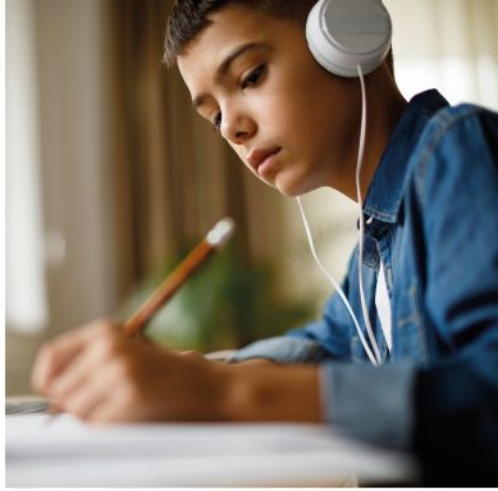
eEducation



When the matrix becomes your classroom

support for digital school development with eEducation Austria

Mag. Andreas Riepl

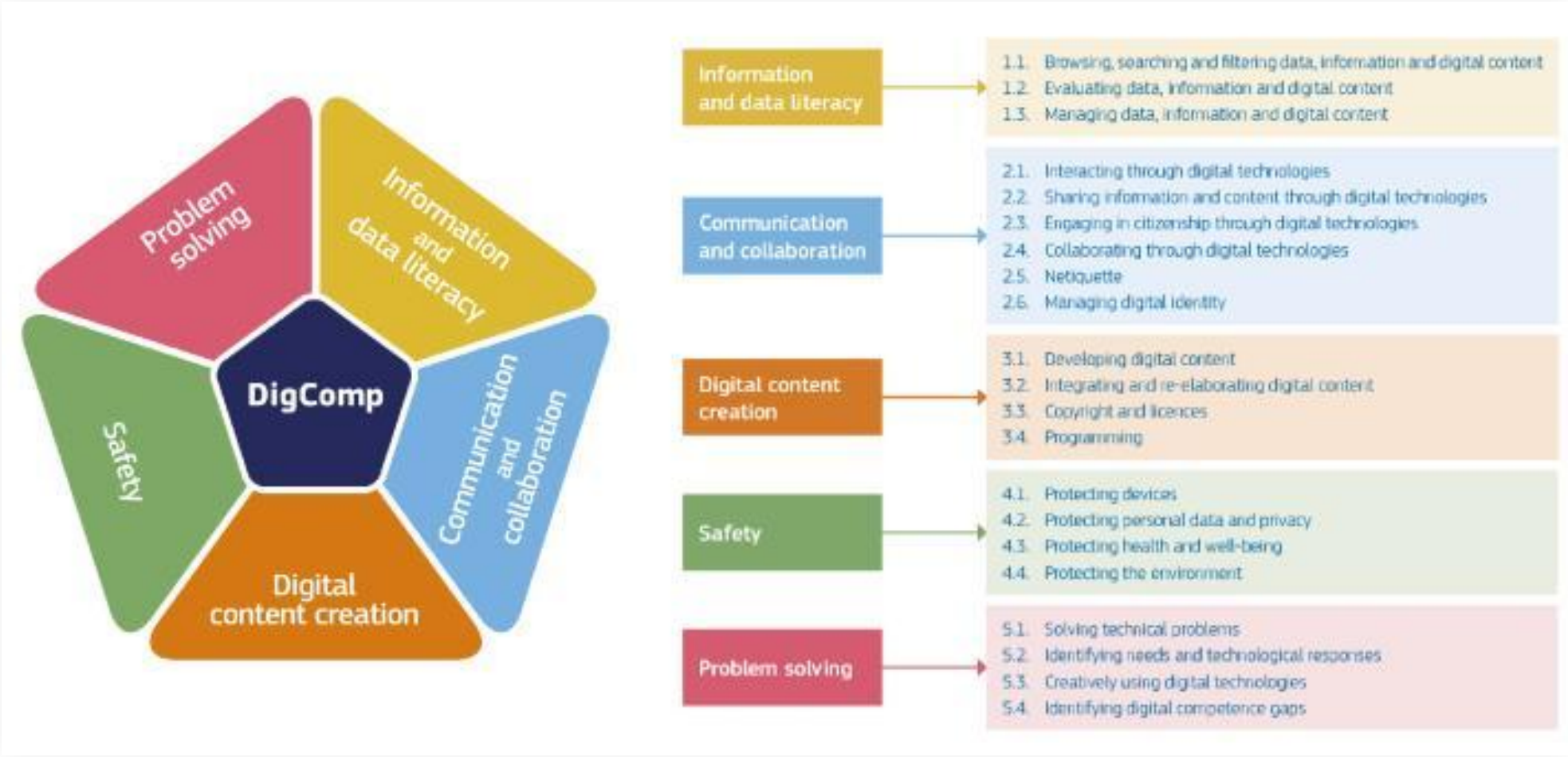
Head of eEducation Austria

Bundesministerium
Bildung, Wissenschaft
und Forschung

die pädagogische
hochschule
oberösterreich

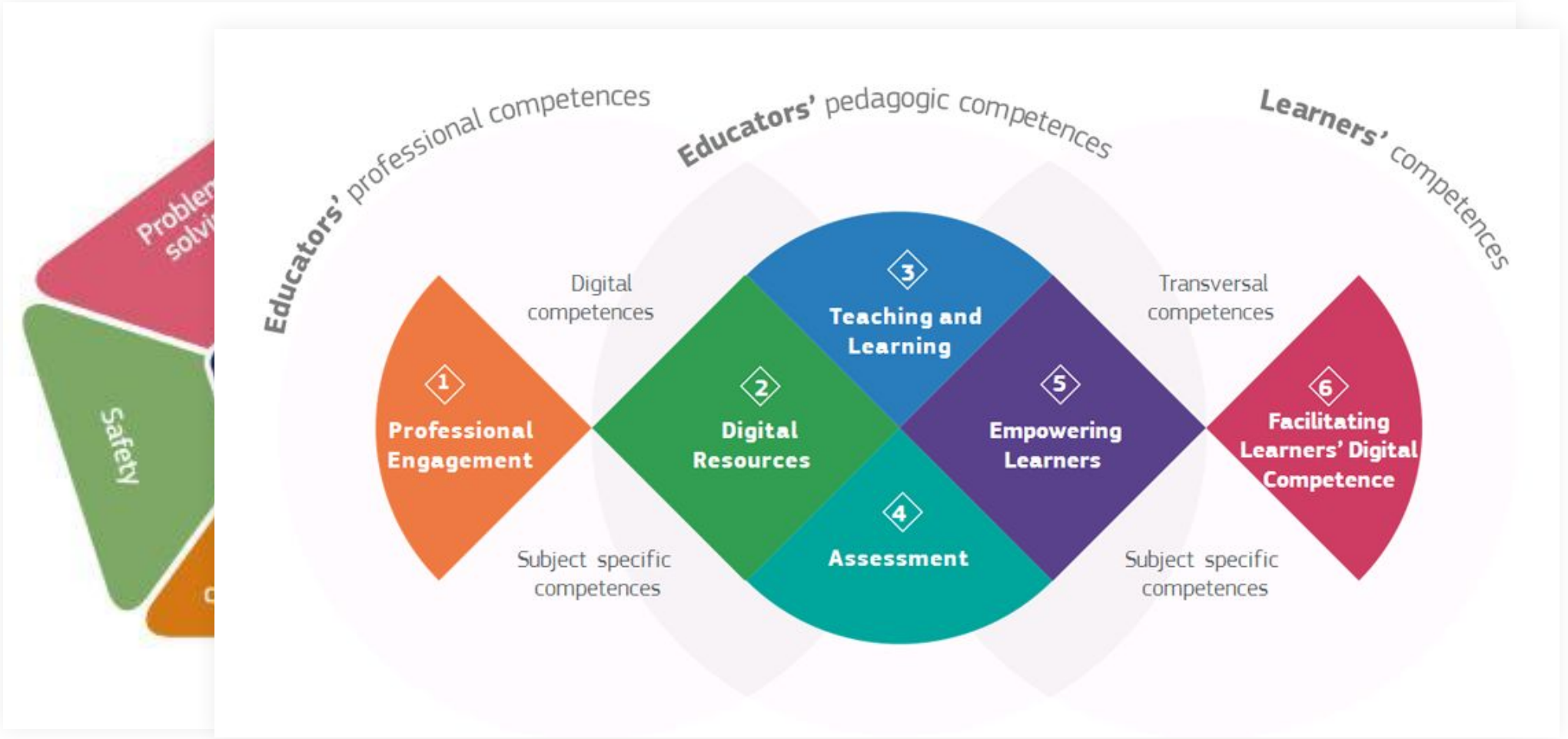
ChatGPT/Prompt: Create an image for eEducation

