





Shelfie Questionnaire Analysis



SHELFIE QUESTIONNAIRE TO ASCERTAIN THE OBSTACLES TO TECHNOLOGY ENHANCED TEACHING AND LEARNING AS PERCEIVED BY EUROPEAN CLASSROOM TEACHERS AND SCHOOL MANAGEMENT



<https://shelfie.labcd.unipi.it/>

QUESTIONNAIRE
SCHOOL LEADERS
RESPONSES = NUMBER 116

Ireland: 68 Respondents - 43 Comments
Sweden: 11 Respondents - 4 comments
Denmark: 21 Respondents - 3 Comments
Italy: 5 respondents - 1 comment
Finland: 10 Respondents - 3 Comments
Portugal: 1 Respondent - 0 Comments

Male: 44	38%	Primary	71%
Female: 71	61%	Lower Secondary	21%
Not Given: 1	1%	Upper Secondary	8%

School Leaders

Male: 44 38%
Female: 71 61%
Not Given: 1%

Primary 71%
Lower Secondary 21%
Upper Secondary 8%

To which level of Education does your school belong?

Primary education	100
Lower secondary education	30
Upper secondary general edu...	7
Upper secondary vocational ...	4



How would you describe your gender (as requested by the acknowledged protocols)?

Female	71
Male	44
Other	0
Prefer not to say	1



Issues RAISED – multiple comments from Respondents.

Funding / Resources / Devices : 25 Responses

Financial challenges : 5 Responses

CPD / Training : 19 Responses

CPD/Training and Time ; 15 Responses

Technical Support : 6 Responses

Internet / WiFi : 3 Responses

Other Comments : 7 Responses

Lack of access at home for pupils :students safe and secure online: Applications for assistive technology are a lot of extra work and often are unsuccessful : Age profile of staff members and junior school pupils : Turning off technology & using books : Teacher burn out.....: Importance reflected in the curriculum - updated. Equal value placed on Digital T/L by inspectorate when visiting schools.

QUESTIONNAIRE TEACHERS RESPONSES = NUMBER 225

58 Comments

Male: 65 - 28%

Female: 159 - 71%

Not Given : 1 - 1%

Primary

52%

Lower Secondary

34%

Upper Secondary

14%

Male: 65 - 28%

Female: 159 - 71%

Not Given : 1 - 1%

Primary

52%

Lower Secondary

34%

Upper Secondary

14%

To which level of Education does your school belong?

Primary education	153
Lower secondary education	72
Upper secondary general edu...	33
Upper secondary vocational ...	5



How would you describe your gender (as requested by the acknowledged protocols)?

Female	159
Male	65
Other	0
Prefer not to say	1



Issues RAISED Relevant To IO2 – multiple comments from Respondents

Section A Planning

Most schools have a digital plan and most that have engaged with teaching staff in its development and continue to do so for review purposes. Most teachers feel supported by school management, and while sufficient time is allocated for such discussions *the biggest challenge faced by teachers is that of having insufficient time to explore how their teaching can be improved by using d/t on a practical level.*

Section B Infrastructure

While almost all teachers had a positive attitude towards d/t problems arose when there was *insufficient bandwidth and/or insufficient devices to implement their lessons.*

Lack of technical support is an additional related problem. These issues were identified by approximately one third of teachers as significant. A majority of schools have not established routines of lessons and policies involving *students using devices they have brought to school themselves.* The questionnaire does not allow capacity for analysis of why BYOD is not commonly used. A further challenge for approximately half of the respondents was **the unsuitability of the schools' physical spaces for implementing d/t practices.**

Section C CPD

Most teachers felt that there were adequate opportunities for CPD both within and outside of school and many benefitted from engagement with online networks and communities of practice.

One area identified for improvement was that of school leadership not engaging sufficiently with teachers regarding their CPD needs.

Section D Teaching & Learning

Very few challenges identified here: teachers were happy with the availability of resources and their own ability to create resources. Most teachers were happy with their ability to use digital resources for differentiation purposes and for stimulating creativity, collaboration and cross curricular project work.

