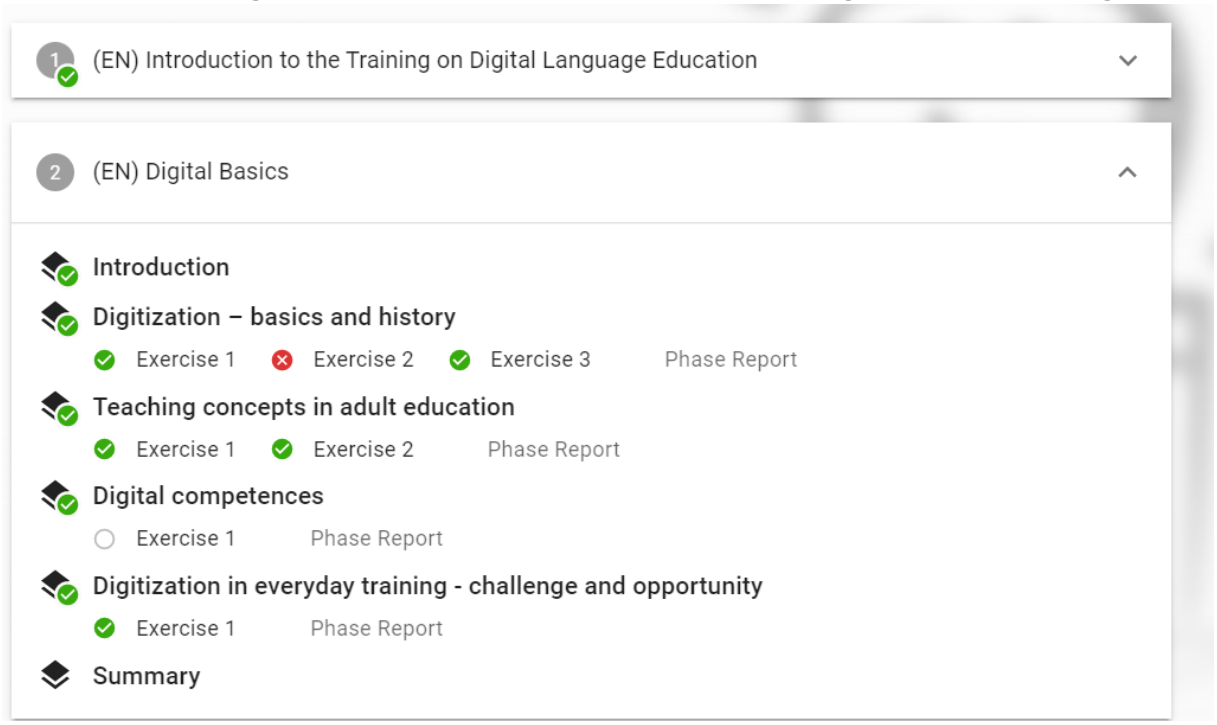
At the end of each set of exercises, you will see a **Phase Report**, which summarizes how well you did. In this case, exercise 2 is still incorrect. If you wish, you can return to the exercise and try again before moving on to the next learning content unit.



When you have completed the whole learning unit, you will see a **summary of activity** (below). Again, there is a reminder that your answers to exercise 2 after the first learning content unit were incorrect and might need revising.



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Work at your own pace

You can take as long as you like to complete each learning unit, and you can revisit the same sections as many times as you like. Watch videos, follow links and try things out for yourself.

If you need to take a break and return to the unit later, then that is fine; simply log in again when you are ready and pick up where you left off.

Each unit starts with the basics and then builds up to more advanced theories and applications. If you are already fairly confident in some areas, and find that some of the early material is already familiar to you, then feel free to skip ahead and focus on the areas where you have more to learn. Don't forget to have a go at the exercises as you pass them though, just to be sure that you haven't missed anything important!

1.6. After the online course: reflecting on your skills again

Once you've worked your way through the relevant units of the online course, it is a good idea to go back and use the self-reflection tool again. You should hopefully see the progress that you have made thanks to the course: better skills and broader knowledge, plus greater confidence in the areas that were perhaps in need of improvement.

If there are any other areas in which you still score lower than you'd like, then feel free to make use of the online course to work on your skills there too. It's there to help you!

1.7. Other useful resources

As well as the ones already mentioned, the Fit for Digital Linguistic Education project has also produced some other resources that you might find useful. These include:

21 ***Good practices and useful resources*** **cards** – a summary of our favourite digital resources and teaching approaches, along with links to relevant sites and suggestions for making use of them in class.

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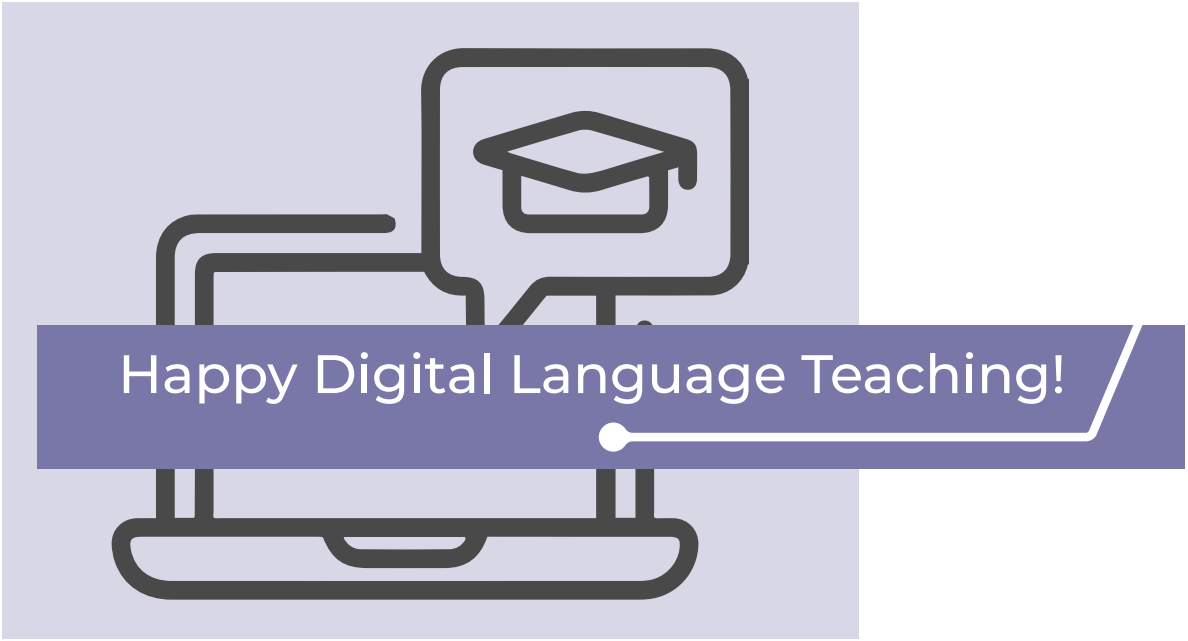
Module 1 Part 1/4

A **video-based MOOC** giving practical demonstrations of how to use digital tools in various fields related to language teaching.

You can find links to all of these on the project website:

www.fit4digiline.eu

We hope that you find them useful.



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Fit 4 DigiLinE

PART TWO:
GUIDE FOR MANAGERS/ADMINISTRATORS OF LANGUAGE SCHOOLS

- 2.1. Welcome
- 2.2. A brief introduction to the project
- 2.3. Introduction to the self-reflection tool
- 2.4. Supporting staff to use the tool
- 2.5. Interpreting results
- 2.6. Supporting staff: how to use the online course
- 2.7. After the online course
- 2.8. Other useful resources

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2.1. Welcome to the guide

Welcome to this guide about the self-reflection tool, which is part of the Fit4DigiLinE project and, in particular, its online course for language teachers.

In this part of the guide, which is mentioned to be for managers and directors of language schools and other educational institutions that provide language teaching, either being it in face-to-face classes or in online teaching, you will find very valuable information about the self-reflection tool, its different utilities, the results and how to make the most of both the tool and the adjoining course.

We hope that you, as a manager, will make extensive use of both the self-reflection tool as well as of the course, and that the language teachers in your team and, moreover, your institution, will become better equipped to offer high quality, varied and motivating online and digital language lessons with a special focus on the wellbeing of both the students as well as the teachers.

2.2. Brief Introduction to the project / online learning course

The project

“Fit for Digital Linguistic Education” (Fit4DigiLinE) is an Erasmus+ project involving six educational institutions from five European countries: Austria, Finland, Greece, Italy and Spain. It was originally conceived in (pre-Covid) 2019, with the aim of encouraging language teachers around Europe to make more use of digital tools in their teaching practises and to train them to become more effective teachers in online environments. The eruption of the Covid pandemic and the almost universal shift in education to online teaching both emphasized the importance of the original concept, and necessitated a slight shift in emphasis. The project webpage is here.

European Survey amongst language teachers and school managers

In the winter of 2020/21, the project team conducted an online survey of language teachers and managers and directors of language teaching institutions from across Europe, to find out their views on digital language teaching, and to identify the areas in which they felt that more training was needed. More than 200 teachers and 50 managers responded to the survey itself, after which we carried out follow-up interviews in each participating country.

