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SHERPA

SELFIE HElpeR & Pedagogical innovation Assistant



D4.4 Consolidated SHERPA pilot report

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Executive Summary

This report describes consolidated results of SHERPA solution pilots in each SHERPA partner country with localized country versions. The report contains also recommendations for further development of SHERPA solutions.

The objective of the pilot testing was to get feedback from schools and end users on the usability of SELFIE Helper and SELFIE PTK tools, and how the schools perceive the value of these tools for implementing the SELFIE assessment, analysing the SELFIE school report and developing the improvement plan (digital action plan).

For the analysis of SELFIE report and development of the digital action plan two approaches were proposed: Schools use the complete SELFIE PTK toolkit until the PTK process Step 6 (implementation of the plan) or they use a light version called “walk through” workshop of SELFIE PTK tool.

Pilot results are presented on various point of views like ease of use, efficiency, added value (how well the tool supports the analysis of the self-assessment report and development of the digital action plan).



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1 Objectives of SHERPA project

SHERPA provides critical scaffolding to onboard schools in SELFIE, and helps school leaders and teachers ensure that school-wide engagement in SELFIE actually translates into effective, sustainable innovation strategies and practices. This will be achieved through two core outputs:

- a) “SELFIE Helper”, a chatbot system supporting schools in registering on and on boarding the SELFIE process;
- b) “SELFIE Pedagogical Innovation Assistant Toolkit”, supporting schools’ transformation of SELFIE output into tangible strategies and actions to support innovation and systemic change.

SHERPA outputs aim to facilitate easy deployment of SELFIE-driven self-assessment processes in schools, boosting the introduction of long-term changes and deployment of innovative solutions. The SELFIE Helper will offer an automated multilingual help desk service able to effectively support schools during their registration process.

Similarly, the “SELFIE Pedagogical Innovation Assistant toolkit” will include a conceptual model framing SHERPA’s strategy for supporting schools’ development of their digital competence, together with a support package of scaffolding guidelines that will help schools operationalize their SELFIE reports into concrete innovation actions. SHERPA Pedagogical innovation toolkit will adapt and enhance this model, integrating it with a raft of elements gathered from the direct SELFIE experiences gained in partners’ countries. The implemented SHERPA toolkit will also be enriched with a set of practices, resources and tools that will support SELFIE-backed development of schools’ digital competence and progress.

The knowledge base underpinning the SELFIE Helper developed in SHERPA will be localized and made available to teachers and school leaders in five European languages. For the SELFIE Pedagogical innovation Assistant Toolkit, SHERPA partners will link contents and strategies appropriately to local educational contexts and instruments, training providers and other local resources. In this way, SHERPA will achieve significant uptake of recent digital innovation targets both at whole-school level and national level. More detailed info about SELFIE Helper and SELFIE PTK in the following section.



2 The tools developed in the SHERPA project are SELFIE Helper and SELFIE PTK

SELFIE Helper is a chatbot system that assists schools to use the SELFIE platform, providing them with support for setting up the SELFIE tool for the self-assessment. <http://helper.sherpa4selfie.eu/>

The SELFIE Helper consists of three modules:

1. The Chatbot Interface, where questions by the users are asked
2. The CBR Inference Engine, where questions submitted to the Chatbot Interface are forwarded
3. The Knowledge Base (KB), where a set of questions and answers are stored. These are organized into categories (or topics). Each category includes several questions and answers, while each question-answer corresponds to exactly one category.

The SELFIE Helper interface and knowledge base were translated to local languages prior to the pilot testing.

SELFIE PTK is a comprehensive package, which makes it easier for schools to start improving their use of digital technologies in teaching and learning. SELFIE PTK provides a structured way to make an analysis of a SELFIE self assessment report and to design the improvement plan. SELFIE PTK package contain also datasheets, manuals and competence transfer material. One of the key features of the SELFIE PTK is that its core set of default guidelines & support material can be localized, so that it aligns with policy requirements, school organization demands, ongoing Continuing Professional Development (CPD) initiatives etc. This flexibility is a key factor for supporting wide-scale adoption of the SELFIE PTK in different educational contexts and systems. <https://selfieptk.eu/>

The SELFIE PTK was translated to local languages for the pilot testing. The localisation using local guidelines and other material is recommended, however not mandatory.

