



When the matrix becomes your classroom

support for digital school development
with eEducation Austria

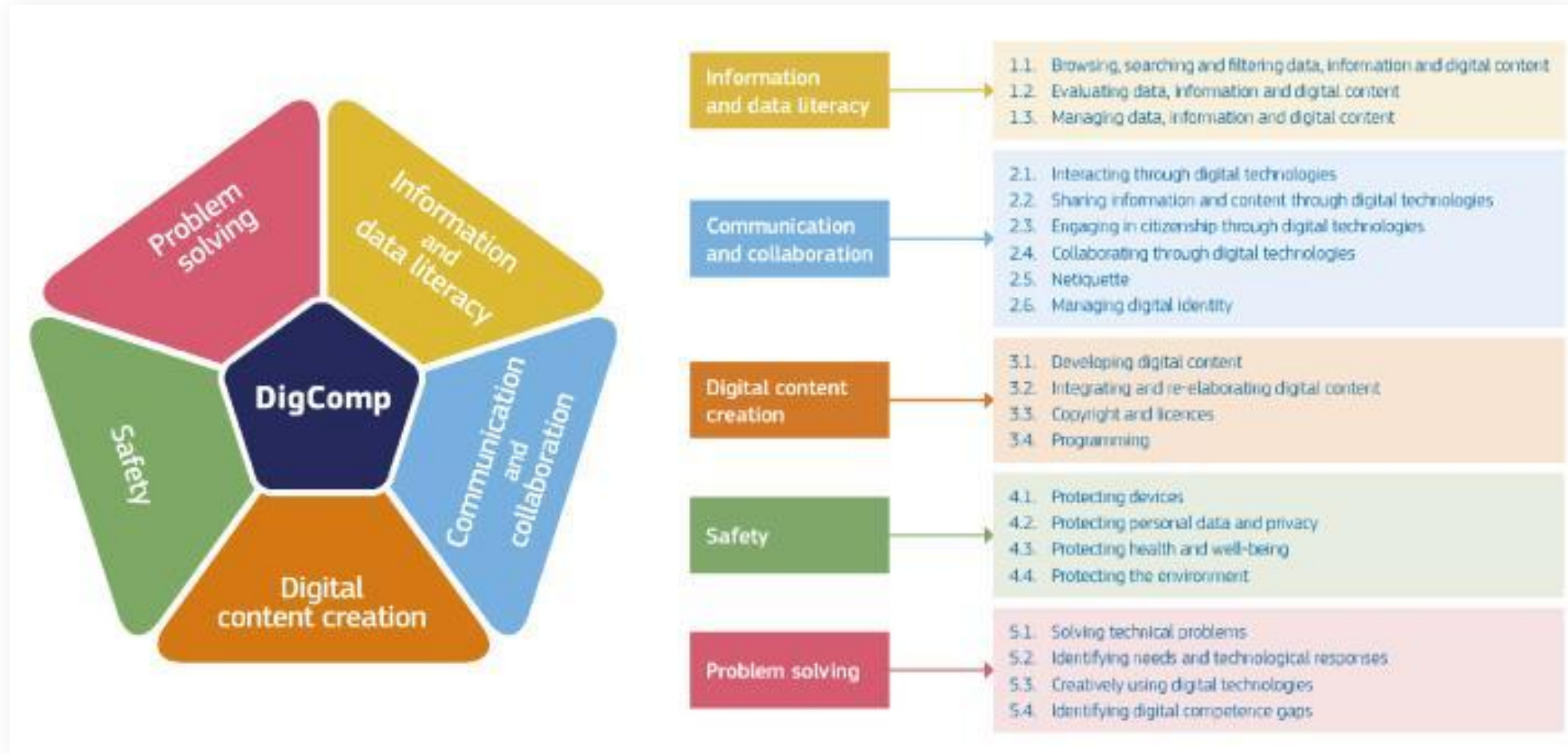
Mag. Andreas Riepl

Head of eEducation Austria



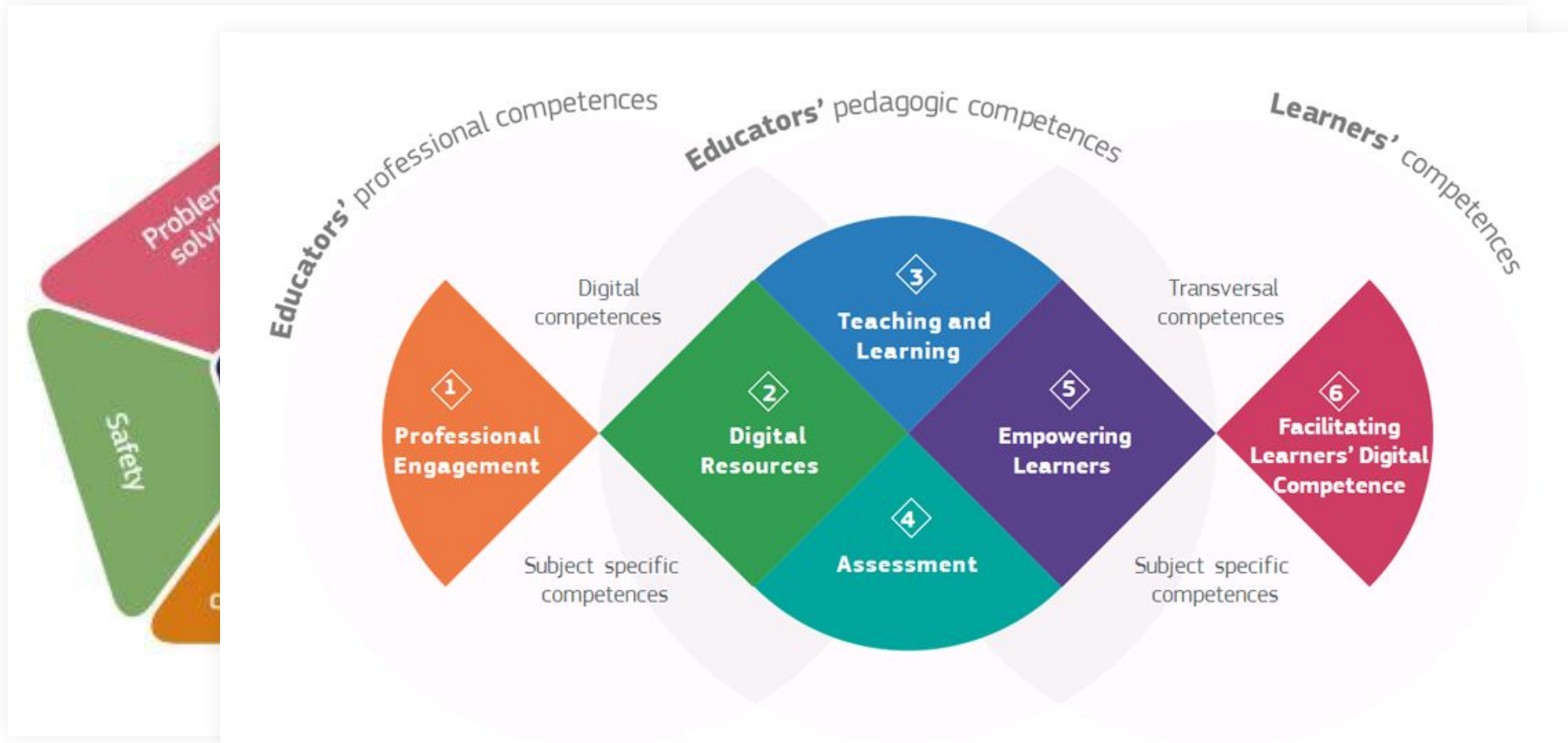


Frameworks



DigComp

Frameworks



DigComp

DigCompEdu

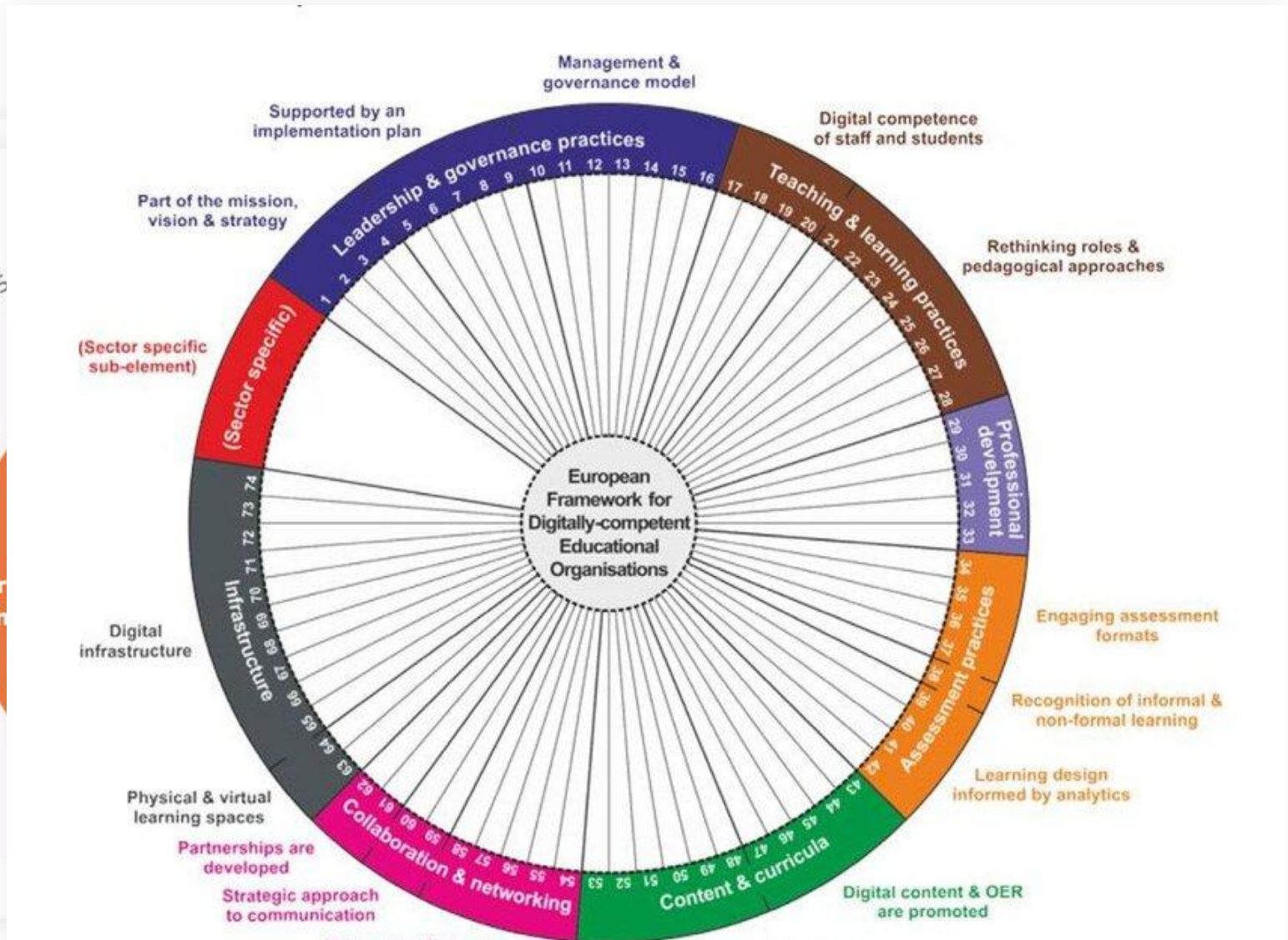
Frameworks



DigComp



DigCompEdu



DigCompOrg

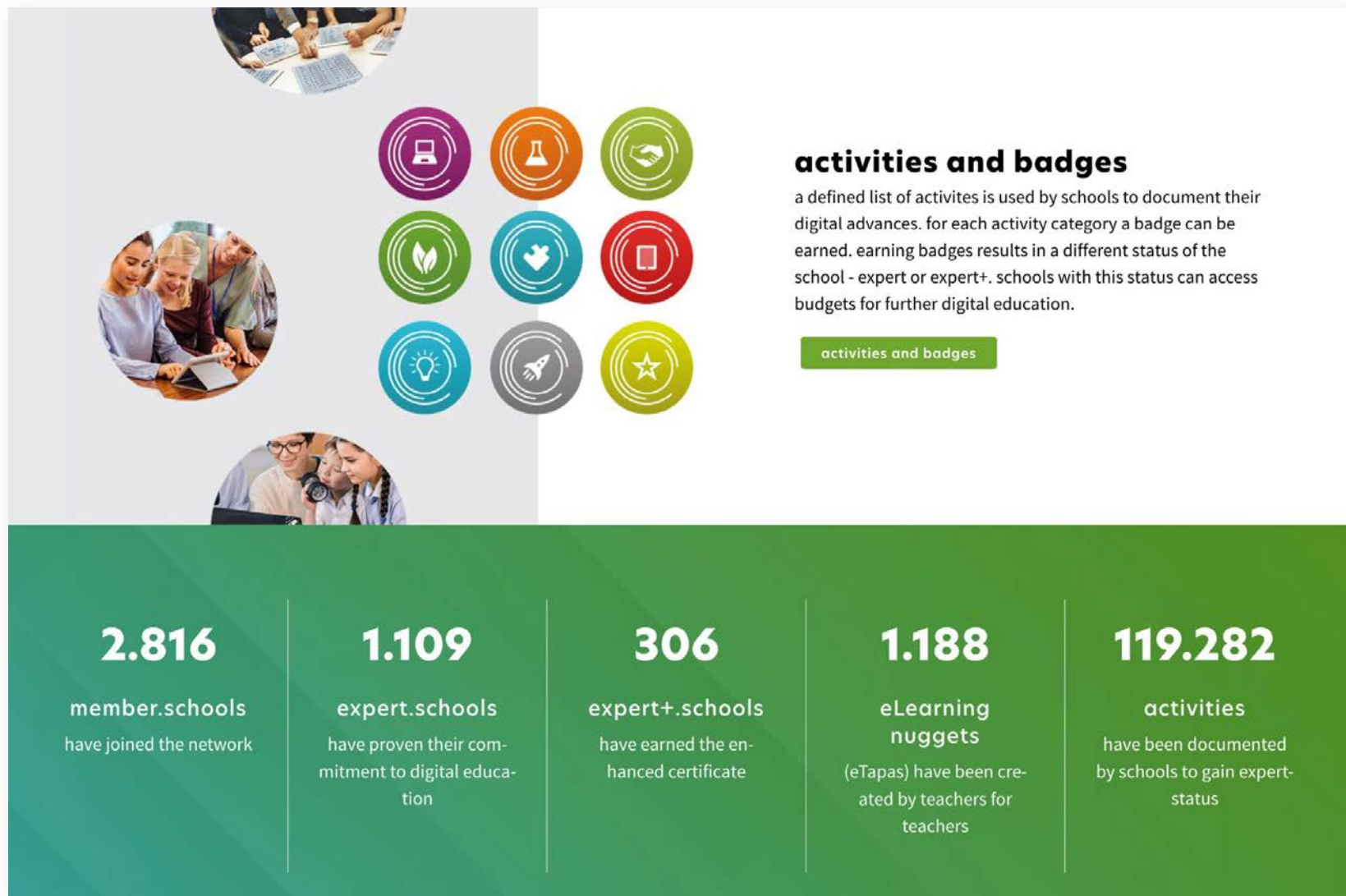
Frameworks



Die Initiative ▾ [digi.komp4](#) ▾ [digi.komp8](#) ▾ [digi.komp12](#) ▾ [digi.kompP](#) ▾



eEducation network



activities and badges

a defined list of activities is used by schools to document their digital advances. for each activity category a badge can be earned. earning badges results in a different status of the school - expert or expert+. schools with this status can access budgets for further digital education.

activities and badges

- ~ **6.000** schools in Austria total
- **78%** of all teachers/ students are in eEducation schools

activities and badges

- activities: measure of all things
- member, expert, expert+
- statistics-dashboard
- expert+ -status with added criteria
- self-assessment-tool for school development



activities and badges

Your path to Expert.School

Congratulations!

You are an Expert School for this year and next year. This means that you can also apply for financial resources. We wish you every success in further establishing the use of digital media at your school location.