The result of all this research was a transnational report on digital language teaching, which can be found in full as well as a short summary in the resources tab of the project website. (The full report is available in English, with the summary in all project languages: English, Finnish, German, Greek, Italian and Spanish.)

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The research identified certain areas in which teachers and/or managers felt that more training was needed to be more effective in online language classes, both for teachers individually as well as for the educational institutions as a whole. We, then, used this to guide the development of the Digital Language Education online course which can be found on our website.

The Digital Language Education online course

Even though much language teaching has returned to the face to face setting after the pandemic, digital tools can still play an important role in language teaching. Apart from that, many language schools and other educational institutions continue offering part (or all) of their teaching online. Online teaching in general is a fast growing market and the subject of language teaching is not immune to that change.

The Fit4DigiLinE online course is a very useful tool for individual teachers as well as for language schools, whether you teach in a classroom, online or hybrid.

The course for language teachers is available in all project languages (English, German, Spanish, Italian, Greek and Finnish) and consists of 11 independent parts, which are focused on the training needs identified during our research.

These are:

1. **Introduction to the course**
2. **Digital basics**
3. **Teaching online**
4. **Digital learning materials**
5. **Digital and online tools**
6. **Teaching languages with digital tools**
7. **E-moderation: dealing with learners when teaching online**
8. **Evaluation**
9. **IT security, data protection and copyright legislation**
10. **Taking care of yourself and your students**
11. **Trouble-shooting**

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2.3. The self-reflection tool

Finding the right units for you

No two teachers that one has in their staff are the same. They come from different personal and educational backgrounds, often have different teaching degrees and, almost always, have different professional and personal experiences with language teaching. Teaching institutions therefore have always offered their teaching staff a myriad of opportunities for upskilling, either via courses, workshops, congresses, conferences or other CPD programs.

If this is true for a face-to-face teaching environment, it should be even more important for those teachers who are engaged (partly or fully) in digital or online teaching. Most of all because the online teaching world is fairly new to all of us.

As a manager it is important to offer all the teaching staff the opportunity to train themselves and to improve their teaching skills; the Fit4DigiLinE teacher training course is the perfect tool for that.

Teachers are more than welcome to work their way through the entire online course or do just some parts of it. The units are relatively short and very user friendly. Nevertheless, they manage to cover a wide range of digital tools and teaching methodologies, which makes it interesting for both newcomers as well as the more advanced and experienced online teachers. The chances are that every teacher will learn something new, or be reminded of something that they've intended to try in the past, but haven't quite got around to.

We realise, of course, that not all teachers will have the same amount of time to devote to the course. Nor do they, or their schools, maybe have the need to cover all aspects available in it.

The division of the course into 10 independent learning units permits the learner to take only those units that are necessary for their specific learning and upskilling needs.

To identify which units are most relevant for each teacher, we have created a self-reflection tool.

Why use the self-reflection tool?

When we offer programs of professional development to our teachers, we have to make sure to offer the right programs to the right teachers.

Why offer a course on new classroom material and teaching techniques for very young learners to a teacher who only teaches adult students and has never and will never teach young learners? Will the teacher learn something? Maybe yes. But it will not be of much practical use. Thus, the time invested by the teachers and the money invested by the organisation are more or less wasted.

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Time is not something that teachers have too much of, so we definitely don't want schools and other educational institutions to waste that valuable asset. Although the Fit4DigiLinE course is completely free and available for all on our website, we all know that time is money.

So, before diving into the course or encouraging any teacher to do so, it is essential they first make use of the self-reflection tool. This will make sure that they know which units of the course they will benefit most from and which can be kept aside.

Apart from that, upon receiving the results of the self-reflection tool, the learner will have an immediate and clear understanding of which knowledge and skills they will acquire by taking the course. This will give the learner a clear personal learning goal, which, in its turn will have a highly motivational effect.

Finally, by evaluating their knowledge and skills before taking the course as well as upon finishing it, they will have a clear view of what has been learned and acquired and how their online and digital teaching capacities have improved.

The self-reflection tool is a valuable asset to any institution that wants to evaluate the online and digital teaching knowledge and skills of their current teaching staff as well as those of the teachers they will hire in the future.

When to use the self-reflection tool?

Although the tool can be used at any given moment throughout the year, there are several moments where it can play a vital role;

- **At the beginning of the school/academic year:** at the beginning of any new academic cycle, it's important for all teachers to touch base and analyse not only their strengths but also their areas in need of improvement. Making use of the tool at the beginning of the school year will enable you, as a manager, to guide your teachers in their continuous development and will ensure high quality online and digital teaching practices throughout the whole school.
- **Upon hiring new teachers:** when you are in the process of hiring new teachers, ask the candidates to make use of the tool. Especially if you need your new staff to be able to teach and engage online. Now, you might say; "but this is a self-reflection tool, not a test". And yes, you're right. We are all prone to engage in petty lies when it comes to promoting ourselves. Nevertheless, if you ask your candidates to complete the self-reflection immediately before you interview them and then go over the answers during the interview, the tool will help you in multiple ways:

    a. you will be able to analyse the candidate's skills and knowledge when it comes to online and digital teaching

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b. you will find out how honest the candidate is. If, on the tool, they claim to be completely digitally literate but can't answer certain simple questions during the subsequent interview, you will know what they're made of.

- **When assigning new classes to existing staff:** when you have new (online) classes coming up and you don't know which teacher to assign them to, ask the candidates to use the self-reflection tool. The result will help you find the most suitable candidate. And even if you have a preferred candidate and they score rather low on the tool, you know which modules of the Fit4DigiLinE Digital Language Education course they should take.
- **At the end of the school/academic year:** when the school year is over and everyone is ready to take a break, it's always a good idea to sit back and analyse how the year has been. What went well? What needs improvement? What can we work on over the summer? This is for the school as a whole but also for the individual parts, like the teaching staff. By letting your staff evaluate their skills and knowledge, you are being proactive and can encourage the teachers to take certain modules from the online course over the summer.

For whom should it be used?

- **Staff members:** All teaching staff should have a teaching degree and (maybe) several years of teaching experience. Nevertheless, very few have ever been properly trained in online teaching and the ones that do have certain knowledge and skills have probably gained that knowledge by trial and error, or through webinars, podcasts and other ad hoc sources during the convulsive lockdown period. Now that we're "back to normal", it's time to evaluate our staff's true skills and plan their continuous development accordingly.
- **New staff members:** When hiring new staff members, we have to rely on the information they provide in their CV and during the interview process as well as on their references and academic achievements. But there's no real proper way to evaluate their digital and online teaching skills other than the experience they've gained over the past years. So, why not ask them to use the self-reflection tool and discuss the answers and results with them in the interview?
- **Non-teaching staff:** So far, we have completely focused on the school's teaching staff. But they're not the only people who should be competent in digital and online teaching. Other staff members, such as receptionists, admin staff and even you, the manager, should analyse their skills and knowledge of online and digital teaching. You're all part of the school

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system and it's important to be able to step in where needed, help a teacher out, explain things about the online classes to students or parents, etc. Although the Fit4DigiLinE online course is aimed primarily at language teachers, we're sure that the non-teaching staff will benefit from many of its modules as well.

- **Individually or as a group:** the tool is initially designed to be taken individually. Nevertheless, why not use it to screen the school as a whole? If all our staff, teaching and non-teaching, completes the self-reflection and we combine the results, we can get a clear picture of how prepared our organisation is for online and digital teaching. Even if your school does not offer any digital or online courses at the moment, it would still be very useful to make use of this tool and see how ready your organisation is for another (hopefully unlikely) lockdown.

Remember this is not a test but a tool

The idea of the tool is to help you and your staff to identify your own strengths and weaknesses in the field of digital language teaching, and to help you decide which of the course units would be most useful to study.

In order for it to produce maximum benefit, it is important, therefore, that questions are answered as truthfully as possible. The aim is to provide support, not judgement.

Even those who decide to look for the "right" answers to embellish their result will eventually be discovered. If someone claims to know everything about, for example, data protection, but only a few days later shares pictures from their online teenage class on instagram without proper permission from the students' parents, they are a liability not only to themselves but, moreover, to your organisation.

The idea of the tool is primarily not to test your staff but to be able to guide them in their professional development and to enhance their effectiveness and success in online and digital language teaching.

Please note that the guidance that the tool provides is intended purely to give an indication of areas of improvement, not to offer a fixed result.

Nor does it have a scientific purpose and should therefore not be used for any other reason than for getting guidance on which units of the Fit4DigiLinE course should be studied.

