Phase II Diagnosis

Context and SELFIE

Once the structure and purpose of the SDP have been announced and the promoting teams have been constituted, the awareness phase ends, and the diagnosis phase of the project starts.

This phase seeks to develop a **diagnosis of the degree of use of ICT in the schools**, and from this point, to develop a specific action plan to advance in digital competence. This diagnosis includes eight areas: leadership, collaboration and networks, infrastructure and equipment, continuous professional development, pedagogical support and resources, classroom implementation, assessment practices, and students' digital competences.

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It must evaluated, with the support and guidance of the school's SDP consultants, everything that influences the integration of ICT in the educational centre: aspects such as the history of the school in the use of ICT, training and existing innovation projects, the resources available in terms of infrastructure, spaces and equipment, or the approach to the integration of ICT in the Educational Project are some of the elements that must be taken into account.

Parallel to this process, the promoting team must motivate the teaching staff and boost the implementation of the **SELFIE** tool following the established timing.

Diagnostic tool: SELFIE

The acronym SELFIE in English means: " Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies". This diagnostic process will be repeated each course to check the progress made.

SELFIE is a free and anonymous tool, developed by the European Commission, and designed to help schools integrate digital technologies into teaching, learning and assessment. It is a very simple tool to use, which facilitates the diagnostic phase.Official SELFIE page.

SELFIE allows to gather information related to the digitalization of each educational centres in all educational stages (infant, primary, secondary, baccalaureate, Vocational Training, Permanent and Adult Educations, Schools of Languages, Schools of Music, etc). This tool collects data from all the agents of the educational community, in order to offer a comprehensive vision of the digital situation of the educational centre. Questionnaires are generated aimed at students, teachers, management teams and collaborating companies.

Thus, the SELFIE report sheds light on the current situation of the school from the perspective of management teams, teachers and students both in the organizational and pedagogical dimensions in relation to the level of use of technologies.

In these areas, the following aspects are taken into account:

Organizational area:

- Leadership
- Professional development
- Infraestructure and equipament

Pedagogical area:

- Teaching and learning practices
- Assessment practices
- Digital competence of students

The performing team must manage the registration of the school in the platform, selecting the parameters of its context and adjusting the educational levels, the number of people who will take the questionnaire and the personalized questions.

After defining the parameters, the platform generates the links to the questionnaires, which must be distributed among the members of the educational community. Once the links are generated, their validity to take the questionnaire is three weeks.

From their active participation as a member of the promoting team of the school, the SDP reference consultant is the figure that will support throughout all this process of planning and subsequent implementation of the SELFIE.

As a first step for this support, we have extensive documentation such as manuals, guides and support materials.

Phase II Diagnosis

Data Interpretation
SWOT and CAME

Once the collection of data on the starting situation of the school in relation to ICT is completed, we must address the second action of the diagnostic phase, the interpretation of these data.

This reflection process must develop certain steps that generate enough information so that the school can define an adequate planning. This process, as happened in the previous phases, is carried out with the support and guidance of the SDP reference consultant and a member of the project performing team.

To do so, we will rely on techniques such as the SWOT analysis (strengths, weaknesses, opportunities and threats) and the CAME analysis (correct, adapt, maintain, exploit).

01

¿Why is this reflection necessary?

If we have already defined and are clear about our reason for being (mission) and what we want to be (vision), and we also know our current situation (SWOT) and the values of our organization, then we can establish a coherent Digital Plan with our evolution as an educational centre. Thus, we will obtain a SDP that will allow us to achieve the vision we have of our centre. It would not be useful to define our SDP without, for example, a consensual definition of vision, that is, without knowing what or how our school wants to be in the future.

02

What is it?

The SWOT analysis is an effective tool that will allow us to analyse the strengths, weaknesses, development opportunities and threats that our school has, so that it will help us to clearly establish the actual starting point.

The acronym SWOT refers to:

- S: strengths.
- W: weaknesses.
- O: opportunities.
- T: threats.

This type of analysis represents an in-depth examination of the interaction between the particular characteristics of a school and its environment. It helps us to determine two aspects of organizations:

- On the one hand, the key areas of the environment (over which you have no control), which can pose threats and opportunities.

- On the other hand, the key internal areas (over which we do have control), in which we will detect our weaknesses and strengths.

Therefore, a SWOT analysis focuses on controllable variables (weaknesses and strengths are internal to the school and, therefore, can be acted upon more easily) and uncontrollable variables (opportunities and threats generated by the environment).