[Download Expert.School certificate](#)

You have already achieved 194 out of 120 points.



100%

Activities of your school

[Create new activity](#)

Search:

[Seek](#)

	Name / Category	status	Date last modified	
	live quiz on environmental ethics Cross-school cooperation 22 Activity carried out with a partner school (for both schools) Points: 10	Approved Send Message	02.12.2024 11:15	Create a copy project report details →
	Creating company presentations with the help of AI AI - Artificial Intelligence 48 AI Integration (direct activity on using artificial intelligence in teaching) Points: 10	Approved Send Message	02.12.2024 11:15	Create a copy project report details →

AI Badge eEducation



Category: *	Use of digital media in teaching => Implemented use of a digi.komp example, an eTapas or OER material ▾
Financial support:	<input type="checkbox"/> I need financial support for this activity
	If you require financial support for your activity, you must tick the box. Otherwise, the application cannot be processed.
	I hereby acknowledge that billing of the fees incurred at eEducation is only possible with a digital signature; manual signatures are not accepted.
Name of the activity: *	<input type="text"/>
Goal: *	<input type="text"/>
Description of the activity: *	<input type="text"/>
Date (end of activity): *	Select Date
AI reference:	<input type="checkbox"/> This activity is AI-related

AI Initiative of Federal Ministry



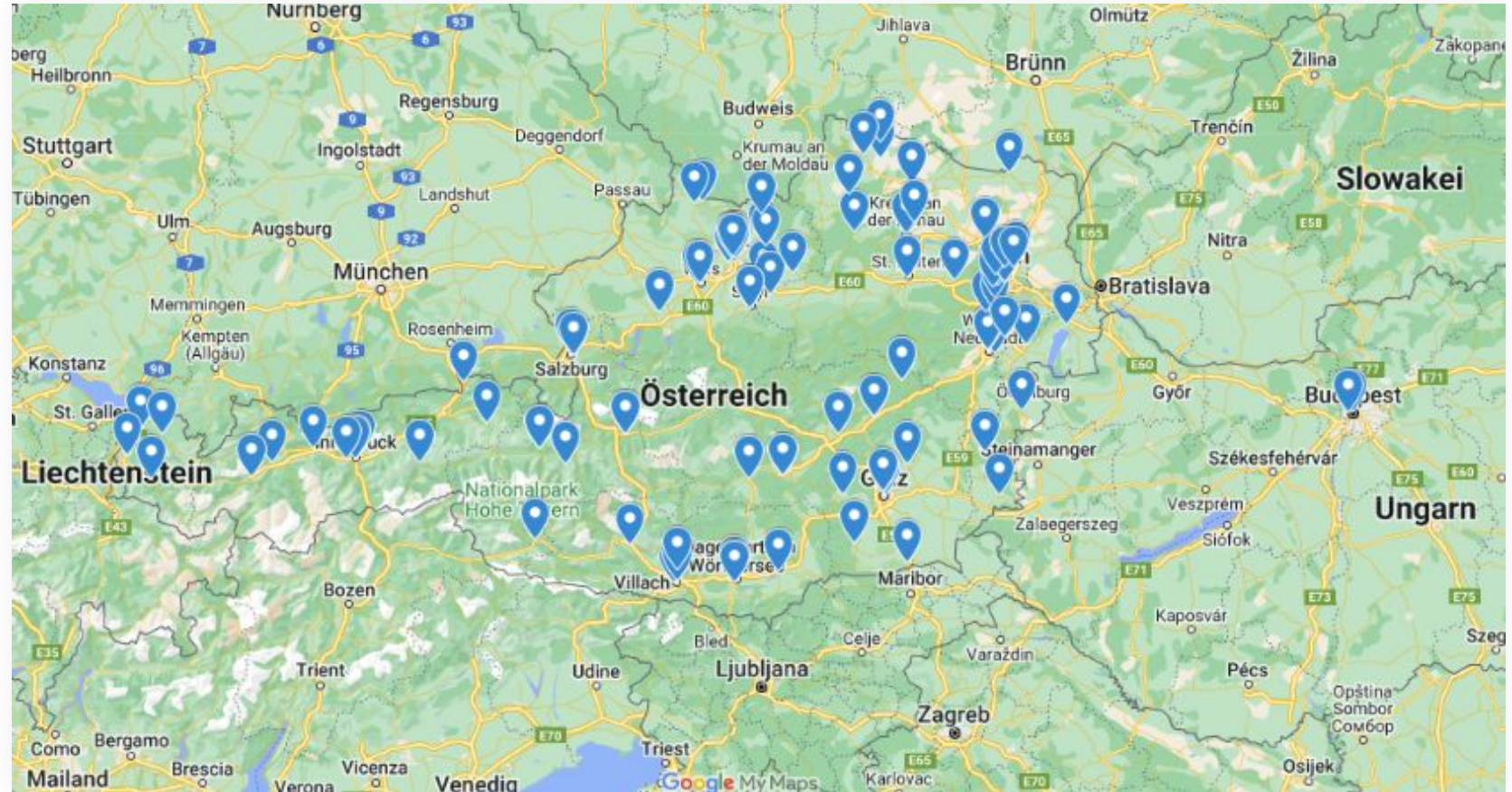
- new (international) perspectives on using AI in schools
 - AI as important part of school development
 - AI focus on further teacher education
 - generative AI for teaching and learning
 - pilot schools – evaluation of AI based software for classroom work
- **use cases**