The self-reflection tool closely mirrors the structure of the Digital Language Education online course. There are five statements per course topic, which encourage you to reflect on your own knowledge and digital skills in each particular area. Based on your chosen answers, you will receive feedback on

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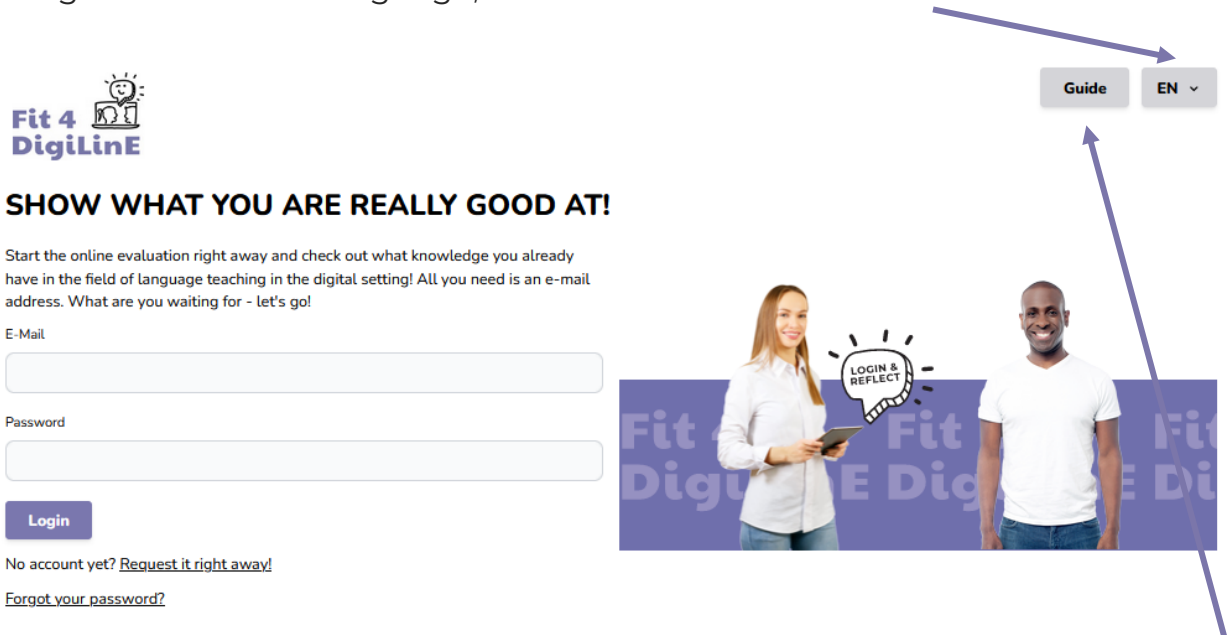
your perceived digital competence and skills and can thus analyse which areas need improvement.

2.4. Supporting staff: providing guidance if needed:

Log in to the tool

The log in page for the self-reflection tool is here.

The tool is available in English, German, Italian, Greek, Finnish and Spanish. To change the interface language, click on the arrow next to **EN**.



For help with using the self-reflection tool or the online learning course, click the **Guide** button at any time.

First, the user will need to set up an account.

1. They click on “Request it right away” under the login button.
2. They fill in their email address, and then “Request access”.
3. They should receive an email with a link to set up their account (Check Spam and/or junk folders if the email cannot be found in their inbox).
4. Click the link in the email in order to confirm their account and then add a password (at least 8 characters long) which they will use for logging in. (If one forgets their password, a new password can be requested via the “forgot your password?” link at the bottom of the login page.)
5. Then the user should log in with email and their password.

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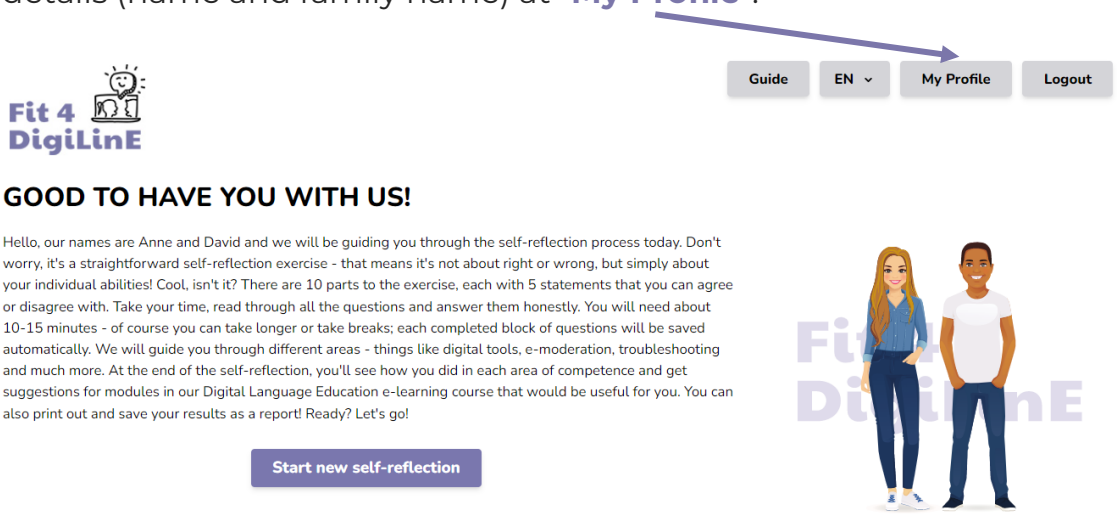
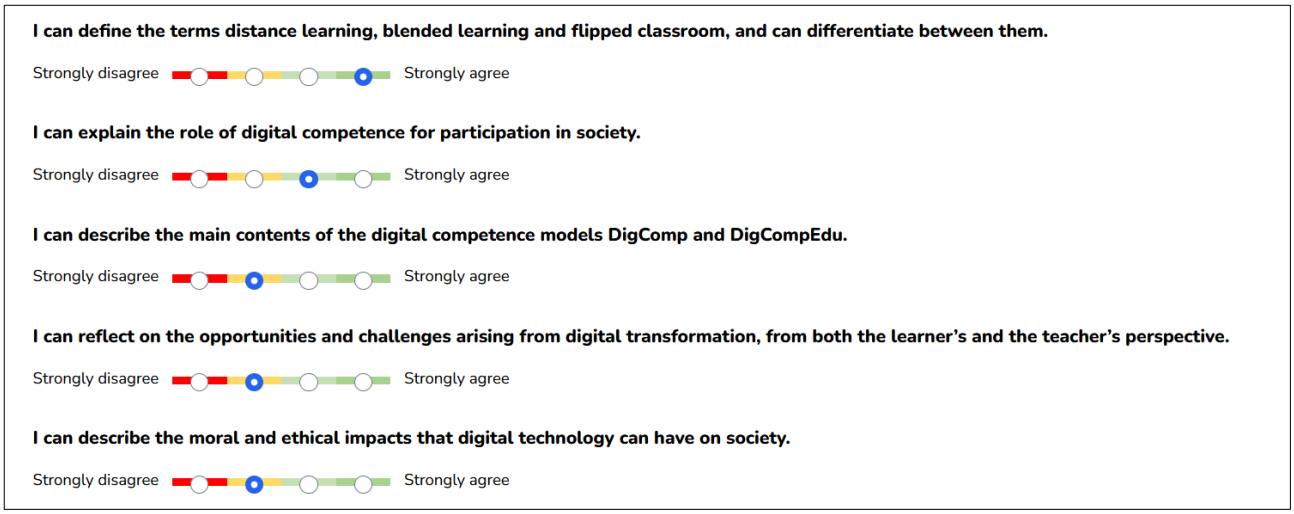
Using the tool

On the welcome page of the self-reflection tool, users can still change the language if needed (at EN), and double-check things in the guide. To get a personalised results summary at the end of the self-reflection, they should add their details (name and family name) at "**My Profile**".



To take the self-reflection test, click on "**Start new self-reflection**".

The self-reflection consists of 10 sets of 5 statements each. The user is asked to consider each statement carefully, and then click in the circle which most closely matches their evaluation of their own competence in this area. The scale runs from "Strongly disagree" to "Strongly agree". Here is an example from the first set of statements, Digital Basics:



It's important for the user to remember to be honest when evaluating their competences, so that the tool can help them (and you) identify the areas that they need to improve most, and point them (and you) towards the most relevant parts of the online course.