Frameworks



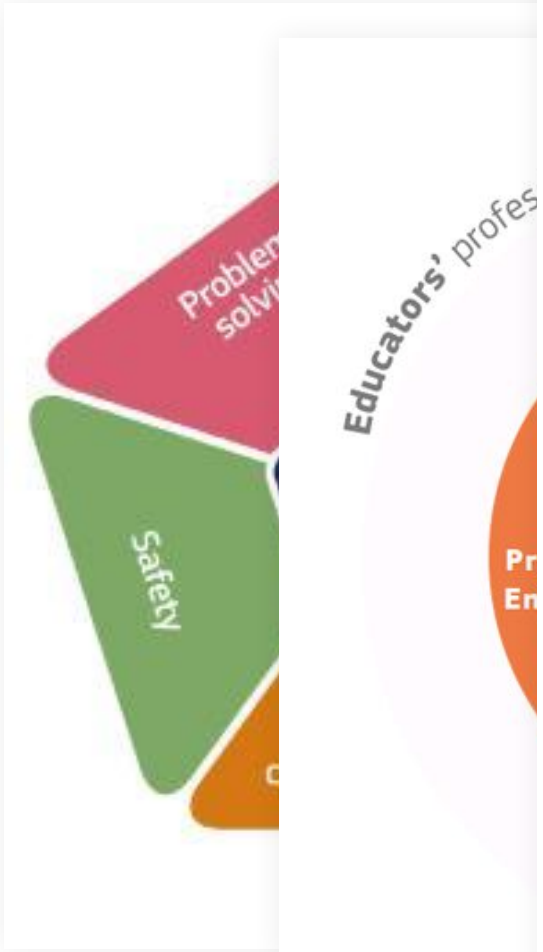
DigComp

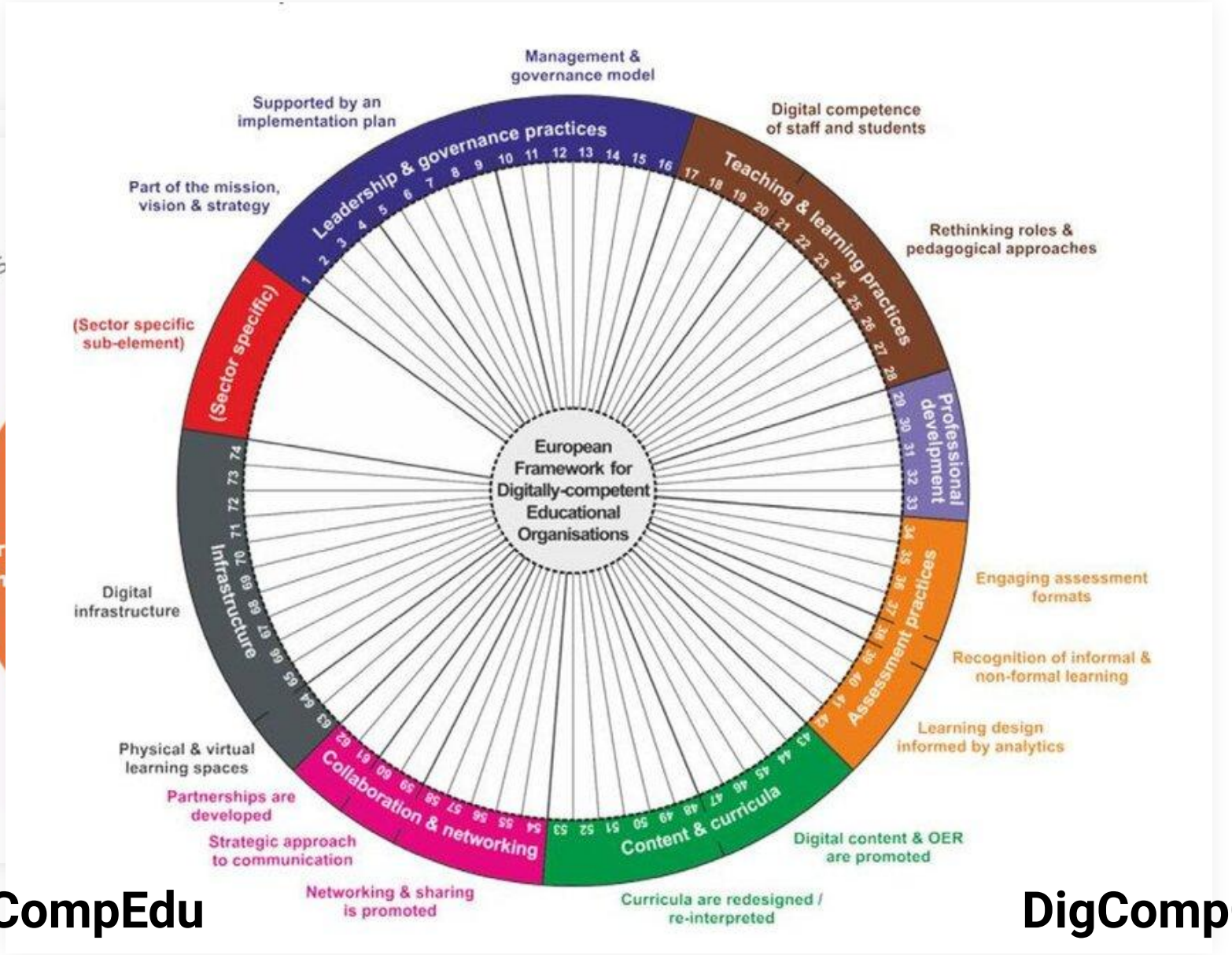
Frameworks



DigComp **DigCompEdu**

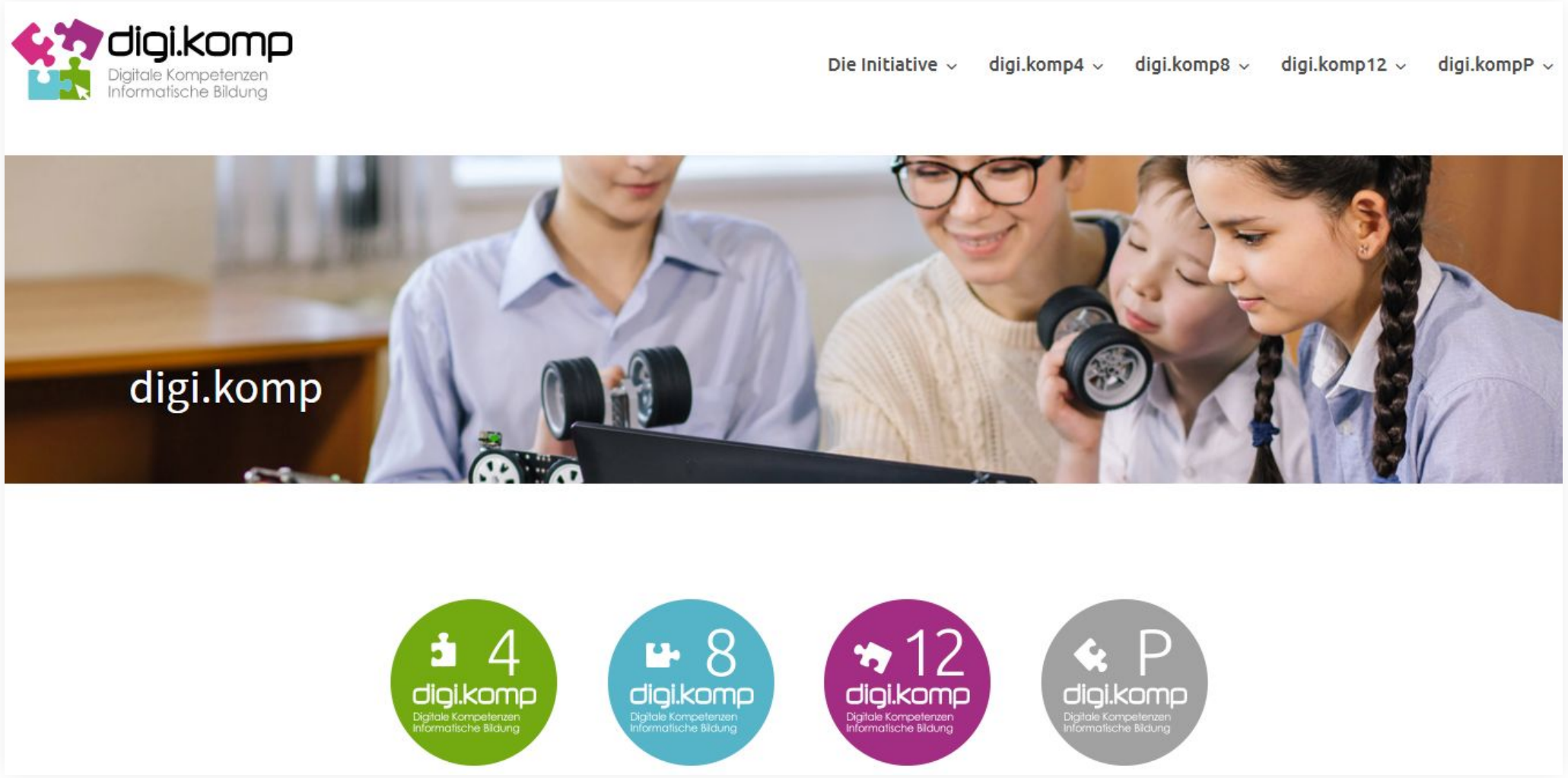
Frameworks



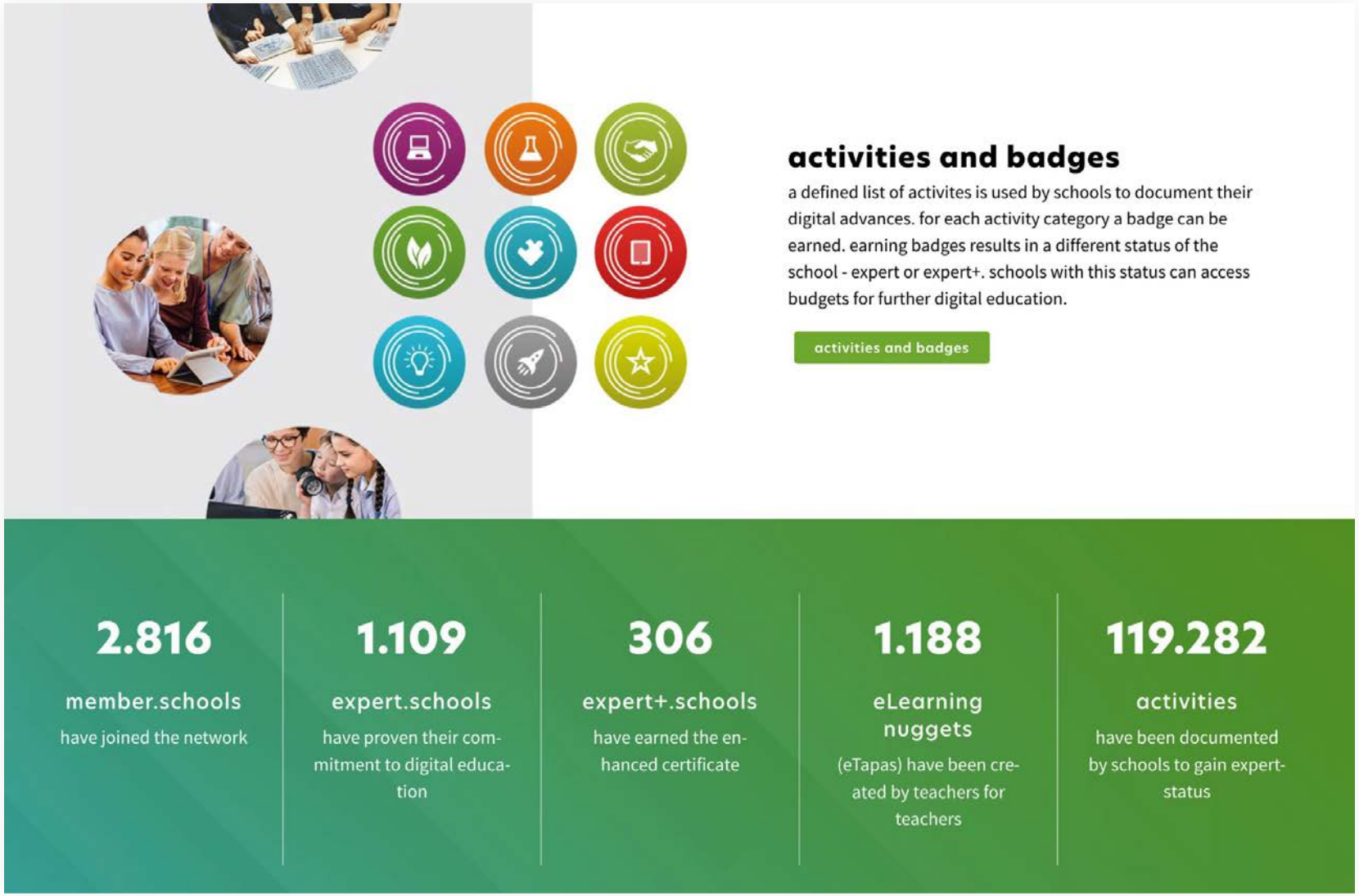


DigComp DigCompEdu DigCompOrg

Frameworks


digi.komp
Digitale Kompetenzen
Informatische Bildung
Die Initiative
digi.komp4
digi.komp8
digi.komp12
digi.kompP
digi.komp
4 digi.komp
8 digi.komp
12 digi.komp
P digi.komp