Section E Assessment

Most teachers are confident using digital tools for assessment purposes and the storage of assessment results. *Approximately one third of teachers did not use digital tools for the purposes of providing feedback to students, enabling students to reflect on their learning or students providing feedback to other students.*

Section F Student Learning

Generally, teachers were very satisfied with students' progress in relation to behaving responsibly online and their ability to check that information was reliable. The same is true in relation to students' ability to create digital content, communicate digitally and code / programme.

Approximately half of the respondents faced challenges in relation to students' capacity to give credit for online sources and to solve technical problems.

Opinion

Almost 100% of teachers agreed that digital teaching and learning activities are essential elements of modern education. *However, only about 66% of teachers felt confident using digital teaching and learning activities in the classroom.*

Similarly, while over 90% of teachers agreed that adequate bandwidth digital devices and technical support were essential, *significant challenges remain in many schools relation to one or more of these elements.*

Another pattern emerging from these results is *the lack of time available to teachers for exploring digital tools and resources.*

The issue of *large class size was identified* as an additional challenge.



<https://shelfie.labcd.unipi.it/>

Questionnaire Data reorganised and extrapolated from excel spreadsheets and Original data (link below) provided to DWEC.

Questionnaire Data reorganised and extrapolated from excel spreadsheets and Original data (link below) provided to DWEC.

Leaders: 116

https://forms.office.com/Pages/AnalysisPage.aspx?id=MWtFxyCi9Ue-Ukc4KGcKoST9UPy3olBJIRC_Hlp5L5pUNVBINDdUNFpMMDZWRkJHMTRIRDFPOExJSS4u&AnalyzerToken=JnZIMzmZLkU5nUydsbUSjVs8C2MXCuBZ

Teachers: 225

https://forms.office.com/Pages/AnalysisPage.aspx?id=MWtFxyCi9Ue-Ukc4KGcKoST9UPy3olBJIRC_Hlp5L5pUOEEdXTVVNUUk3QjdUUUIXQjI0MkROMkhRUi4u&AnalyzerToken=JnZIMzmZLkU5nUydsbUSjVs8C2MXCuBZ

We have now extrapolated the Data for all the partners in the same place for each statement

–organised from ‘Strongly Agree -SA’ to ‘Strongly Disagree – SD –’ (and ‘Not Applicable - NA’ is a small number of cases) –as opposed to being organised by frequency of answer.

The total number for each response is underneath, and also

expressed as a percentage of the overall responses.

Green = Not a significant Issue

Red = Areas of Significance

Area			
A Leadership			
In our school, we have a digital strategy / plan	SA A U	D	D A
Ireland	31 30 2	4	1
Denmark	2 12 2	5	0
Finland	3 7 0	0	0
Italy	1 3 1	0	0
Portugal	1 0	0	0
Sweden	6 3 2	9	1
Total	44 55 6	8	1
%	38 47 5		
√			

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We develop the digital strategy/plan for our school together with the teachers	SA A U	D	D	A
Ireland	17 40 4	3	2	2
Denmark	2 15 0	3	0	1
Finland	2 7 0	1	0	0
Italy	0 4 1	0	0	0
Portugal	0 0 1	0	0	0
Sweden	1 7 3	0	0	0
Total	22 73 9	7	2	3
✓	% 19 63 8	6	2	3

We support teachers to try out new ways of teaching with digital technologies	S	A	U	D	S	D	N	A
Ireland	21	4 1	2	2	2			
Denmark	4	1 6	0	1	0			
Finland	8	2	0	0	0			
Italy	0	3	2	0	0			
Portugal	0	0	0	1	0			