<https://eeducation.at/community/ki-initiative-des-bm>

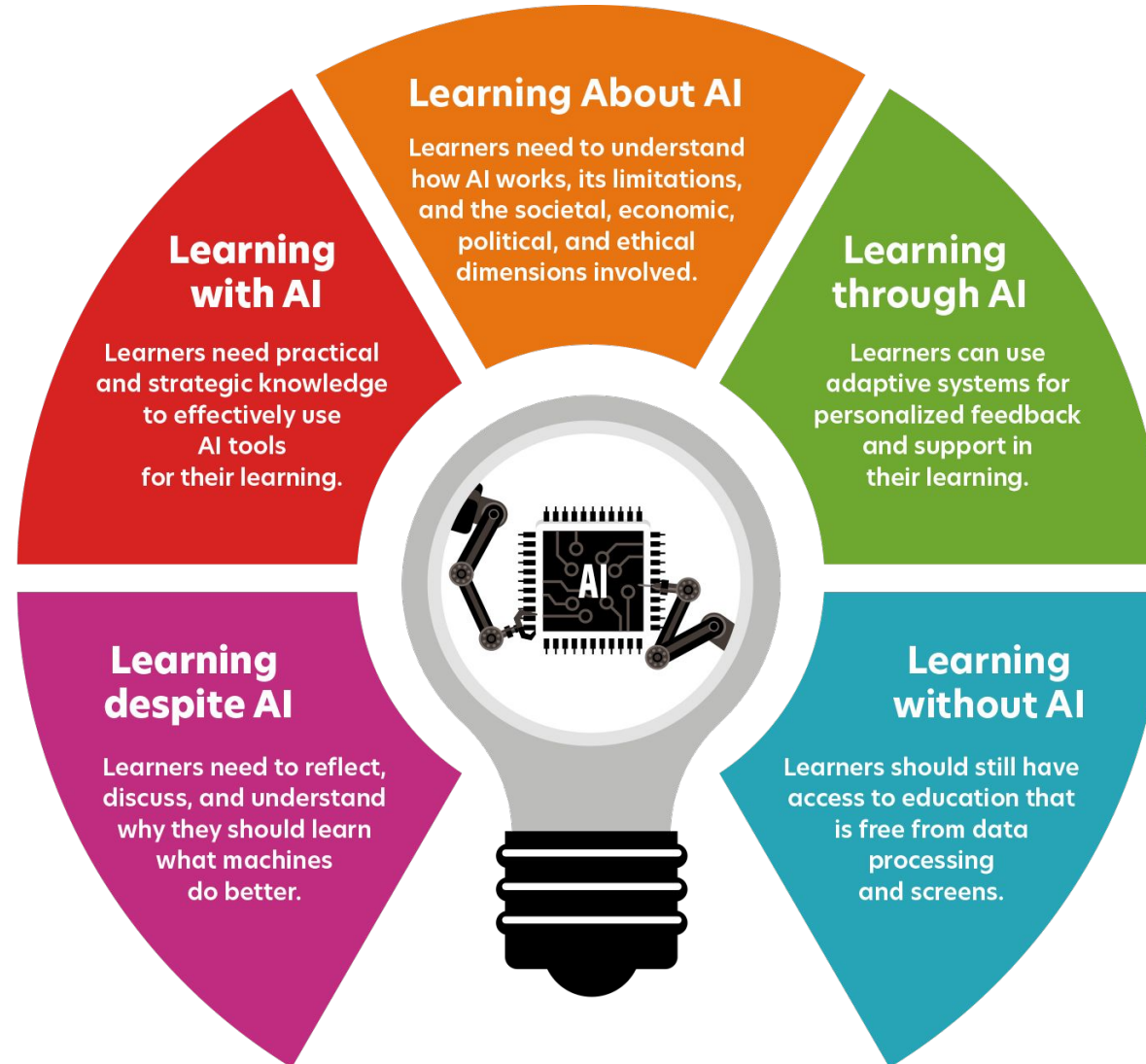
AI Initiative of Federal Ministry



114 schools participate



AI pilots



Learning and AI Five Dimensions for Teaching

EU AI guidelines



Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators	https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1
Artificial intelligence and education – a teacher-centred approach to safety and health	https://osha.europa.eu/en/publications/artificial-intelligence-and-education-teacher-centred-approach-safety-and-health
AI report by the European Digital Education Hub’s Squad on artificial intelligence in education	https://op.europa.eu/en/publication-detail/-/publication/9bb60fb1-b42a-11ee-b164-01aa75ed71a1/language-en

Three pillar concept of digital development



Organization



Staff/HR



Instruction

Quality Matrix eEducation 2024



Organization

- digital organization development
- leadership and organizational culture
- infrastructure

digitalization concept



Staff/HR

- staff hiring and release
- staff development
- staff assignment

individual



Instruction

- development of classroom work
- individual and cooperative development of classroom scenarios

edidactics

Quality Matrix - frameworks and scope



quality matrix eEducation 2024 - example

organizational scope “digital organizational development”

organizational field

ZP level 1

level 2

level 3

1.1.1. structure of digital organizational development

Digital organizational development consists of uncoordinated individual measures that are carried out by individuals or small project or interest groups.

The management sees itself in the role of allowing these activities and, if possible, providing them with the necessary resources.

Digital organizational development is coordinated by the management and/or a person or group responsible for this topic.

Care is taken to ensure that the various measures within the framework of digital organizational development fit the needs and goals of the organization.