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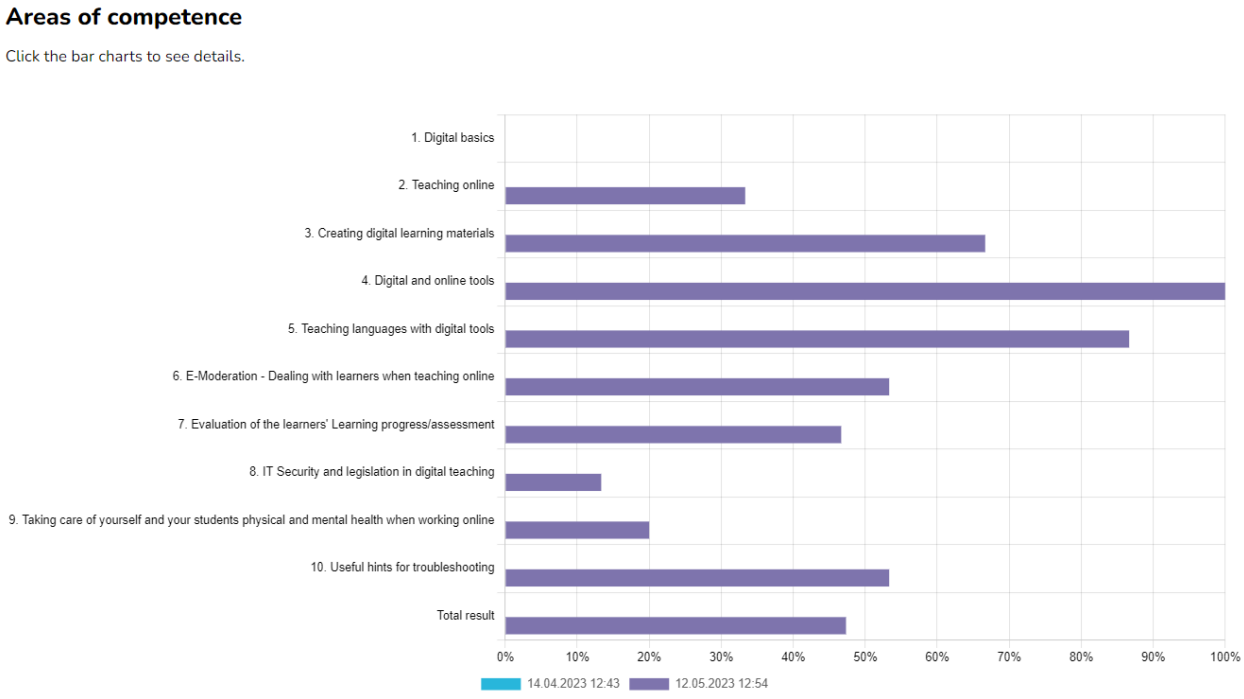
If they need to take a break while answering the questions, that is absolutely fine; the system will save the responses and they can pick up where they have left off when they next log in.

When all the questions have been answered, they should click on “Complete”; they will then be taken to the results page.

2.5 Interpreting results

The self-reflection tool will calculate an overall percentage for each of the 10 areas of competence, based on the answers that the user has given, as well as a total result.

The results are presented in a bar chart like the one below. By hovering your mouse on each bar, you can see the exact percentage scored.



A few things to note about the results:

- If the user answered “strongly disagree” to all 5 statements in one particular area, the score of this area is 0, and no bar is visible (see “**1. Digital basics**” in the example above).
- If you want the user’s name attached to the results, they need to fill in their name and surname in “My Profile” at the top of the page.
- The scores shown are for guidance only and are intended to help you and the users identify the areas of digital competence which they most need to improve.

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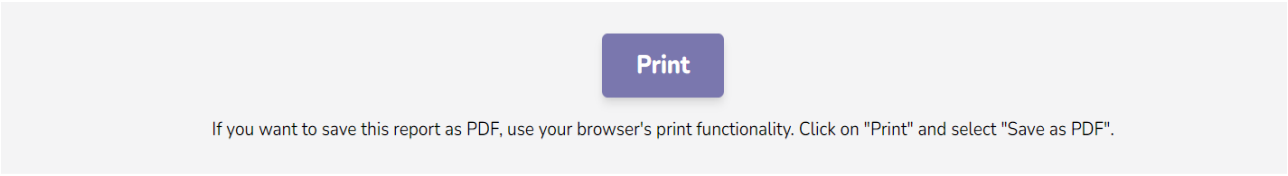
If you want the user to download a copy of the results, they can click on “Print” below the bar chart, and save the report as a PDF.



What do the various scores mean?

As said before, this is not a test but a tool. The purpose is not to reward or punish the user but rather to guide them in their pursuit of more effective digital and online language teaching.

The user should use the results to decide which of the learning units in the Digital Language Education online course are of most use to them. The numbers/titles of the Areas of competence in the self-reflection tool correspond exactly to those of the learning units in the online course, so this is an easy thing to do.

You can find out how to access and use the course in the next section of this guide.

SCORE INTERPRETATION

You can use the results to decide which of the learning units in the Digital Language Education online course are of most use to you.

If you scored **0-40%** on a particular topic, this indicates that there are still gaps in your knowledge and competences in this area. We recommend that you work your way through the relevant unit(s) of the online course; you will find plenty there to help you improve your skills. For example, the score for areas 1, 2, 8 and 9 is below 40% on the chart below; so the user should study the corresponding units in the online course.

If your score is between **41%** and **70%** (areas 3, 6, 7, 9 and 10 below), this indicates that you already have some level of knowledge in this particular area; but it would still be a good idea to develop your expertise a little further. You can remind yourself of what you already know and learn how to take things further in the relevant unit of the online course.

Scores of **71-100%** (areas 4 and 5 below) indicate that you are already pretty confident in these areas of digital language education. You might nevertheless still want to have a quick look at some of these units – you never know: you may learn something new!

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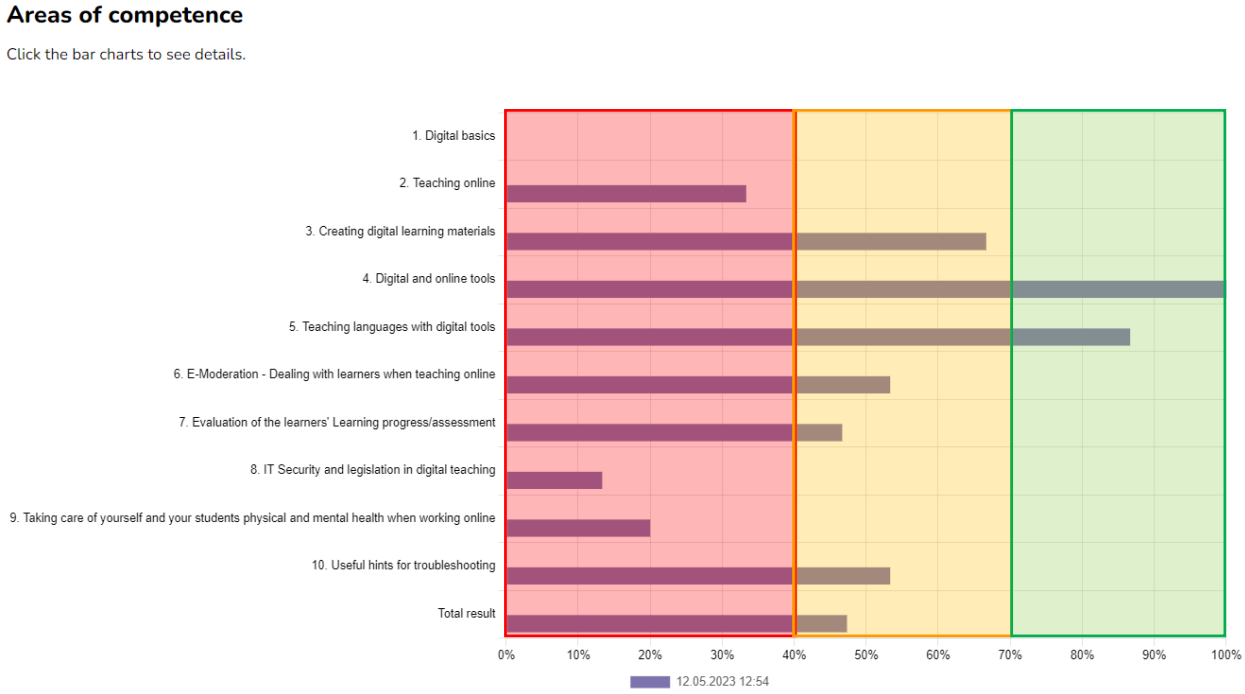

You can find out how to access and use the course in the next section of this guide.

How to help staff decide which learning units they should take?

The better prepared your teachers are for online and digital teaching, the better it will be for you as well as for your students. Therefore, the ideal situation would be to take all units of the course.

Nevertheless, we understand that teachers have limited time available for training, so it's important to choose which units are the most important for them to learn.

After analysing the scores, ask the teacher who took it which units they think they should start with. It's always better that they take ownership of their own learning instead of it being imposed on them by the management or the school. If their choice of unit doesn't coincide with yours, start a conversation and try to reach an agreement.

It's better to start with those units whose score on the tool was between 0% and 40%. If there are various topics in this range, choose the one that you think is most urgent for effective digital teaching.

Encouraging staff to take extra learning units

Once your teacher has finished the first (most urgent) units, encourage them to continue with those on which their score was higher.

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There is always more to learn and to experience and going through all the modules will not only enhance their knowledge and skills but also secure and deepen their knowledge of the previous (more urgent) units.

Follow-up

It's very important that you follow up on your teacher's learning results. Not so much to check if they've really studied the module, but most of all to acknowledge that they've gained the necessary knowledge to become a better digital teacher.

You can ask your teacher to take the tool again, but it's probably more effective if you have a quick conversation with your teacher on their learning experience, on what they've learned and how they feel with regards to this particular topic (or topics). You can do so by asking them the same questions as those in the tool and comparing current and previous answers.