Sweden 7 Total 40	3	1	0	0	
% 34	6	5	4	2	
√	5	4	3	2	
	5				
	6				

In our school, we review our progress in S 'leading' teaching and learning with A digital technologies	A	U	D	S	N
				D	A
Ireland 11	2	1	1	3	
	5	5	4		
Denmark 0	1	5	4	0	
	2				
Finland 1	5	2	2	0	
Italy 0	1	2	2	0	
Portugal 1	0	0	0	0	
Sweden 5	3	3	0	0	
Total 18	4	2	2	3	
% 16	6	7	2	3	
** 44%	4	2	1		
	0	3	9		
In our school, we discuss the advantages S and disadvantages of 'leading' teaching A and learning with digital technologies	A	U	D	S	N
				D	A
Ireland 3	2	1	1	3	
	4	8	5		
Denmark 0	1	3	2	0	

	6				
Finland 3	6	1	0	0	
Italy 0	1	3	1	0	
Portugal 0	0	1	0	0	
Sweden 6	2	2	0	1	
Total 12	4 9	2 8	1 8	4	
% 10	4 2	2 4	1 6	3	

** 43%						
In our school, we use digital technologies in our partnerships with other organisations	S A	A	U	D	S D	N A
Ireland 8	2 9	1 2	1 3	4		
Denmark 4	1 2	2	2	0	1	
Finland 2	6	1	1	0	0	
Italy 0	3	1	1	0		
Portugal 1	0	0	0	0		
Sweden 2 Total 17	6 5 6	1 1 7	1 1 8	1 5		
% 15	4 8	1 5	1 6	4		
** 35%						

In our school, teachers have sufficient time to explore how to improve their teaching with digital technologies	S A	A	U		D	N A
Ireland 3	1 1	1 0	3 0	13		
Denmark 1	6	4	9	1		

Finland 1 3 **0 6 0** Italy 0 1 **2 1 1** Portugal 0 0 **0 1 0** Sweden 1 1

7 2 0

Total 6	2 2	2 3	4 9	15	
***** 75% % 5	1 9	2 0	4 2	13	
In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning	S A	A	U		D N
Ireland 22	2 1	1 6	7	2	
Denmark 5	1 0	5	1	0	
Finland 2 Italy 2 Portugal 1	7 2 0	1 0 0	0 1 0	0 0 0	
Sweden 5	4	2	0	0	

Total 37	4 4	2 4	9	2	
% 32	3 8	2 1	8	2	
√					
**In our school, companies we collaborate with are involved in the development of the school's digital strategy	A S A	U		D	N
Ireland 3	7	1 0	2 7	4	17
Denmark 0	3	2	1	0	15
Finland 0	2	2	2	0	4
Italy 0	1	0	0	0	4

Portugal 1 0 0 0 0 0

Sweden 1	2	0	0	2	6
Total 5	1 5	1 4	3 0	6	46
% 4	1 3	1 2	2 6	5	40
** 83%					
Area B Infrastructure and Equipment	A S A	U		D	N

In our school, the digital infrastructure supports teaching and learning with digital technologies	A	U		D	N
Ireland 10	4 1	7	8	2	
Denmark 7	1 0	3	1	0	
Finland 3	5	0	2	0	
Italy 1	3	1	0	0	
Portugal 1	0	0	0	0	
Sweden 7	3	1	0	0	
Total 29	6 2	1 2	1 1	2	
% 25	5 3	1 0	9	2	
√					

In our school, there are sufficient digital devices to use for teaching	S A	U	D	S D	N A
Ireland 5 28		8	2 2	5	
Denmark 6 12		0	3	0	

Finland 3 3	2	2	0	
Italy 1 2	0	1	1	

Portugal 1 0	0	0	0		
Sweden 10 1	0	0	0		
Total 26 46	10	28	6		
% 22 40	9	24	5		
** 38%					
In our school, there is adequate access to the Internet for teaching and learning	S A A Ireland 17 34	U 3	D 9	A 4	1
Denmark 14 7 Finland 4 6	0	0	0	0	
	0	0	0	0	
Italy 1 3	0	1	0	0	
Portugal 0 0	1	0	0	0	
Sweden 10 1	0	0	0	0	
Total 46 51	4	10	4	1	
% 40 44	3	9	3	1	
√					
In our school, adequate technical support is available in case of problems with	S A A	U	D	S D	N A