03 How is this translated in our case?

In our case, the **SWOT** analysis is reflected in the documentation of the School Digital Plan, in the corresponding section of the template provided by the SDP reference consultant. The graphical aspect of this analysis consists of a matrix of four sections, one for each of the elements: **Weaknesses, Threats, Strengths and Opportunities.**

Table - SWOT analysis

	Negative Situations	Positive Situations
Interior (Controllable)	**WEAKNESSES**	**STRENGTHS**
Exterior (Not controllable)	**THREATS**	**OPPORTUNITIES**

04 How to elaborate the SWOT analysis?

There is extensive documentation on how to prepare a SWOT analysis, as well as various methods to perform it. In our case, we will try to specify the aspects most related to the School Digital Plan.

The steps to build a SWOT analysis are as follows:

The first step is to determine what to think about, as the SWOT matrix can be used to analyse many different topics. In our case, it is important to emphasize that the subject of our analysis is the ICT at the educational

1. Clearly establish the topic under analysis.

centre.

The threats and opportunities are external to the educational centres, but they affect them equally. They cannot be extracted directly from the

2. Identify the situation of the environment.

SELFIE, but this can help us detect them. An example of an external factor for the school could be the ease or the difficulty families and students have to access the Internet from home, which could be an opportunity or, otherwise, a threat.

The performing team can brainstorm, or some other type of dynamic, to reflect and make contributions about the opportunities and threats facing the educational center. Those factors that affect the center and that are not controllable by it are identified.

3. Identify the internal situation (positive and negative factors).

The answers to the questions in the SELFIE questionnaire help us write down the school's weaknesses and strengths. Thus, we can observe the scores of the self-reflection report and extract our strengths from the sections and areas in which we have obtained the highest score, and our weaknesses from which we have obtained a lower score.

In addition, other strengths and weaknesses can be identified by applying some dynamics with the performing team, as in the previous point. One will have to think about those aspects that affect the school and that it can control, regardless of whether they are positive or negative.

4. Include each factor identified in its corresponding section.

Previously we have already differentiated the internal or external aspects to the school. Now we must determine whether these are positive or negative. The same factor identified as a threat in a school can be perceived as opportunity in another, as with strengths and weaknesses.

The real situation of each school will determine that an aspect is a threat or an opportunity, a strength or a weakness.

The entire SWOT template is thus completed, considering the areas assessed with SELFIE, putting those with the lowest score as a weakness and those with the highest score as a strength.

05 For the SWOT analysis to be rigorous and faithfully reflect the real situation of each school, the following conditions must be met:

− The factors we identify are really relevant.
− We distinguish whether they are inside or outside our school.
− We differentiate whether they are positive or negative for our school.

06 CAME analysis tool

The SWOT analysis is one of the first steps of the strategic planning. The information obtained is the starting point that inspires subsequent strategic decisions and choices. To continue with this process, the CAME analysis is used (acronym for correct, adapt, maintain, exploit), which aims to act on the results obtained from SWOT analysis, with the purpose of:

− Correct Weaknesses.
− Adapt to / Adjust Threats.
− Maintain Strengths.
− Exploit Opportunities.

Table - SWOT analysis

	Strengths	Weaknesses
Opportunities	**S/O Strategies** Strengths (S) are used seize opportunities (O)	**W/O Strategies** Weaknesses are overcome to (W) seizing opportunities (O)
Threats	**S/T Strategies** Strengths (S) are uses to avoid threats (T)	**W/T Strategies** It seeks to reduce waknesses (W) avoiding threats (T)

With the information we obtain from this analysis we will be in a better position to choose which strategies are most convenient for the school, especially in relation to the quadrant that combines strengths with opportunities. It is not necessary to address all the strategies identified through our CAME, but only those that are key to achieve our objectives.

The types of strategy that we can apply are:

- Defensive strategies (Threats and Strengths): they seek to prevent our current situation from getting worse. Actions focused on facing threats and maintaining strengths predominate.

- Offensive strategies (Strengths and Opportunities): they seek to improve our current situation. Actions focused on exploiting opportunities and maintaining or reinforcing strengths predominate.

- Reorientation strategies (Weaknesses and Opportunities): they seek to transform the situation by making changes that eliminate our weaknesses and create new strengths. Actions focused on correcting weaknesses and exploiting opportunities predominate.

- Survival strategies (Weaknesses and Threats): they seek to eliminate the negative aspects that harm us. Actions focused on correcting weaknesses and facing threats predominate.