Digital organizational development is based on an ideally participatory digitalization concept (see 1.1.3 - 1.1.6) and is coordinated by a responsible person or group. If there is a steering group, organizational development group, quality group or similar in the organization, then this person or a representative of the group is part of it (see also 1.2.7).

quality matrix eEducation 2024 - example

organizational scope “staff development”

organizational field

ZP level 1

level 2

level 3

2.1.1. anticipatory planning of human resources

During the course of the previous year - for example when preparing the distribution of training subjects - the management recognizes which trainers will no longer be available in the next year.

When making the necessary recruitment of staff (see 2.1.2 to 2.1.4), the skills and responsibilities lost to the organization - especially digital ones - are taken into account.

The management has an up-to-date overview, going beyond the next school year, of which trainers are likely to leave the organization in the next few years and which - especially digital - skills and responsibilities of the organization are therefore likely to need to be replaced and when.

In addition, the management is aware of the additional or changing needs for (digital) skills and responsibilities.

The management has a current overview of which trainers are likely to leave the organization in the next at least three years and which - especially digital - skills and responsibilities of the organization are therefore likely to need to be replaced and when.

In addition, the management is aware of the additional or changing needs for (digital) skills and responsibilities that will arise from planned digital organization development measures in the next few years.

quality matrix eEducation 2024 - example

organizational scope “development of classroom work”

organizational field ZP level 1

level 2

level 3

level 4

3.2.5. Dealing with future social and technological developments

The management and trainers are aware that the organization cannot ignore future social and technological developments and realities.

There is a willingness to deal with these and to openly reflect together on their possible effects on schools and lessons.

There are trainers in the organization who competently and attentively observe current technological developments and innovations and can assess their possible effects on and possible uses in schools and lessons.

These trainers test out application scenarios of these new possibilities in their lessons.

Current technical developments and innovations are regularly discussed openly and critically among trainers and it is discussed whether, where and how these innovations can and should be used in the organization and in lessons.

The testing of application scenarios of these new possibilities is set up as a training development project in the organization.

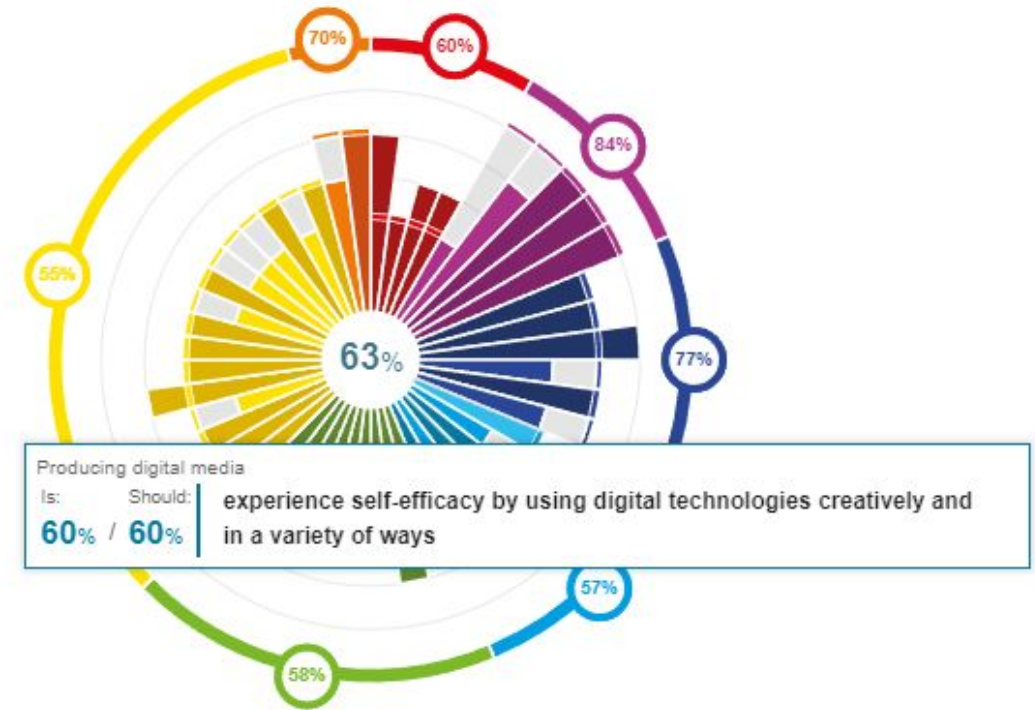
The organization is a beacon for innovation and serves as a visiting organization for others.

There is scientific support for the innovations in the organization and lessons.

organizational development

digi.kompP - competence wheel

- My school**
- School profile
- digi.concept assistant
 - ↳ Measures
 - ↳ Self-assessment
 - ↳ Questionnaires
 - ↳ Tutorial
- activities
 - ↳ Activities Archive
 - ↳ Badges
- Other users
- Access codes
- edividual registration



digi.concept assistant

self-assessment



digi.kompP

▶ Start

result



DigCompEdu

▶ Start

result

digiconcept assistant

questionnaires for different target groups



eEducation teacher survey



eEducation Headmaster Survey



eEducation IT Custodian Survey



eEducation Student Survey

digi.concept assistant

<

Entry

Data collection

Quality matrix

Actions

Timeline

Evaluation

>

Qualitätsmatrix

Organization

Personnel

Teaching

Help & tutorials ?