eEducation network



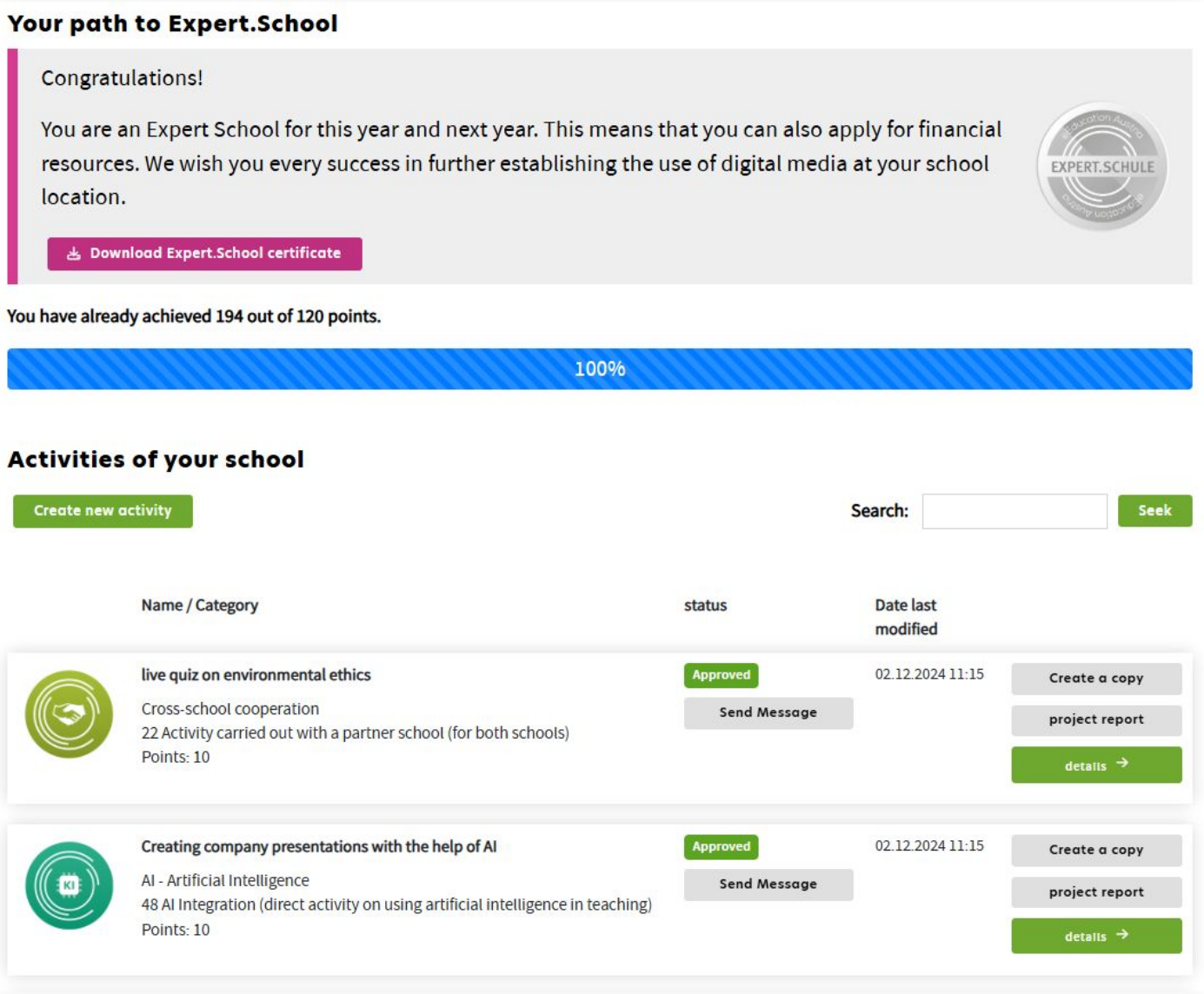
- **~ 6.000** schools in Austria total
- **78%** of all teachers/ students are in eEducation schools

activities and badges

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

eEducation

activities and badges



AI Badge eEducation

Category: *

Use of digital media in teaching => Implemented use of a digi.komp example, an eTapas or OER material

Financial support:

☐ 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: *

Goal: *

Description of the activity: *

Date (end of activity): *

Select Date

AI reference:

☐ 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

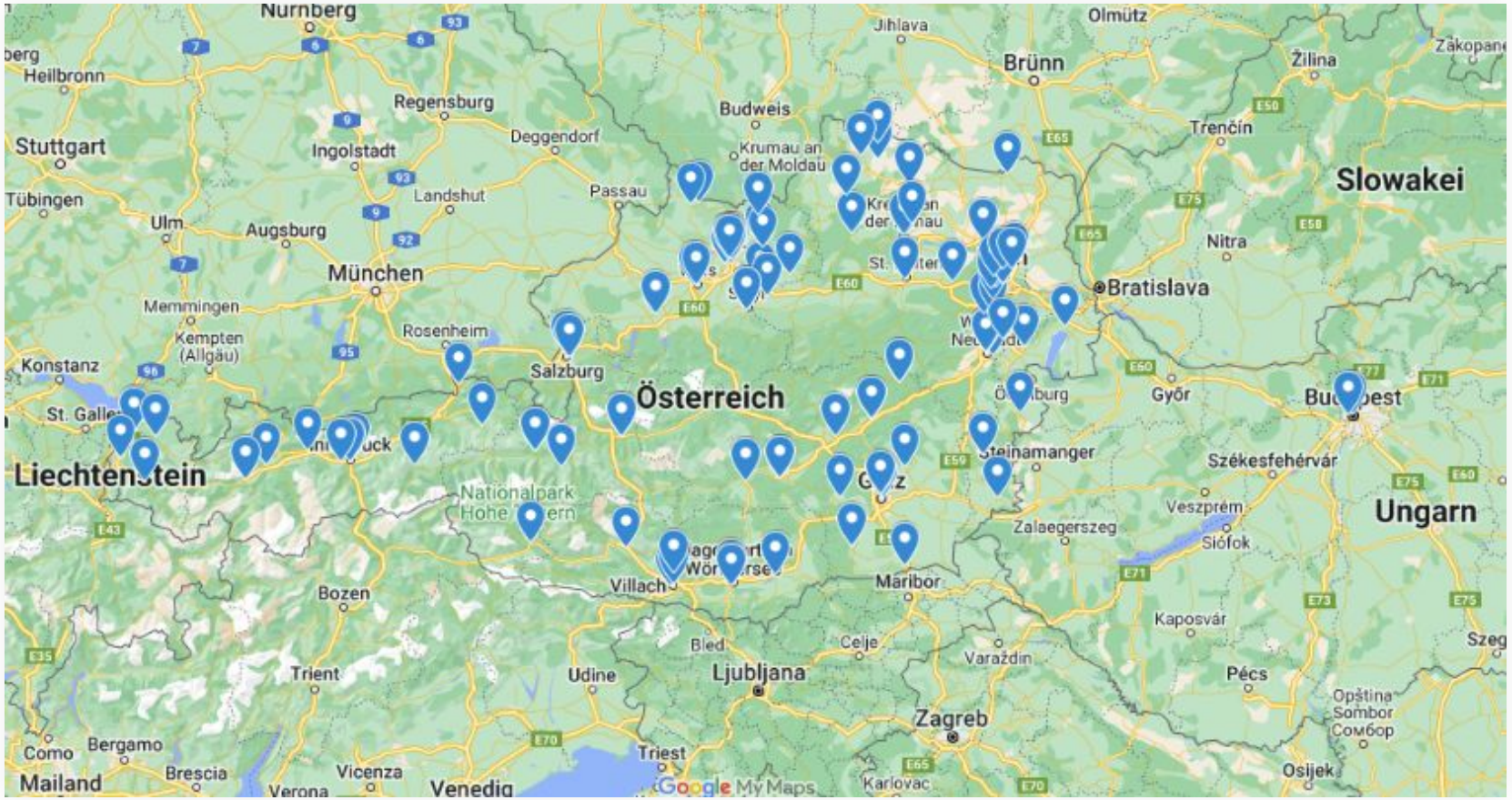
  → **use cases**

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

eEducation

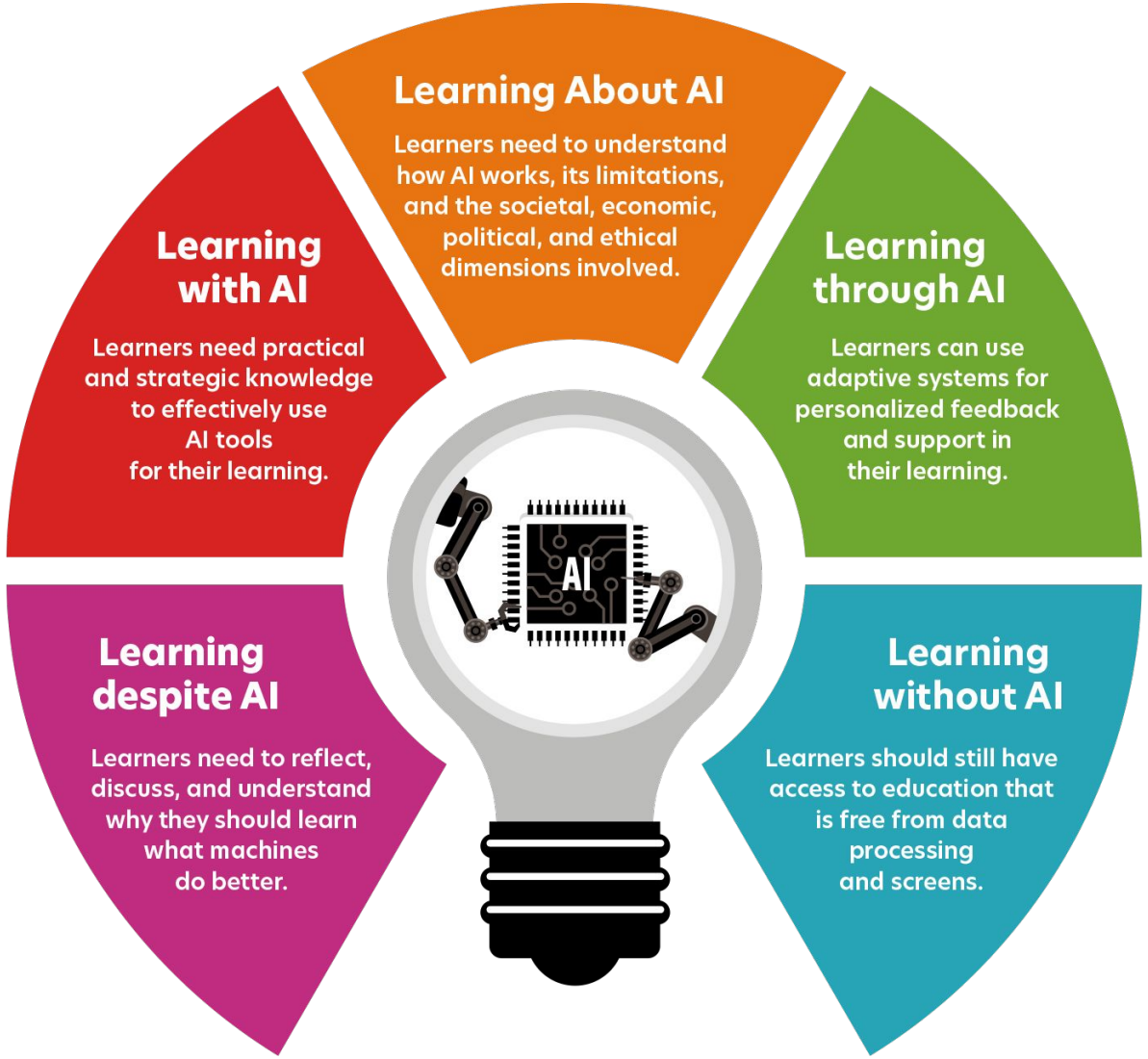
AI Initiative of Federal Ministry

114 schools participate



eEducation

AI pilots



Learning and AI

Five Dimensions for Teaching

https://joschafalck.de/lernen-und-ki/

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

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 trainerss 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

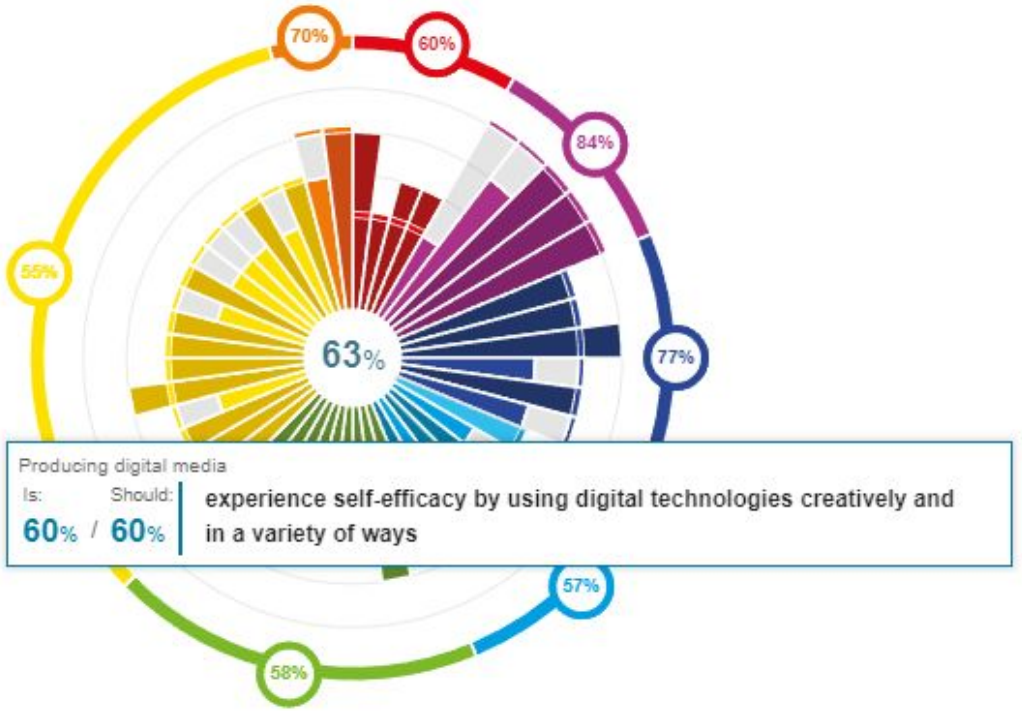
organizational scope “development of classroom work”					
organizational field	**ZP**	**level 1**	**level 2**	**level 3**	**level 4**
3.2.5. Dealing with future social and technological developments		The management and trainers are aware that the organization cannot ignore future social and technological 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 trainerss 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

My school

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

digi.kompP - competence wheel



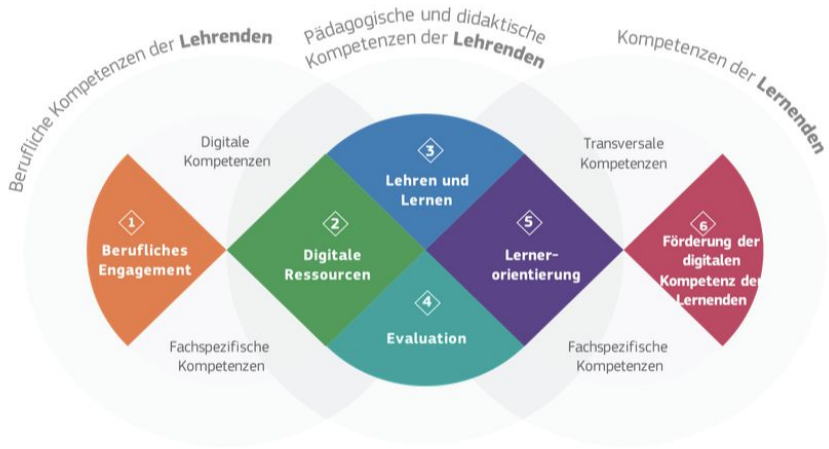
Entry | Data collection | Quality matrix | Actions | Timeline | Evaluation