The SELFIE PTK includes also a collaboration tool for pilot participants (Dashboard), which is accessible from the SELFIE PTK tool. Use of the Dashboard is optional during the pilot testing.



3 Guidelines provided by SELFIE PTK V1 validation workshop

The first workshop arranged during the SHERPA project was SELFIE PTK V1 validation workshop. Objective of this workshop, whose participants were international educational experts, was to collect different viewpoints, critical feedback and fresh insights on the Pedagogical toolkit (PTK) from a range of different perspectives.

Following generic and content related suggestions were made in the validation workshop.

- Create a document repository of guidelines (including checklists, templates, etc.), localized and flexible
- Emphasis on teaching and learning
- Develop an easy to use, clear and graphically friendly interface, which provides access to the document repository and supports entry-level networking, and sharing between schools (inside a country) built on market available platforms or existing local or European social media platforms on educational interest areas.

Feature proposals:

- Localized simple templates, which need to be customisable
- PTK tool needs to be customisable (localised, translated)
- Prefilled templates (models)
- Draft action plan (focus on teaching and learning with technology)
- Check lists
- Budgeting guidelines for implementing the improvement plan
- Offer more recommendations than fixed ideas
- Definition of roles in PTK process
- Provide a platform for schools to share their stories
- Build a Sherpa community
- Avoid specific technologies



4 Pilot testing landscape and guidelines

The objective of the pilot testing was to get feedback from schools and end users on the usability of SELFIE Helper and SELFIE PTK tools, and how the schools perceive the value of these tools for implementing the SELFIE assessment, analysing the SELFIE school report and developing the improvement plan (digital action plan). Pilot testing was expected to give answers to the following type of questions:

- Does SELFIE Helper give valuable and sufficient support for schools during the configuring of the SELFIE tool?
- Does SELFIE PTK support analysis of the SELFIE school report and efficient development of the action plan?
- How is the usability of SHERPA tools perceived?
- What kind of changes and improvement ideas are suggested by the participating schools?

Pilot testing was planned to be implemented in every SHERPA partner country (Italy, Greece, Estonia, Cyprus, Finland). During the pilot schools setup the SELFIE self-assessment tool using SELFIE Helper for support when needed. After the self-assessment schools developed an action plan for improving their use of digital technologies for teaching and learning based on the SELFIE analysis and findings. For the analysis of SELFIE report and development of the digital action plan two approaches were proposed: Schools use the complete SELFIE PTK toolkit until the PTK process Step 6 (implementation of the plan) or they use a light version called “walk through” workshop of SELFIE PTK tool.

For the use of complete SELFIE PTK toolkit as the pilot implementation mode, schools were instructed to use following steps:

1. **Get to know** the (SHERPA) tools SELFIE Helper and SELFIE PTK (SELFIE Pedagogical Toolkit). The use of SELFIE Helper is straightforward and does not need any specific training. SELFIE PTK contains a lot of generic information (including the MOOC), which can be used for training purposes.
2. Prepare your school for the self-assessment with **set up of SELFIE tool**. Local language for SELFIE can be selected on the SELFIE homepage. Use **SELFIE Helper** tool whenever you think support is needed. Local language should be selected also for SELFIE Helper. Test users are asked to make notes on how the SELFIE Helper works.
3. **Run SELFIE** self assessment.
4. Get the **SELFIE school report**.
5. Get ready for the next step, **use of SELFIE PTK process**.
6. Follow and implement the SELFIE PTK process until step 6 (Implementation). A separate feedback process will be arranged after the pilot testing.