1.1

1.2

1.3

2.1

2.2

3.1

3.2

next >>

1.1. Digital School Development (QM eEducation)

	Level A	Level B	Level C	Level D / Expansion
<div style="background-color: #d0e0e0; padding: 5px; margin-bottom: 5px;">1.1.1. Struktur der digitalen Schulentwicklung</div> <div style="background-color: #d0e0e0; padding: 5px;">1.1.2. Netzwerk eEducation Austria</div>	<p>Die digitale Schulentwicklung besteht aus unkoordinierten Einzelmaßnahmen, die von Einzelpersonen oder kleinen Projekt- bzw. Interessengruppen getragen werden. Die Schulleitung sieht sich dabei in der Rolle, diese Aktivitäten zuzulassen und nach Möglichkeit mit nötigen Ressourcen auszustatten.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> ODFR × </div> <div style="border-bottom: 1px solid #ccc; padding: 2px 5px;">Define development</div> <div style="display: flex; justify-content: space-between; align-items: center;"> Current Goal Current = Goal 🗑️ </div> </div> <p>Current edit</p>	<p>Die digitale Schulentwicklung wird von der Schulleitung und/oder einer für dieses Thema verantwortlichen Person bzw. Gruppe koordiniert.</p> <p>Es wird darauf geachtet, dass die diversen Maßnahmen im Rahmen der digitalen Schulentwicklung zu den Bedarfen und Zielen der Schule passen, die sich aus dem Schulprofil, eventuell aus QMS-Instrumenten oder anderen strategischen Überlegungen ergeben.</p> <p>Zudem herrscht an der Schule das Bewusstsein, dass die digitale Schulentwicklung in der allgemeinen Schulentwicklung integriert sein muss und nicht ein eigenes Randthema darstellt.</p> <p>Goal edit</p>	<p>Die digitale Schulentwicklung basiert auf einem idealerweise partizipativ erstellten Digitalisierungskonzept (siehe 1.1.3 - 1.1.6) und wird von einer dafür verantwortlichen Person oder Gruppe koordiniert. Wenn es an der Schule eine Steuergruppe, Schulentwicklungsgruppe, Qualitätsgruppe oder Ähnliches gibt, dann ist diese Person bzw. eine Vertreter/in der Gruppe ein Teil davon (siehe auch 1.2.7).</p> <p>Die digitale Schulentwicklung bzw. das Digitalisierungskonzept ist in die Instrumente und Aktivitäten im Rahmen von QMS integriert (Pädagogische Leitvorstellungen - siehe 1.1.7, Schulentwicklungsplan - siehe 1.1.8, Q-Handbuch - siehe 1.1.9, Fort- und Weiterbildungsplanungskonzept - siehe 2.).</p>	<p>Die Schule entwickelt sich zum Expert+Status weiter. Dabei gelten folgende Bedingungen:</p> <ul style="list-style-type: none"> Die Schule muss eine Expert.Schule sein. Die Schule muss aus sämtlichen Aktivitäts-Kategorien Nachweise erbracht haben. Die Schule muss ein Digitalisierungskonzept mit dem digi.konzept Assistenten erstellen. Darin wird die Entwicklung der Schule in den nächsten drei Jahren dargestellt. Die Schule muss mit einer anderen Schule vernetzt sein (z.B. Expert.Schule mit Member.Schule). <p>Wird der Expert+ -Status genehmigt, erhält die Schule eine Zertifizierungs-Tafel, die im Rahmen eines Festakts übergeben werden kann.</p>

digi.concept assistant

current status survey objective

current status Goals ? Help

Measures

^ Open all

eEducation Organization/Infrastructure and Communication

current status

Pupils

... are informed about the responsible use of social media (e.g. SaferInternet with the participation of several teachers).

measure

+ define measure

Goal

... actively contribute to the creation of content within the framework of the school's communication policy (e.g. editorial support of the website, social media channels, etc.).

0

Examples (7)

itself as having the role of allowing these activities and, where possible, providing them with the necessary resources.

framework of digital school development match the needs and goals of the school, which arise from the school profile, possibly from QMS instruments or other strategic considerations.

group, school development group, quality group or something similar, then this person or a representative of the group is part of it (see also 1.2.7).

Create and manage competence grids for your organization at edustandards.org using the Creative Commons principle

Digital competence grids allow for a presentation of a processual development. This can be used in a generalizing way for organizations or individualized for learners.

[SIGN IN](#)[REGISTER](#)[👤 TO COMET COMMUNITY VERSION](#)

For organizations

Develop a digitalization concept for your institution based on the DigComp competency framework

[self assessment](#) [actions](#)

For educational institutions







Take steps towards a digitalized educational organization using the DigCompEdu framework



[self assessment](#) [actions](#)

For personal development

Take steps towards a digitalized educational organization using the DigCompEdu framework

[self assessment](#) [competence grids](#)


-  Dashboard
-  Integrative
-  Professions
-  Export
-  Import
-  Settings

-  Graph
-  Grids comparison









































Search in Grid title
digcompedu english









  FILTER  ADMIN FILTERS  CLEAR

My grids Grids with editing rights Shared Global search

 CREATE GRID

 LIST  GRIDS

 <p>DigCompEdu English all-in-one - Self-Assessment</p> <p> EN      </p>	 <p>DigCompEdu English 2 Digital Resources with activities</p> <p> EN      </p>	 <p>DigCompEdu English 4 Assessment with activities</p> <p> EN      </p>	 <p>DigCompEdu English 5 Empowering Learners with activities</p> <p> EN      </p>	 <p>DigCompEdu English 6 Facilitating Learners' Digital Competence with activities</p> <p> EN      </p>
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-  Dashboard
-  Integrative
-  Professions
-  Export
-  Import
-  Settings
-  Graph
-  Grids comparison