digi.concept assistant

self-assessment

digi.kompP

▶ Start | result



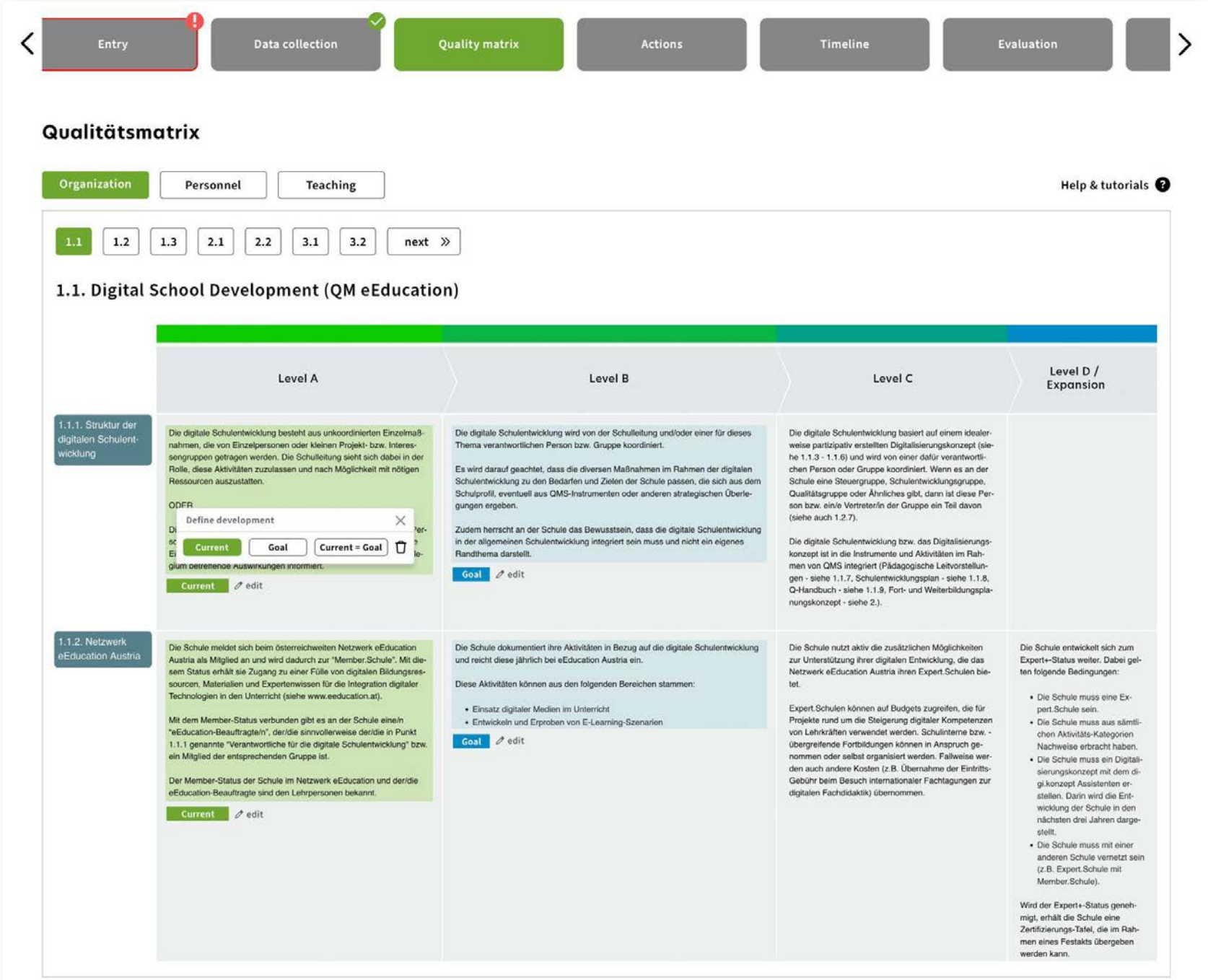
DigCompEdu

▶ Start | result

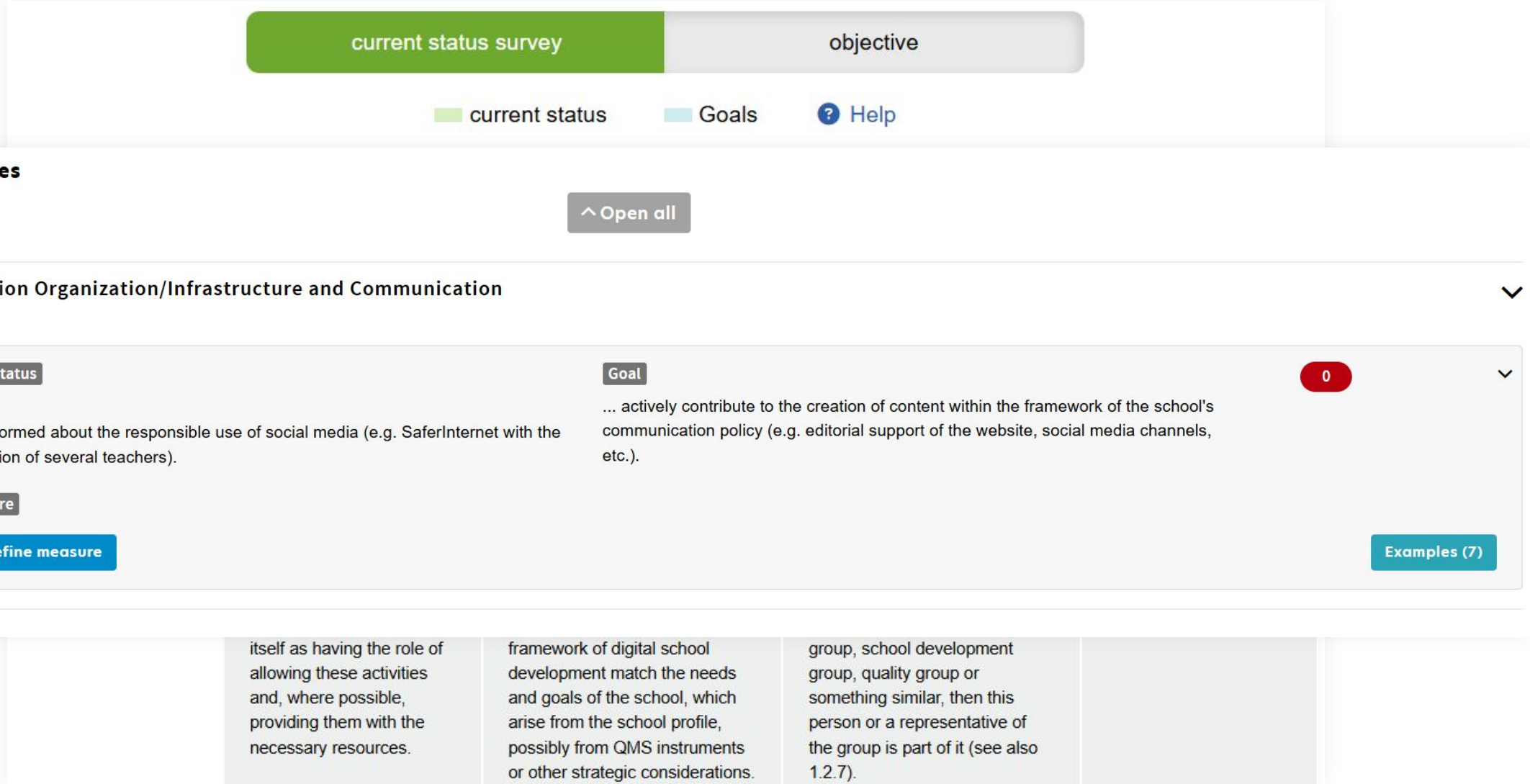
digi.concept assistant

questionnaires for different target groups

digi.concept assistant



digi.concept assistant



COMET
Competence grid entry tool

Self-assessment | Digitalization concept | Competence grids

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

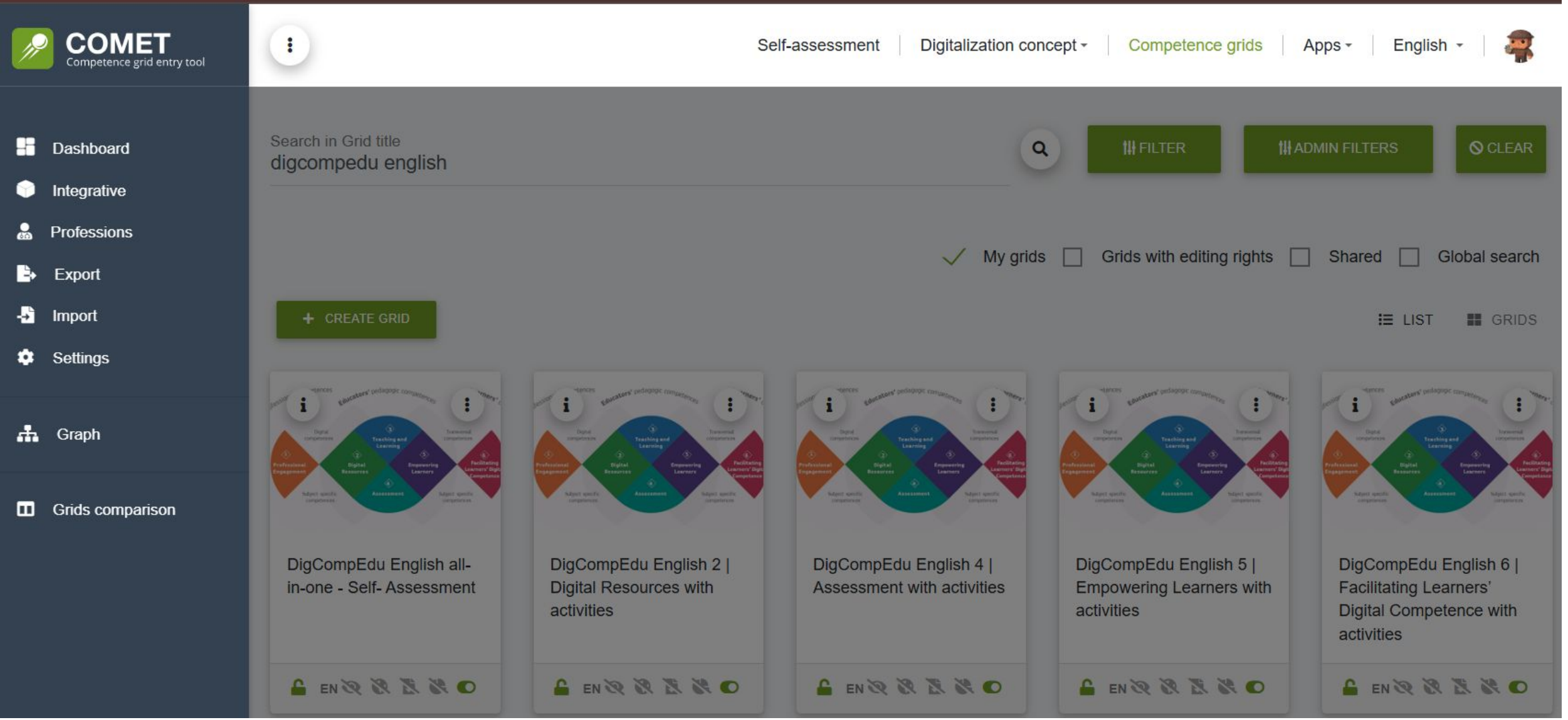
self assessment actions

For personal development