A conversation like this is also a good moment to congratulate them on their effort and learning, which will boost self-esteem and enhance probabilities of the teacher wanting to continue with the course and learn the other units as well.

2.6. Supporting staff: How to use the online course

You can find the online course on the bit academy EU platform, which has been developed to host online courses for various EU-funded projects.

Signing up and logging in

You can find the link to the sign up page for the online course here. It is also accessible through a button on the front page of the project webpage and on the results page of the self-reflection tool.

If you want to **change the interface language** for the platform, click on the language menu at the bottom of the page. The platform is currently available in the languages on the right.

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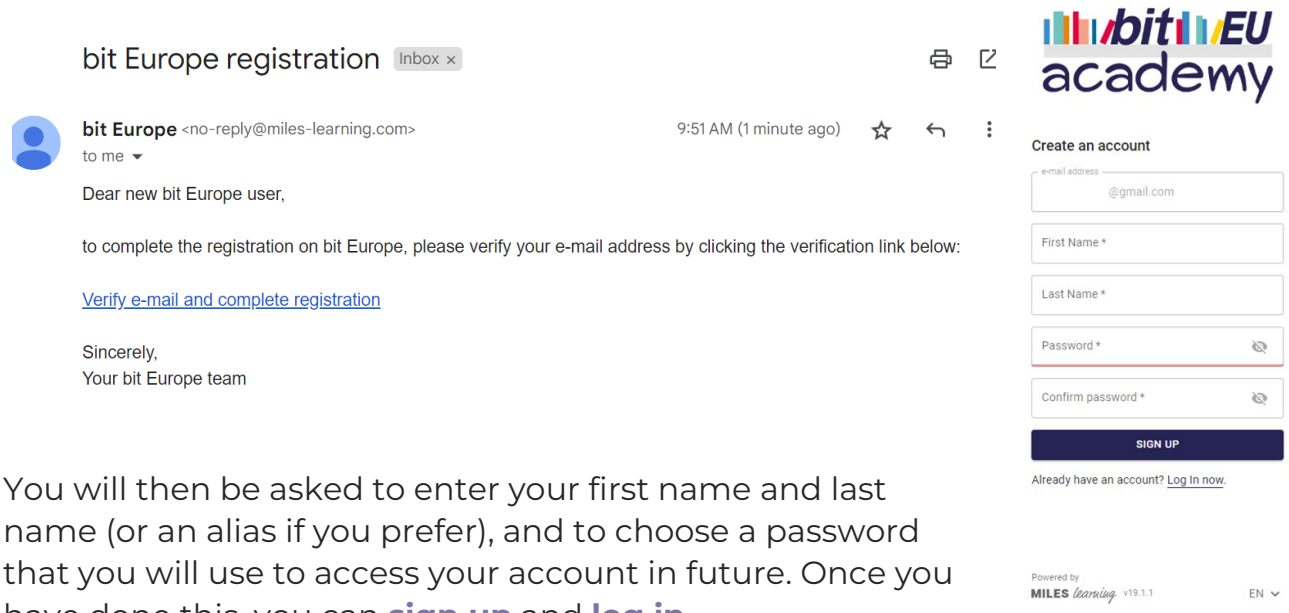
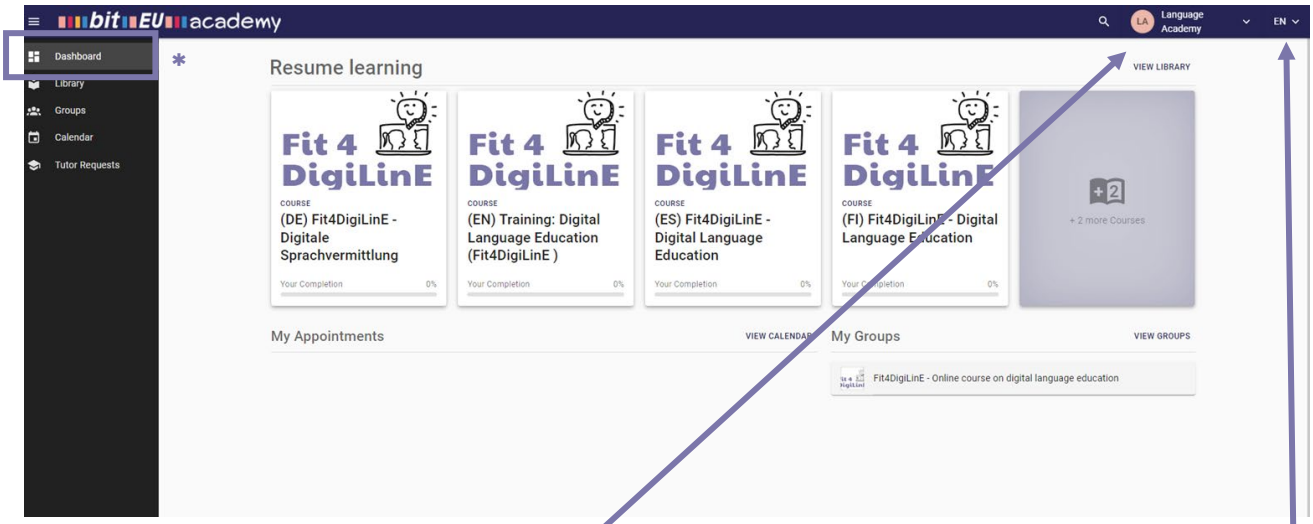
The course itself is available in **English**, **German**, **Finnish**, **Greek**, **Italian** and **Spanish**.

First, you will need to **create an account**: enter your **email address** in the space provided, complete the Captcha test and then visit your email to verify your address: simply click on the link in the message from bit Europe.



You will then be asked to enter your first name and last name (or an alias if you prefer), and to choose a password that you will use to access your account in future. Once you have done this, you can **sign up** and **log in**.

When you first log in, you will find the home page and the **course dashboard***:



If you wish to change your **user details**, including your user name, click next to the initials icon to the right of the top menu bar. You can also change the **interface language** using the down arrow on the far right.

(Please note that for this course, the Groups, Calendar and Tutor Requests tabs are not active).

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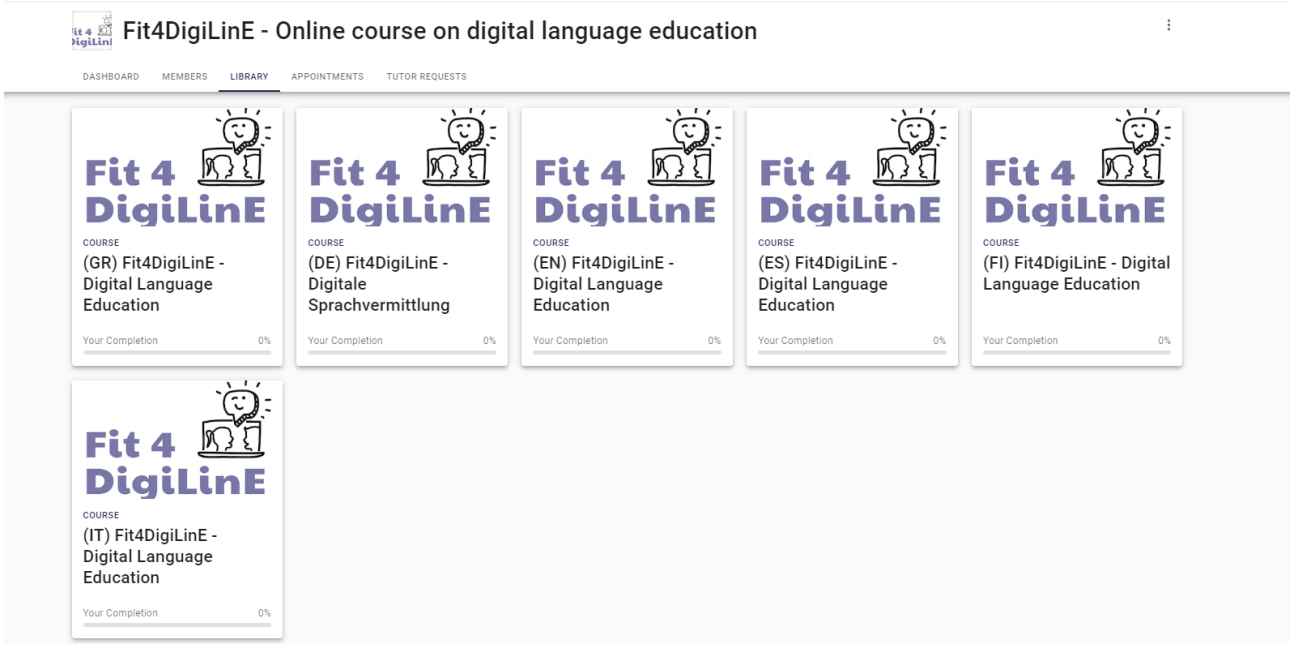
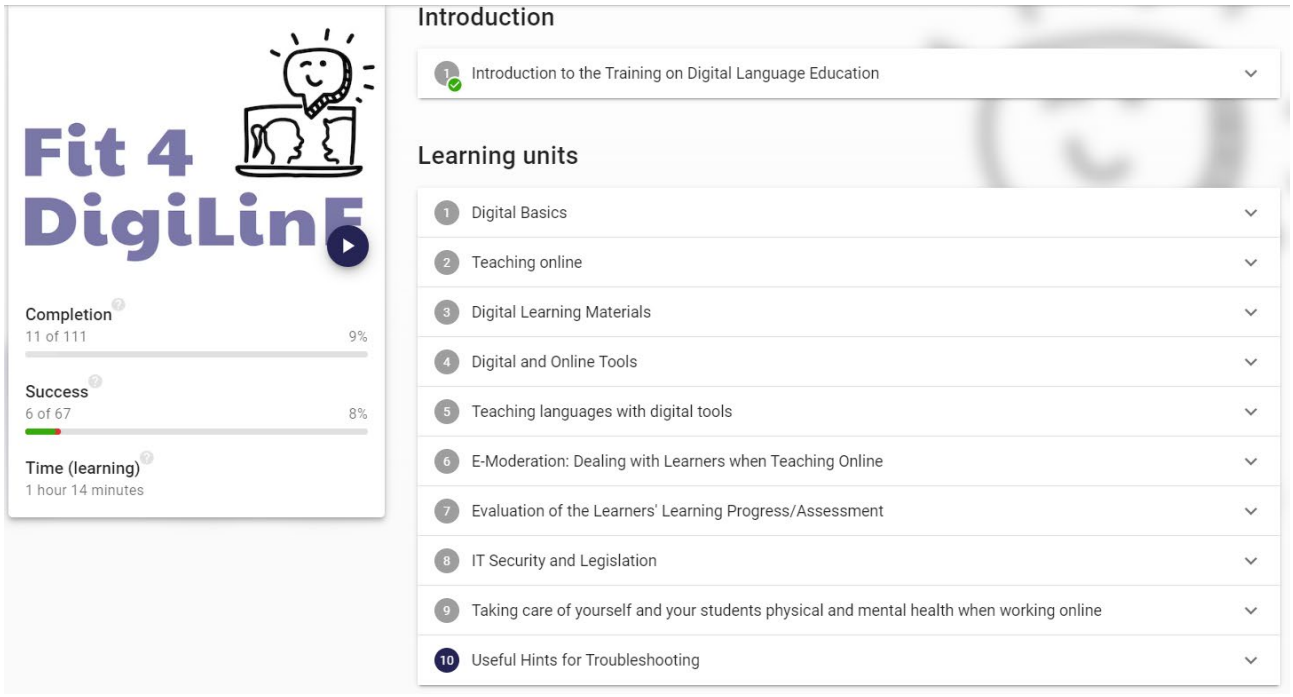
The Digital Language Education course is available in all of the project languages: German (DE), English (EN), Spanish (ES), Finnish (FI), Greek (GR) and Italian (IT). If you cannot see the course in your language, click on **Library** in the menu bar on the left, or in the gray ***+(x)more courses*** box on the right; you will then be able to see all of the courses on offer:



Click on the course that you wish to study.

You will then see the **course overview**:



The menu on the **right** shows the different learning units available for study.

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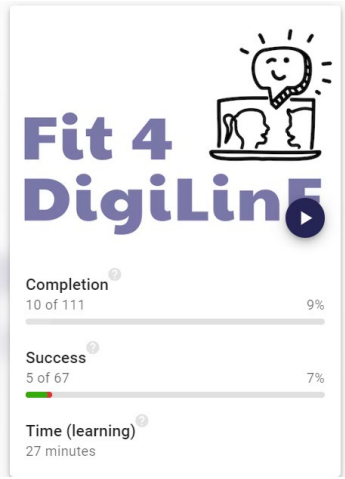
The menu on the **left** shows your progress through the course:

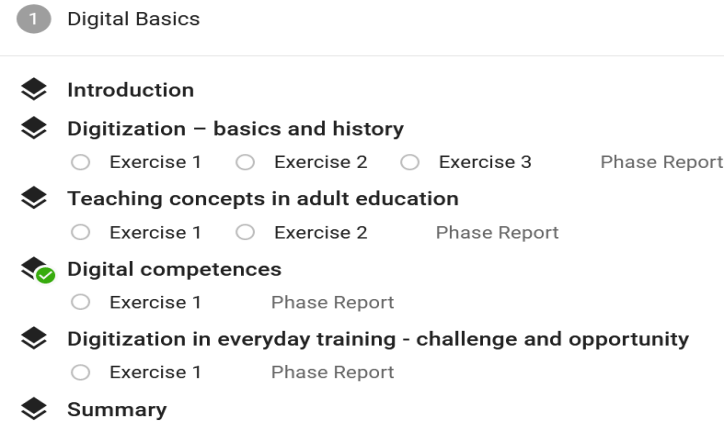


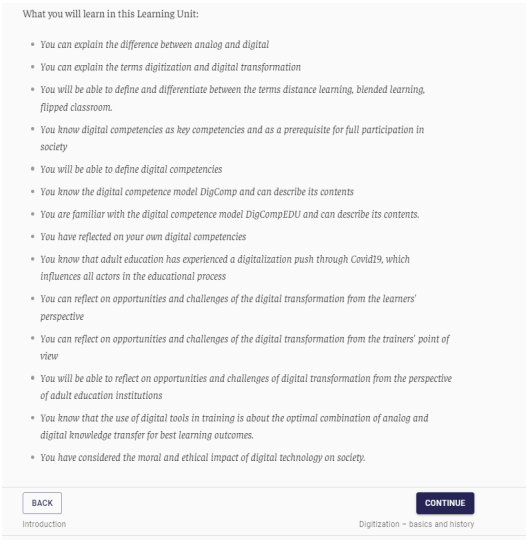
Completion (*X of 111*). The whole course contains a total of 111 learning content units; these include the subsections of the 10 main learning units as well as various exercises to check understanding. The completion menu shows the number of content units that you have completed so far.

The **Success** bar shows how well you have performed on the exercises to check understanding of course content. The green bar indicates exercises completed correctly, while a red bar shows that one or more of the exercises is not correct.

Time (learning) shows how much time you have spent working on the course so far.

When you click on a particular **learning unit**, you will see a brief overview of the unit contents:





The **Introduction** contains a preview of the learning unit, along with a list of learning goals.

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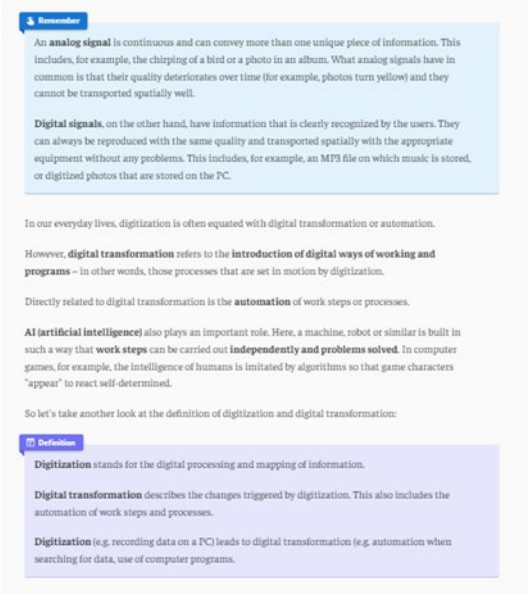
Learning content units contain short texts dealing with the main themes of the learning unit, and may also include links to outside sites and/or learning videos for further information.

You will also notice a number of **colored boxes** in which important information is highlighted:



Remember

An **analog signal** is continuous and can convey more than one unique piece of information. This includes, for example, the chirping of a bird or a photo in an album. What analog signals have in common is that their quality deteriorates over time (for example, photos turn yellow) and they cannot be transported spatially well.

Digital signals, on the other hand, have information that is clearly recognized by the users. They can always be reproduced with the same quality and transported spatially with the appropriate equipment without any problems. This includes, for example, an MP3 file on which music is stored, or digitized photos that are stored on the PC.

In our everyday lives, digitization is often equated with digital transformation or automation.

However, **digital transformation** refers to the **introduction of digital ways of working and programs** – in other words, those processes that are set in motion by digitization.

Directly related to digital transformation is the **automation** of work steps or processes.

AI (artificial intelligence) also plays an important role. Here, a machine, robot or similar is built in such a way that **work steps** can be carried out **independently and problems solved**. In computer games, for example, the intelligence of humans is imitated by algorithms so that game characters "appear" to react self-determined.

So let's take another look at the definition of digitization and digital transformation:

Definition

Digitization stands for the digital processing and mapping of information.

Digital transformation describes the changes triggered by digitization. This also includes the automation of work steps and processes.

Digitization (e.g. recording data on a PC) leads to digital transformation (e.g. automation when searching for data, use of computer programs.

Color	*Heading*	Content
Purple:	*Definition*	Meaning of technical terms
Green:	*Hint*	Practical ideas about how to use this information
Red:	*Important*	Important information
Blue:	*Remember*	Information which is worth committing to memory

Checking understanding

At the end of each learning content unit, you will find one or more exercises which are designed to help you check how well you have understood and/or remembered what you have just read.