digital technologies				
Ireland 4 26	4	1 9	15	

Denmark 2 13 **1 5 0**

Finland 2 8	0	0	0	
Italy 0 3	1	1	0	
Portugal 0 0	1	0	0	
Sweden 6 4	1	0	0	
Total 14 54	8	2 5	15	
% 12 47	7	2 2	13	
** 42%				
In our school, there are data protection systems in place	S A A	U 4 2 1	D 2 0 0	A 0 0 0
Ireland 20 42 Denmark 5 14 Finland 1 8				
Italy 1 4	0	0	0	
Portugal 0 0	1	0	0	
Sweden 7 3	1	0	0	
Total 34 71	9	2	0	
% 29 61	8	2	0	
√				

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<p>In our school, there are school owned/managed digital devices for students to use when they need them</p>	S	A	A	U		D	S	N
	A							

Ireland	19	3	3	5	8	3		
Denmark	5	1	4	1	1	0		
Finland	6	4		0	0	0		
Italy	0	3		2	0	0		
Portugal	1	0		0	0	0		
Sweden	9	2		0	0	0		
Total	40	5	6	8	9	3		
%	34	4	8	7	8	3		
√								
<p>In our school, students bring and use their own portable devices during lessons</p>	S	A	A	U		D	S	N
Ireland	0	3		0	2	2	2	22
					0	3		

Denmark 2	1 3	0	3	3	0
Finland 1	6	0	1	2	0
Italy 0	1	0	0	3	1
Portugal 0	1	0	0	0	0
Sweden 5	0	1	1	4	0
Total 8	2 4	1	2 5	3 5	23
% 7	2 1	1	2 2	3 0	20
** 73%					

In our school, physical spaces support teaching and learning with digital technologies	S	A	A	U	D	N	A
Ireland 6	2 1	1 0	2 2	9			
Denmark 1	1 3	4	3	0			
Finland 0	5	1	4	0			
Italy 0	1	1	2	1			
Portugal 1	0	0	0	0			
Sweden 6	2	3	0	0			
Total 14	4 2	1 9	3 1	1 0			
%		1 6	2 7	9			

***** 52%					
In our school, students in need of special support have adequate access to assistive technologies	S A	A	U	D	N A
Ireland 8	3 5	7	1 4	4	
Denmark 6	1 3	2	0	0	
Finland 2	5	1	2	0	
Italy 0	4	0	0	1	
Portugal 0	0	1	0	0	
Sweden 7	1	3	0	0	
Total 23	5 8	1 4	1	5	

			6		
% 20		1 2	1 4	4	
** 30%					

	S		D	N
	A	U	S	
In our school, there are sufficient online libraries or repositories	A			

with teaching and learning materials			
Ireland 8 20 17	18	4	1
Denmark 10 8 2	1	0	0
Finland 1 4 3 Italy 0 2 0 Portugal 1 0 0 Sweden 4 4 2	1	1	0
	1	2	0
	0	0	0
	1	0	0
Total 24 38 24	22	7	1
% 21 33 20	19	6	1
** 46%			
**In our school, students have access to a database of in- company training providers	S A U A	D S	N
Ireland 1 2 9	30	9	17
Denmark 1 2 1	1	0	16

Finland 0 1 0	1	0	8
Italy 0 1 1	0	0	3
Portugal 0 0 0	1	0	0
Sweden ^{0 0 2}	3	0	6

		Total ^{2 6 13}	36	9	50
		% 2 5 11	31	8	43
** 93%					
Area				DN	
	S	A U			
	A				N
C Continuing Professional Development				SD	A
We discuss with our teachers	S	A U			
their CPD (Continuing					
Professional	A				
Development) needs for teaching					
with digital technologies					
	Ireland 8 34	12	1 2	2	
	Denmark 1 13	3	4	0	
	Finland 1 8	1	0	0	
	Italy 0 4	1	0	0	
	Portugal 0 0	1	0	0	
	Sweden 7 1	2	1	0	
	Total 17 60	20	1 7	2	
	% 15 51	17	1 5	2	
** 34%					