Take steps towards a digitalized educational organization using the DigCompEdu framework

self assessment competence grids

comet.edustandards.org



comet.edustandards.org

Dashboard
Integrative
Professions
Export
Import
Settings

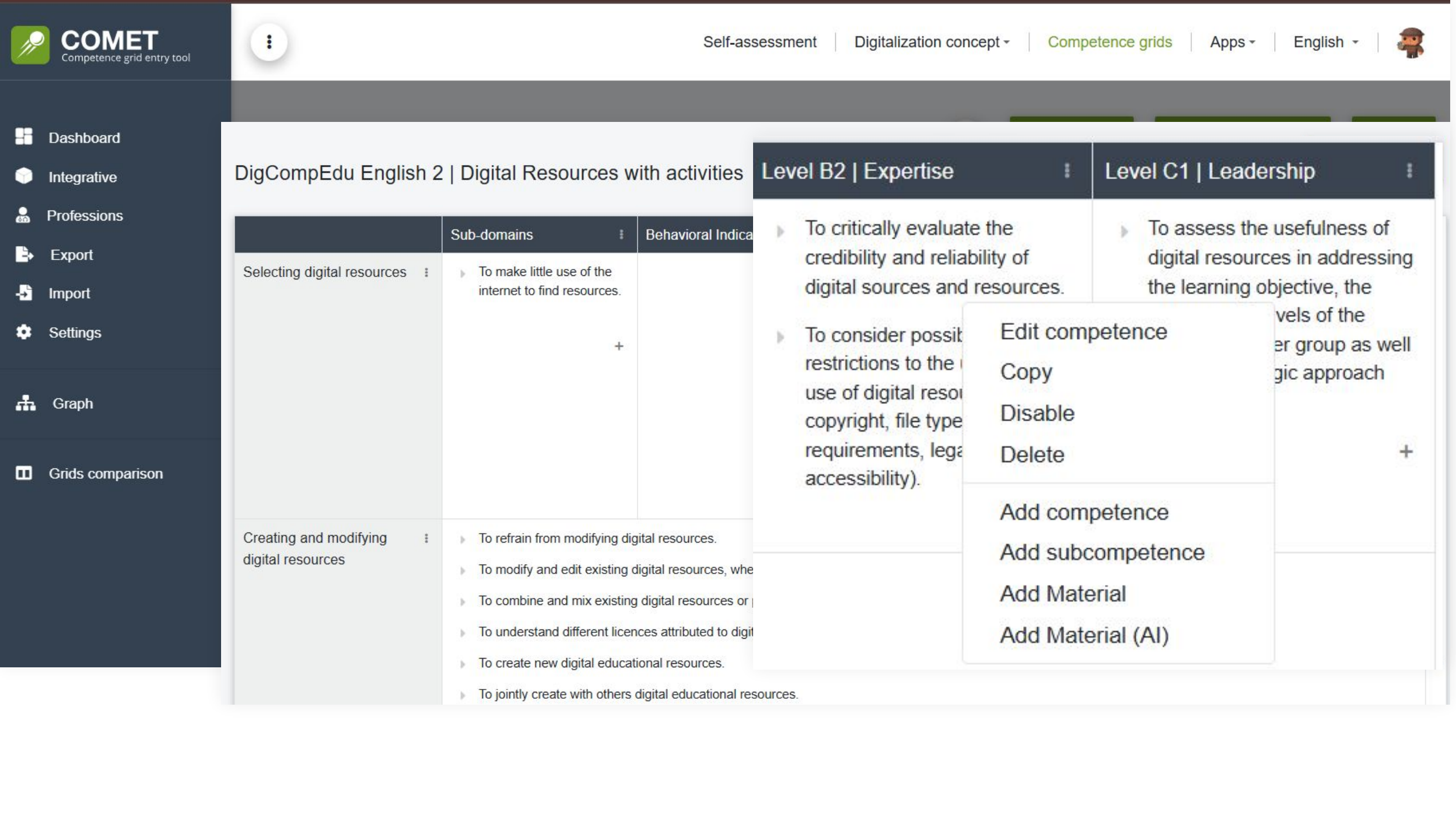
Graph

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	To make little use of the internet to find resources.		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.	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).	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	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.				