DigCompEdu English 2 | Digital Resources with activities



 SHARE ▾

	Sub-domains	Behavioral Indicators	Level B1 Integration	Level B2 Expertise	Level C1 Leadership
Selecting digital resources <ul style="list-style-type: none"> ▶ To make little use of the internet to find resources. 			<ul style="list-style-type: none"> ▶ To formulate appropriate search strategies to identify digital resources for teaching and learning. ▶ To select suitable digital resources for teaching and learning, considering the specific learning context and learning objective. 	<ul style="list-style-type: none"> ▶ To critically evaluate the credibility and reliability of digital sources and resources. ▶ To consider possible restrictions to the use or re-use of digital resources (e.g. copyright, file type, technical requirements, legal provisions, accessibility). 	<ul style="list-style-type: none"> ▶ To assess the usefulness of digital resources in addressing the learning objective, the competence levels of the concrete learner group as well as the pedagogic approach chosen.
Creating and modifying digital resources	<ul style="list-style-type: none"> ▶ To refrain from modifying digital resources. ▶ To modify and edit existing digital resources, where this is permitted. ▶ To combine and mix existing digital resources or parts thereof, where this is permitted. ▶ To understand different licences attributed to digital resources and the implications for their re-use. ▶ To create new digital educational resources. ▶ To jointly create with others digital educational resources. 				

-  Dashboard
-  Integrative
-  Professions
-  Export
-  Import
-  Settings
-  Graph
-  Grids comparison

DigCompEdu English 2 | Digital Resources with activities

	Sub-domains	Behavioral Indicators	Level B2 Expertise	Level C1 Leadership
Selecting digital resources	<ul style="list-style-type: none"> To make little use of the internet to find resources. 		<ul style="list-style-type: none"> To critically evaluate the credibility and reliability of digital sources and resources. To consider possible restrictions to the use of digital resources (copyright, file type requirements, legal accessibility). 	<ul style="list-style-type: none"> To assess the usefulness of digital resources in addressing the learning objective, the levels of the target group as well as the pedagogic approach
Creating and modifying digital resources	<ul style="list-style-type: none"> To refrain from modifying digital resources. To modify and edit existing digital resources, when necessary. To combine and mix existing digital resources or create new ones. To understand different licences attributed to digital resources. To create new digital educational resources. To jointly create with others digital educational resources. 			

- Edit competence
- Copy
- Disable
- Delete
- Add competence
- Add subcompetence
- Add Material
- Add Material (AI)

Self-Assessment

Select the level that best fits your current abilities.

You will then receive questions that correspond to this level.

A

I rarely use digital technologies and I am not aware how to enhance my skills.

B

I use digital technologies in many of my practices.

C

I use digital technologies to enhance pedagogic and professional practices and know how to choose appropriate digital strategies.

If your result is over 90%, please retake the self-assessment and select the next higher level.

If your result is below 20%, please retake the self-assessment and choose one level lower.

Self-Assessment

1. Information and Data Literacy



Data can be extracted from mobile phones and other devices and can be used to create a user profile depending on the information.

"I am aware that my phone and computer can monitor all my information, steps, screen time, clicks, etc."

I AGREE

I AGREE, IF I HAVE
HELP

I DISAGREE/CANNOT
DO IT

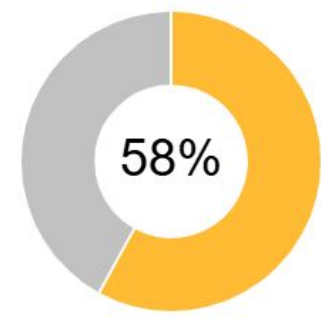
1 / 36

[BACK TO LEVEL ASSESSMENT](#)

If your result is over 90%, please retake the self-assessment and select the next higher level.
If your result is below 20%, please retake the self-assessment and choose one level lower.

Self-Assessment

1. Information and Data Literacy



You have achieved 58% of these competencies.
You are on your way to becoming an expert. Way to go!

Data can be extr
create a user pro

"I am aware that
screen time, clic

Detailed results

I AGREE



1. Information and Data Literacy



2. Communication and Collaboration

If your result is over 90%, please retake the self-assessment and select the next higher level.
If your result is below 20%, please retake the self-assessment and choose one level lower.

Dakora+


working digitally with competence grids











What does Dakora+ do?

- short, everyday diagnosis of the learning status
- integrate continuous, effective feedback into the learning process
- being able to individually design and accompany challenging learning paths
- enable iterative learning loops [assessment - feedback - support]
- Increase learner activity [hand over responsibility]
- increase self-perception of students
- create opportunities for individual and criteria-based comparisons
- assess and train interdisciplinary skills in a team
- AI generated content curated by teacher for personalization

Dakora+

 **Mark Lehrkraft01**
lehrkraft01 (Teacher)

-  Courses
-  **Learning plan**
-  Competences
-  Manage tasks
-  Learning Paths
-  Reports
-  Settings
-  Logout

DAKORA+ v1.6.1 (24-10-22.1518)

SuS01 Learning plan

November 11 – 15

Week Day


	11 Mon	12 Tue	13 Wed	14 Thu	15 Fri
5					
0					
0					
5					
5					
0					
5					
0					
0					
5					

Create new Learning plan


> Collapse

Planning storage


Learning Paths

Teacher Planning storage + 

No elements found

Leon SuS01 Planning storage + 

These entries are stored in the Planning storage of the selected students when the Learning plan is saved. They can then schedule the materials themselves.

Dummy_Aufgabe
 02
Completed • G

Recall: three pillar concept of digital development



Organization



Staff/HR



Instruction



Thank you!

Andreas Riepl

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