Our teachers have adequate opportunities to participate in CPD for teaching and learning	S A U A		D	N A
Ireland	7 32 10	1 7	2	
Denmark	2 10 4	5	0	
Finland	3 6 1	0	0	
Italy	0 4 1	0	0	
Portugal	0 0 1	0	0	
Sweden	6 3 1	1	0	
Total	18 55 18	2 3	2	
%	16 47 15	2 0	2	
** 37%				

We support our teachers to share experiences within the school community about teaching with digital technologies	S A	A	U		D	N
Ireland	17	3 3	8	8	2	
Denmark	3	1 5	2	1	0	

Finland 4	6	0	0	0	
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Italy 4 1 0 0 Portugal 0 1 0 0 0 Sweden 7 2 1 1 0

Total 31	6 1	1 2	1 0	2	
% 26	5 3	1 0	9	2	
√					
**Our teachers have adequate CPD opportunities in the use of digital technologies, specific to the courses they teach	A	U		D	N
Ireland 1	2 4	1 0	1 3	5	15
Denmark 0	4	2	1	0	14
Finland 0 Italy 0 Portugal 0	3 0 1	1 2 0	1 0 0	0 0 0	5 3 0
Sweden 2	1	1	1	0	6
Total 3	3 3	1 6	1 6	5	43
% 3	2 8	1 4	1 4	4	37
***** 69%					

Area D,	S	A	U	D	N
Part 1 Teaching and Learning Practices					
Our teachers search online for digital educational resources	S	A	U	D	N
Ireland 44	23	1	0	0	

Denmark 7	11	3	0	0	
Finland 1	9	0	0	0	
Italy 1	2	1	1	0	
Portugal 1	0	0	0	0	
Sweden 1	2	8	0	0	
Total 55	47	13	1	0	
% 47	41	11	1	0	
√					

Our teachers create digital resources to support their teaching	S	A	66	D	DA
Ireland 17 Denmark 2 Finland 0	A	4068	11	571	000

Italy 0	1	2	2	0	
Portugal 1	0	0	0	0	
Sweden 0	3	7	1	0	
Total 20	5 8	2 2	1 6	0	
%		1 9	1 4	0	
** 33%					

Our teachers use virtual learning environments with students	S A	A U	D	D A	
Ireland 13	32	15	8	0	
Denmark 5	8	4	4	0	

Finland 1	5	2	2	0	
Italy 0	1	2	2	0	
Portugal 1	0	0	0	0	
Sweden 7	2	1	1	0	
Total 27	48	24	1 7	0	
%	41	21	1 5	0	
** 36%					

Our teachers use digital technologies for school-related communication	S A	A U	D	D A	
Ireland	42	25 1	0	0	
Denmark	11	10 0	0	0	
Finland	7	2 1	0	0	
Italy	0	4 1	0	0	
Portugal	1	0 0	0	0	
Sweden	9	2 0	0	0	
Total	70	43 3	0	0	
%	60	37 3	0	0	
√					
Our teachers keep school-related digital data secure	S A	A U	D	D A	
Ireland	23	34 11	0	0	

Denmark	3	14 3	1	0	
Finland	2	8 0	0	0	
Italy	1	2 2	0	0	
Portugal	1	0 0	0	0	
Sweden	5	5 1	0	0	
Total	35	63 17	1	0	

	% 30	54 15	1	0	
√					
Our teachers use open educational resources S	A	A U	D	D	A
Ireland 15 Denmark 3		35	1	0	
		17	1	0	
		13 4			
Finland 0		8 1	1	0	
Italy 0		4 1	0	0	
Portugal 0		0 1	0	0	
Sweden 2		4 4	1	0	
Total 20		64 28	4	0	
%		55 25	3	0	
** 28% ??????????????????					