COMET
Competence grid entry tool
Self-assessment
Digitalization concept
Competence grids
Apps
English
Dashboard
Integrative
Professions
Export
Import
Settings
Graph
Grids comparison
DigCompEdu English 2 | Digital Resources with activities
Sub-domains
Behavioral Indica
Selecting digital resources
To make little use of the internet to find resources.
Creating and modifying digital resources
To refrain from modifying digital resources.
To modify and edit existing digital resources, whe
To combine and mix existing digital resources or
To understand different licences attributed to digit
To create new digital educational resources.
To jointly create with others digital educational resources.
Level B2 | Expertise
To critically evaluate the credibility and reliability of digital sources and resources.
To consider possib
restrictions to the
use of digital reso
copyright, file type
requirements, lega
accessibility).
Level C1 | Leadership
To assess the usefulness of digital resources in addressing the learning objective, the
vels of the
er group as well
gic approach
Edit competence
Copy
Disable
Delete
Add competence
Add subcompetence
Add Material
Add Material (AI)

COMET
Competence grid entry tool

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.

COMET
Competence grid entry tool

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.

s.

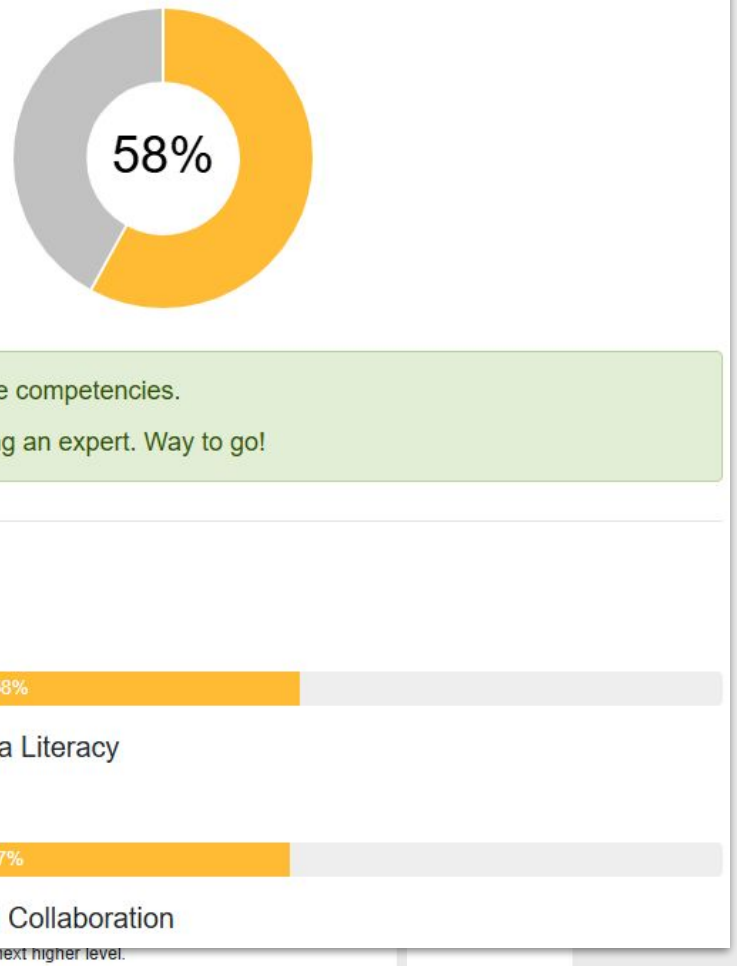
know

comet.edustandards.org

COMET
Competence grid entry tool

Self-Assessment

1. Information and Data Literacy



Data can be extr
create a user pro

*"I am aware that
screen time, clic*

I AGREE

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.

comet.edustandards.org

Dakora+

working digitally

with competence grids

Bundesministerium
Bildung, Wissenschaft
und Forschung

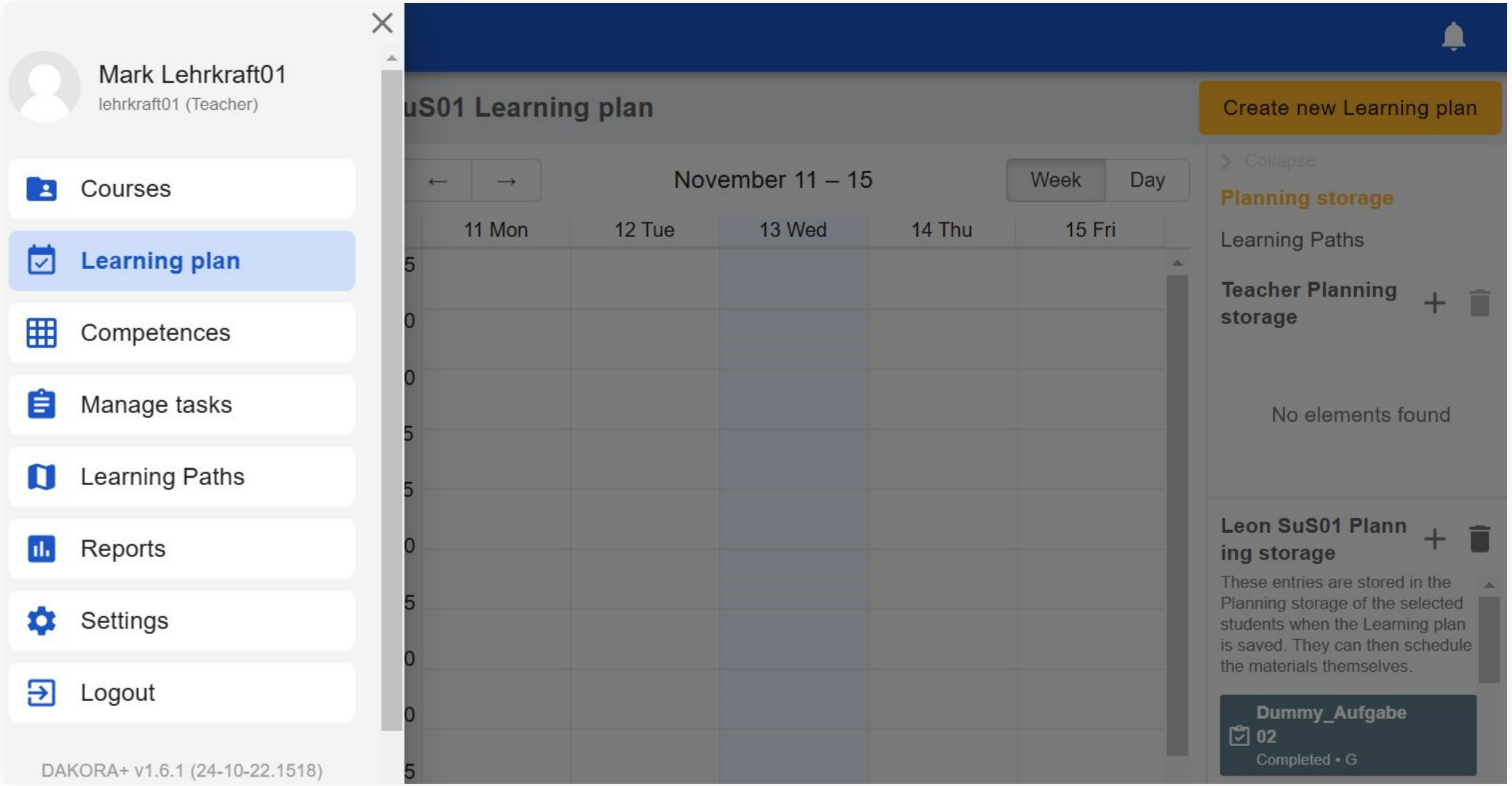
die pädagogische
hochschule
oberösterreich

What does Dakora+ do?

DAKORA+

- 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)
uS01 Learning plan
Create new Learning plan
November 11 – 15
Week
Day
11 Mon
12 Tue
13 Wed
14 Thu
15 Fri
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

ChatGPT/Prompt: Create an image for eEducation related to Austria

Thank you!

Andreas Riepl
Head of eEducation Austria

Pedagogical University Upper Austria
Kaplanhofstraße 40, 4020 Linz, +43 676 3187041
andreas.riepl@eeducation.at

Bundesministerium
Bildung, Wissenschaft
und Forschung

die pädagogische
hochschule
oberösterreich