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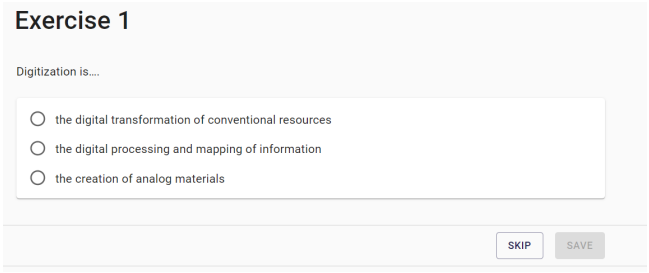
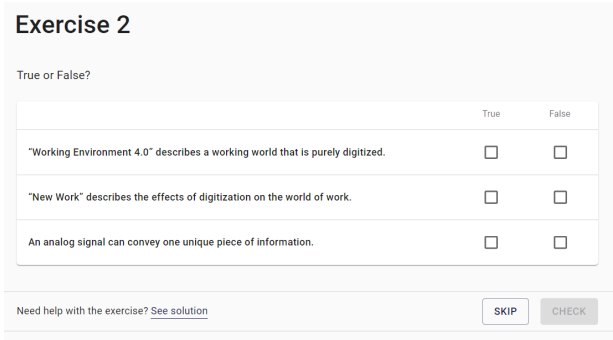
The exercises come in various formats:

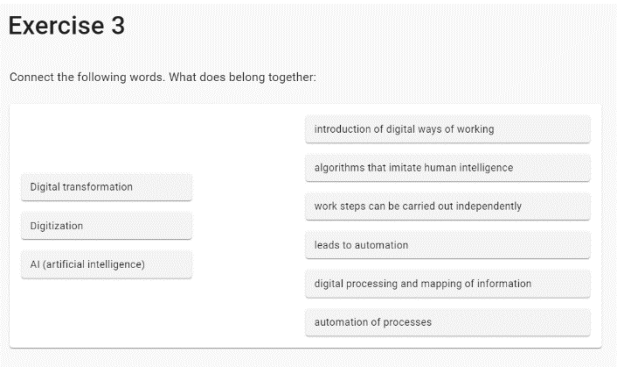
Multiple choice: select the correct answer(s) from the alternatives given.



True/false: click in the box to indicate whether the statement given is true or false.

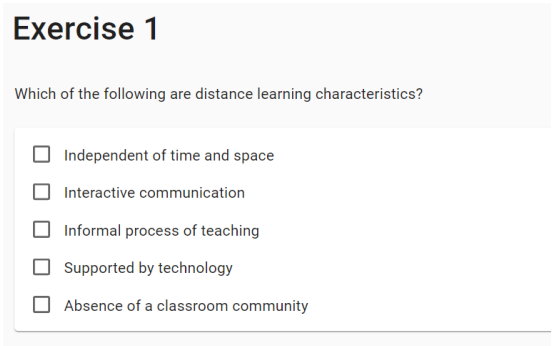


Connect related words: click on both to link.

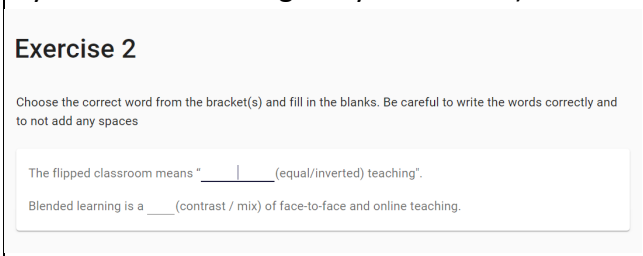


There is often more than one alternative.

Select the correct answer: click in the box next to the correct answer(s).



Fill in the gap: type the correct answer into the gap provided. (Be careful to type in exactly the format given; do not add extra gaps or the system will not recognize your answer).



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Getting feedback

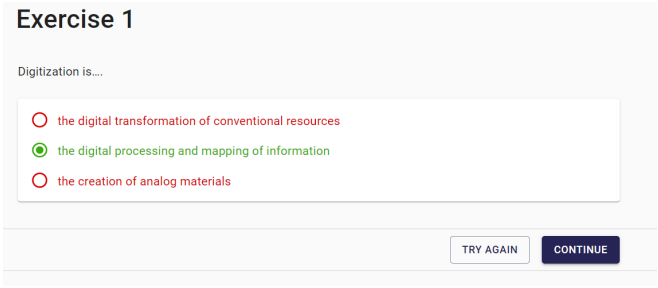
After you have completed each exercise, click on **Check** and you will get instant feedback on your answers. Correct answers are marked with green: incorrect alternatives are shown in red.

If all of your selections are marked green, then your answer is correct and you can **continue** on through the course.

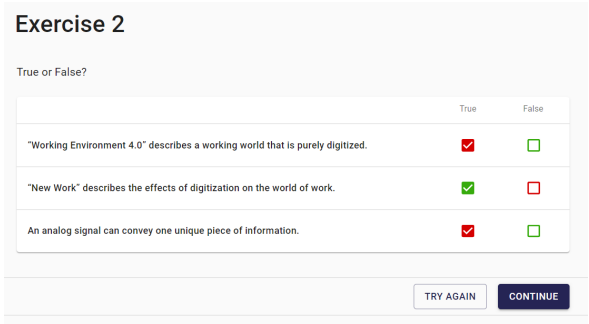
If some of your selections are marked red, then your answer is incorrect and you should try the exercise again; click on the **Try Again** button.

You will find extra help with a tricky exercise by clicking on the see solution button which appears at the bottom of the exercise.

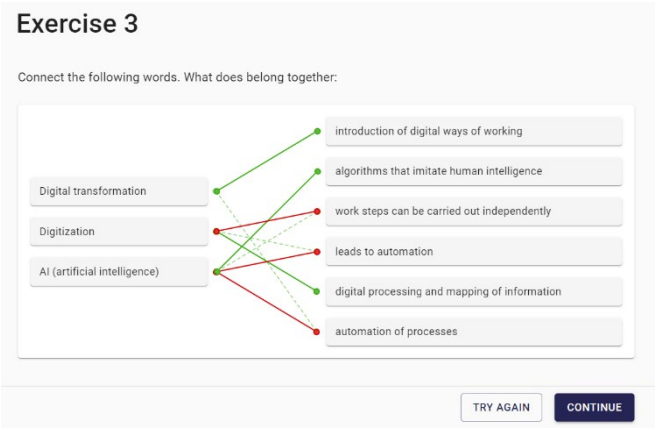
Answer correct; no need to try again. Continue



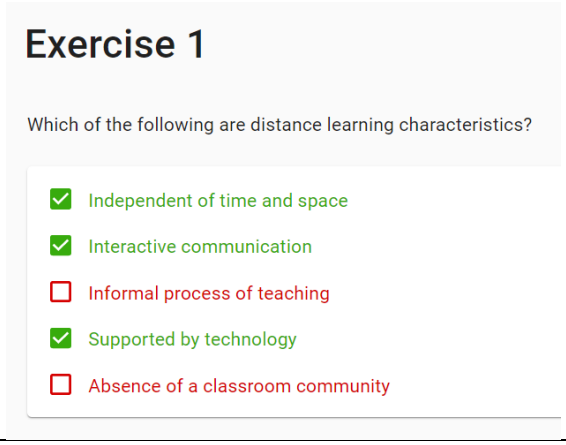
Two answers incorrect: try again



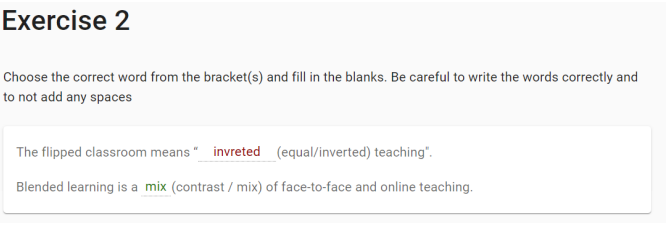
Three incorrect connections: try again.



Three correct answers: continue.



One incorrect answer (typed incorrectly): try again.