Area D, Part 2
S

A

A U D S D

Our teachers use digital technologies	S		D	S	
to tailor their teaching to students'		A U		D	
individual needs	A				
Ireland	13	35 15	4	1	

	Denmark 0 17 3	1	0	
	Finland 1 9 0	0	0	
	Italy 0 3 2	0	0	
	Portugal 1 0 0	0	0	
	Sweden 7 1 3	0	0	
√	Total 22 65 23	5	1	
	% 19 56 20	4	1	
Our teachers use digital learning activities that foster students' creativity	S A U A	D	S D	S A
	Ireland 13 38 12	4	1	
	Denmark 2 13 6	0	0	
	Finland 1 9 0	0	0	
	Italy 0 2 3	0	0	
	Portugal 0 0 1	0	0	
	Sweden 1 7 2	1	0	
	Total 17 69 24	5	1	
	% 15 59 21	4	1	
√				

<p>Our teachers set digital learning activities that engage students</p> <p style="text-align: right;">S A U A</p>	D	S D	S A
Ireland	14 40 8	5	1
Denmark	0 20 0	1	0
Finland	3 7 0	0	0
Italy	0 2 3	0	0
Portugal	0 0 0	1	0
Sweden	1 8 2	0	0
Total	18 77 13	7	1
<p>√</p> <p>Our teachers use digital technologies to facilitate student collaboration</p> <p style="text-align: right;">S A U A</p>	6	1	S A
Ireland	14 35 14	4	1
Denmark	4 12 4	1	0
Finland	1 8 0	1	0
Italy	0 4 1	0	0
Portugal	0 0 0	0	1
Sweden	5 4 1	1	0
Total	24 63 20	7	2

	% 21 54 17	6	2	
√				

S A	A U	D	D A	
Our teachers engage students in using digital technologies for cross-curricular projects				
Ireland 13	41 13	0	1	
Denmark 1	19 1	0	0	
Finland 5	4 0	1	0	
Italy 0	3 2	0	0	
Portugal 1	0 0	0	0	
Sweden 1	4 5	1	0	
Total 21	71	2	1	
% 18	21	2	1	
√	61			
	18			
S A	A U	D	D A	
E Assessment Practices				
S A	A U	D	D A	
We support teachers in using digital technologies for assessment				

Ireland 11	28 16	1 1	1	1
Denmark 3	16 1	1	0	0
Finland 4	5 0	1	0	0
Italy 0	3 1	0	0	1
Portugal 1	0 0	0	0	0
Sweden 7	3 1	0	0	0
Total 26	55 19	1 3	1	2

% 22	48 16	1 1	1	2
√				
Our teachers use digital technologies to assess students' skills	S A	A U	D	D A
Ireland 8	22 17	1 9	2	0
Denmark 7	12 1	1	0	0
Finland 1	7 1	1	0	0
Italy 0	1 2	1	0	1
Portugal 0 Sweden 6 Total 22	0 1	0	0	0
	3 2	0	0	0
	45 24	2 2	2	1
%	39 20	1 9	2	1

** 42%				
Our teachers use digital technologies to provide timely feedback to students	S A	A U	D	D A
Ireland 8	16 18	2 2	2	2
Denmark 2	17 1	1	0	0
Finland 0	10 0	0	0	0
Italy 0	2 2	0	0	1
Portugal 0	0 1	0	0	0

Sweden 0	6 5	0	0	0
Total 10	51 27	2 3	2	3
% 9	44 22	2 0	2	3
** 47%				

Our teachers use digital technologies to enable students to reflect on their own learning	S A	A U	D	D A
Ireland 6	15 15	2 8	2	2
Denmark 1	12 4	3	0	1
Finland 0	8 2	0	0	0

Italy 0 Portugal 0	1 2 0 0	1 1	0 0	1 0
Sweden 4 Total 11	5 2 41 25	0 3 3	0 2	0 4
% 9	35 22	2 8	2	3
***** 55%				
Our teachers use digital technologies to enable students to provide feedback on other students' work	S A	A U D	D A	
Ireland 3	6 23	2 6	7	3
Denmark 1	4 13	2	1	0

Finland 0	5 5	0	0	0
Italy 0	3 0	1	0	1
Portugal 1	0 0	0	0	0
Sweden 0	3 7	1	0	0
Total 5	21 48	3 0	8	4
% 4	18 41	2 6	7	3
*****77%				

Our teachers enable students to use digital technologies to document their learning	S	A	U	D	D	
	A				A	2
Ireland 9	22	19	1	1		
		15				
Denmark 1	16	1	3	0	0	
Finland 0	9	1	0	0	0	
Italy 0	2	1	1	0	1	
Portugal 1	0	0	0	0	0	
Sweden 6	2	3	0	0	0	
Total 17	51	21	23	2	1	3
%	44	18	20	2	1	3
*****42%						
Our teachers use digital data about individual students to improve their	S	A	U	D	D	
	A				A	

learning experience					
Ireland 7	21	20	18	2	0
Denmark 3	11	4	3	0	0

Finland 0	5 4	1	0	0
Italy 0	2 2	0	0	1
Portugal 0	0 1	0	0	0
Sweden 5	3 3	0	0	0
Total 15	42 34	2 2	2	1
%	36 29	1 9	2	1
***** 51%				

Our teachers value digital skills that students have developed outside school	S A A	U	D	D A	
Ireland 14 38		1 0	4	1	1
Denmark 2 8		9	1	0	1
Finland 2 7		1	0	0	0
Italy 0 1 Portugal 0 0 Sweden 3 5 Total 21 59		2 0 2 2 4	1 1 1 8	0 0 0 1	1 0 0 3

% 18 51 **20 7 1 3**

**** 31%**

**In our school, we use digital technologies for career guidance	S A A	U	D	D A
Ireland 0 1		7	8	3 49
Denmark 1 4		3	0	0 13
Finland 0 4		1	0	0 5
Italy 0 1		1	0	0 3
Portugal 1 0		0	0	0 0
Sweden 0 4		0	0	1 6
Total 2 14		1	8	4 76
% 2 12		2	7	3 66
***** 86%		1		0
Area	S A A	U	D	D A
FStudent Digital Competence				
We ensure that students develop their digital skills across subjects	S A A	U	D	D A
Ireland 8 27		1 3	1 6	3 1
Denmark 4 12		4	1	0 0

Finland 2 5	2	1	0	0
Italy 0 0	4	1	0	0
Portugal 0 1	0	0	0	0
Sweden 1 2	7	1	0	0

Total 15 47 **30 20 3 1**

% 13 41	2 5	1 7	3	1
** 36%				
In our school, students learn how to S A A behave safely online	U	D	D	A
Ireland 27 35	4	1	0	1
Denmark 2 17	2	0	0	0
Finland 0 10	0	0	0	0
Italy 0 3	1	1	0	0
Portugal 1 0 Sweden 5 3	0	0	0	0
	3	0	0	0
Total 35 68	1	2	0	1
% 30 59	0	2	0	1
	8			
√				

In our school, students learn how	S A	A U	D	D A
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to behave responsibly when they are online				
Ireland 25	36 3	3	0	1
Denmark 5	15 1	0	0	0
Finland 1	9 0	0	0	0
Italy 0	2 2	1	0	0
Portugal 0 Sweden 4 Total 35	0 1	0	0	0
% 30	6 1	0	0	0
	68 8	4	0	1
	59 7	3	0	1

√				
In our school, students learn how to check that the information they find online is reliable and accurate	S A	A U	D	D A
Ireland 7	26 22	1 0	1	2
Denmark 4	16 1	0	0	0
Finland 0	9 1	0	0	0
Italy 0	3 1	1	0	0
Portugal 0	0 0	1	0	0
Sweden 5 Total 16	4 2	0	0	0
	58 27	1 2	1	2

	%	50 23	1 0	1	2
** 36%					
In our school, students learn how to give credit to others' work they have found online	S A	A U	D	D A	
	Ireland 2	8 30	1 8	5	5
	Denmark 3	12 3	3	0	0
	Finland 0	8 2	0	0	0
	Italy 0	1 3	1	0	0
	Portugal 0	0 0	0	1	0
	Sweden 0	2 5	0	0	4