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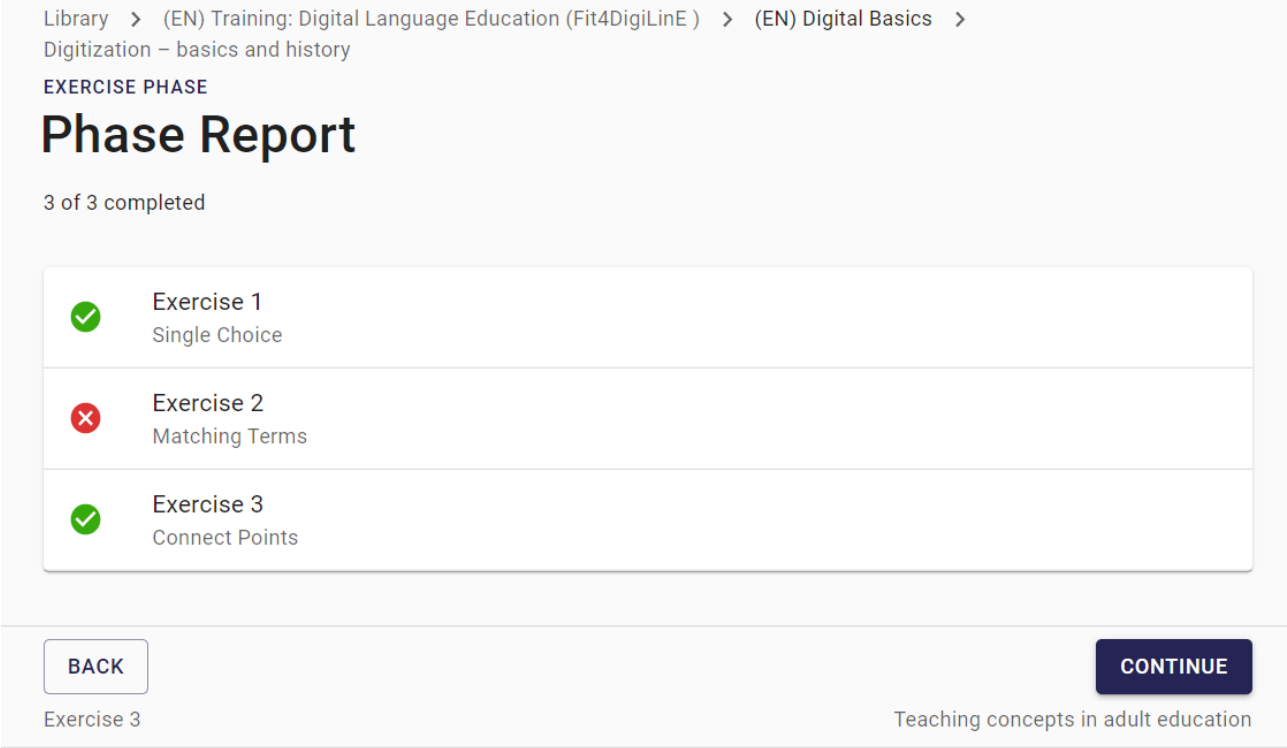
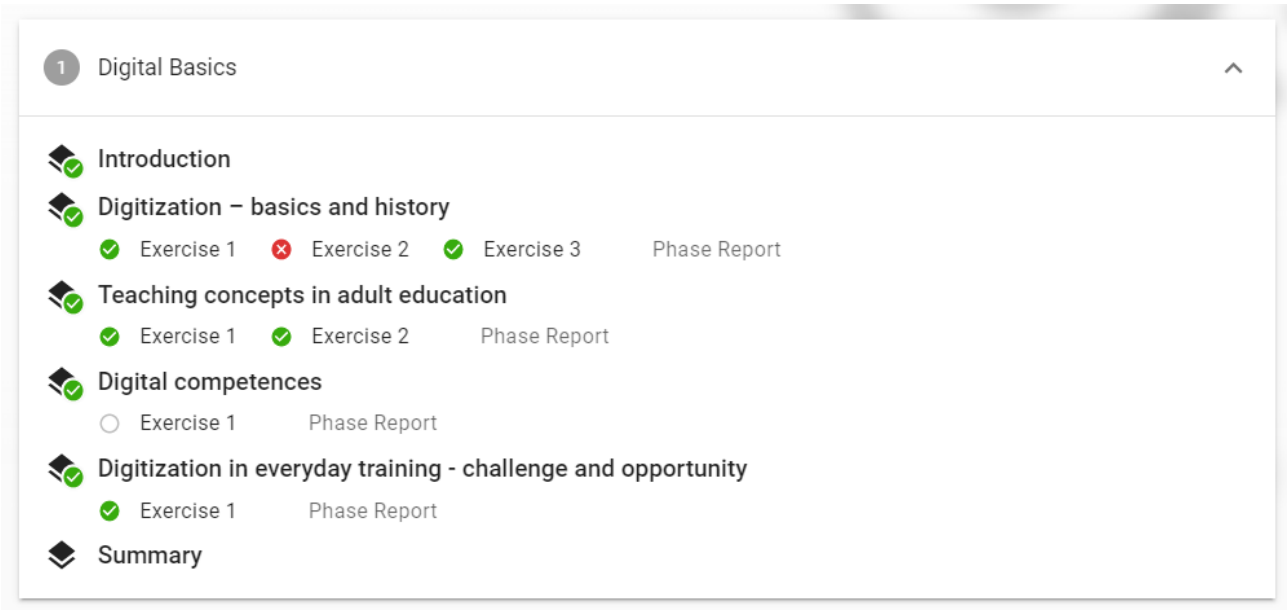
At the end of each set of exercises, you will see a **Phase Report**, which summarizes how well you did. In this case, exercise 2 is still incorrect. If you wish, you can return to the exercise and try again before moving on to the next learning content unit.



When you have completed the whole learning unit, you will see a **summary of activity** (below). Again, there is a reminder that your answers to exercise 2 after the first learning content unit were incorrect and might need revising.



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Work at your own pace

You can take as long as you like to complete each learning unit, and you can revisit the same sections as many times as you like. Watch videos, follow links and try things out for yourself.

If you need to take a break and return to the unit later, then that is fine; simply log in again when you are ready and pick up where you left off.

Each unit starts with the basics and then builds up to more advanced theories and applications. If you are already fairly confident in some areas, and find that some of the early material is already familiar to you, then feel free to skip ahead and focus on the areas where you have more to learn. Don't forget to have a go at the exercises as you pass them though, just to be sure that you haven't missed anything important!

2.7. After the online course

After completing the course (or part of it), it would be a good idea for the user to take the self-reflection tool again and compare results with when they took it the first time.

As manager, you can also do this in a conversation with your staff, either one to one or in a group.

If several of your teachers have taken the course, why not organise a briefing session with them where all can share experiences, expose doubts and worries and help each other in these areas. This will also help you, as a manager, in analysing if there is more training needed for your staff or which team member is better at what type of tasks.

2.8. Other useful resources

As well as the ones already mentioned, the Fit for Digital Linguistic Education project has also produced some other resources that you and your staff might find useful. These include:

21 ***Good practices and useful resources cards*** – a summary of our favourite digital resources and teaching approaches, along with links to relevant sites and suggestions for making use of them in class.

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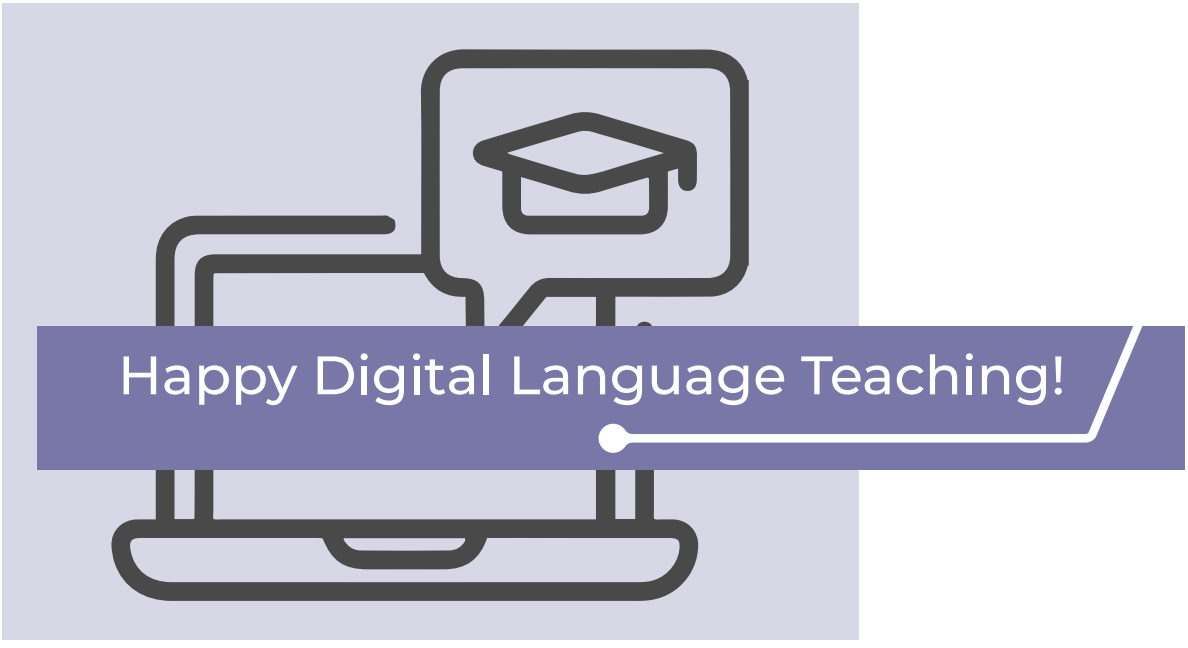
Module 1 Part 1/4

A **video-based MOOC** giving practical demonstrations of how to use digital tools in various fields related to language teaching.

You can find links to all of these on the project website:

www.fit4digiline.eu

We hope that you find them useful.



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