	Total 5	31 43	2 2	6	9
	% 4	27 37	1 9	5	8
** 69%					
In our school, students learn to create digital content	S A	A U	D	D A	
	Ireland 9	27 13	1 3	4	2
	Denmark 4	13 4	0	0	0

Finland 1 Italy 0 Portugal 0	6 3	0	0	0
	1 4	0	0	0
	0 0	0	0	1
Sweden 5	4 1	1	0	0
Total 19	51 25	1 4	4	3
%	44 22	1 2	3	3
***** 40%				

In our school, students learn to communicate using digital technologies	S A U A	D	D A	
Ireland 9 28 13		1 4	2	2
Denmark 4 17 0		0	0	0
Finland 2 7 1		0	0	0

Italy 0 1 3		1	0	0
Portugal 1 0 0		0	0	0
Sweden 6 3 0		2	0	0
Total 22 56 17		1 7	2	2
% 19 47 15		1 5	2	2
** 34%				

In our school, students learn coding or programming	S A U A	D D A	
Ireland 12 25 8 Denmark 2 16 2		1 6 1	6 0 0
Finland 3 6 1		0	0 0 0
Italy 0 1 3		0	1 0 0
Portugal 1 0 0		0	0 0 0
Sweden 3 3 5		0	0 0 0
Total 21 51 19		1 7	7 1 1
% 18 44 16		1 5	6 1 1
***** 38%			
In our school, students learn how to solve technical problems when using digital technologies	S A U A	D D A	
Ireland 4 17 23		1	7 3

		4	
Denmark 1 10 6		4	0 0
Finland 0 5 4		1	0 0

Italy 0 2 2	0	1	0
Portugal 1 0 0	0	0	0
Sweden 0 3 4	4	0	0
Total 6 37 39	2 3	8	3
% 5 32 34	2 0	7	3
** 64%			
**In our school, students develop digital skills related to their vocational qualification	S	D	D
	A U		A
	A	5	2
Ireland 0 1 10			50
Denmark 0 3 1	1	0	16
Finland 0 1 2	0	0	7
Italy 0 1 1	0	0	3
Portugal 0 1 0	0	0	0
Sweden 1 0 2	1	0	7
Total 1 7 16	7	2	83
% 1 5 14	6	2	72
** 94%			

IO2 Areas To Regard as Significant when developing SHELFIE Resources for schools based on the overall Qualitative and Quantitative results and comments

from Leaders and Teachers.

Area A Leadership 5

** In our school, we review our progress in 'leading' teaching and learning with digital technologies 44%

In our school, teachers have sufficient time to explore how to improve their teaching with digital technologies. 75%

Area B Infrastructure and Equipment 7

** In our school, physical spaces support teaching and learning with digital technologies 52%

IO2 Areas To Regard as Significant when developing SHELFIE Resources for schools based on the overall Qualitative and Quantitative results and comments from Leaders and Teachers.

Area ^C Continuing Professional Development - 3 areas of interest

****Our teachers have adequate CPD opportunities in the use of digital technologies, specific to the courses they teach 69%**

Area D, Part 1 & 2 Teaching and Learning Practices -3 areas of interest

Our teachers create digital resources to support their teaching 33% **Our teachers use virtual learning environments with students 36%**

Our teachers use open educational resources 28%

Area E

Assessment Practices - 8 areas of interest

Our teachers use digital technologies to assess students' skills 42%

Our teachers use digital technologies to provide timely feedback to students 47%

Our teachers use digital technologies to enable students to reflect on their own learning 55%

Our teachers use digital technologies to enable

students to provide feedback on other students' work 77%

Our teachers enable students to use digital technologies to document their learning 42%

Our teachers use digital data about individual students to improve their learning experience 51%

Area F

Student Digital Competence - 8 areas of interest

In our school, students learn how to check that the information they find online is reliable and accurate 36%

In our school, students learn how to give credit to others' work they have found online 69%

In our school, students learn to create digital content 40%

In our school, students learn to communicate using digital technologies 34%

**In our school, students learn coding
or programming 38%**

**In our school, students learn how to solve
technical problems when using
digital technologies 64%**

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