For the use of “walk through” workshop of SELFIE PKT tool as the pilot implementation mode, schools were instructed to use following steps:

1. **Get to know** the (SHERPA) tools SELFIE Helper and SELFIE PTK (SELFIE Pedagogical Toolkit). The use of SELFIE Helper is straightforward and does not need any specific training. SELFIE PTK contains a lot of generic information (including the MOOC), which can be used for training purposes.
2. Prepare the school for the self-assessment with **set up of SELFIE tool** (link below). Local language for SELFIE can be selected on the SELFIE homepage. Test users should use **SELFIE Helper** tool whenever support is needed. Local language should be selected also for SELFIE Helper. Test users are asked to make notes on how the SELFIE Helper works.
3. **Run SELFIE** self-assessment.
4. Get the **SELFIE school report**.
5. Get ready for the next step, “**walk through**” workshop of SELFIE PTK coordinated by your local SHERPA project contact.

A “walk through” workshop of SELFIE PTK will take time appr. 3. An example of the walk through workshop path from the workshop facilitator point of view is shown below. All SELFIE SELFIE PTK steps will be handled in the same way one by one, and after presentation of the step (as shown below), immediate feedback is requested.

SELFIE PTK STEP 2:

// Show the STEP 2 page.

<title> Investigate the selected SELFIE items using suitable methods, create a common understanding inside the coordinating team of the selected issues and their criticality.

< review of the content of Step 2>

Tool 2.1 Template for further Investigating Selected SELFIE Areas/Items.

// Show the tool

<explain the contents and purpose of the tool>

// Show checklist of Step outcomes

Step specific feedback questions:

Are the guidelines clear, sufficient and valuable?

What kind of additional guidelines or tools are needed if any?

//End of STEP

Partner countries used a variety of methods and tools to prepare schools for piloting, e.g. kick off workshops for all the participating schools, trainings/workshops, Google drive for collaboration between schools and sharing of information, nominated mentors (support contacts) for schools, and f2f meetings. SHERPA project also developed a MOOC (Massively Open Online Course) called “Empowering your school’s digital capacity: from reflection to innovation action plans”. This training is targeted for the school coordinating teams (i.e. school

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leaders, teachers with specific roles). The MOOC training explains the SELFIE process and how schools can utilise SELFIE Helper and SELFIE PTK to foster their digital capability.

Complete pilot testing was implemented in three SHERPA partner countries: Cyprus, Greece and Italy. Walk through workshop was implemented in Finland. (Refer to the country pilot reports). The following table indicates the amount of participating schools in each partner country.

Table 1 The schools and experts in pilot testing / country

<i>Country</i>	<i>Amount of schools/experts in schools</i>
Cyprus	14 schools
Greece	15 schools
Italy	21 schools
Finland	20 experts in schools

5 Consolidated SHERPA pilot testing results

The result section is divided in two main parts according to the SHERPA tools: SELFIE Helper and SELFIE PTK.

5.1 SELFIE Helper results

In general, most of the schools in Greece and Cyprus were satisfied with the SELFIE Helper in ease of use, usefulness, efficiency, functionality; and design. Only some schools in Cyprus expressed their concern with functionality, ease of use and efficiency. In regard to how well SELFIE Helper supports the setup process of SELFIE, the feedback was varied. Some schools were satisfied with the responses from SELFIE Helper, others not. Schools reported that SELFIE Helper could not answer the more complex questions.

Also Italian teachers recognized Selfie Helper to be “*useful*”, “*good*” and “*very functional*”. It was seen as a useful and positive support throughout the process. It was stated that the idea of having a chatbot based tool is good. However, some concerns with the functionality were reported. Some Italian teachers commented that the SELFIE Helper was found to be only functional if questions were asked in English, which means that the Knowledge base has not proper support for Italian language.

Finnish educational experts commented that use of artificial intelligence would be beneficial in future versions of SELFIE Helper. In their view, the SELFIE Helper should also answer the questions outside the scope of the setup of the SELFIE, e.g. general questions of digital learning and the theory and concepts behind SELFIE tool.

Following feature improvements were proposed for SELFIE Helper:

- Improve the response time
- Knowledge base needs to be larger
- Develop more intelligence in the analysis of the questions
- Answers could have multimedia support
- Give more guidance for what kind of questions will be answered by SELFIE Helper
- Support also general questions of digital learning and theory and concepts behind SELFIE tool.

Summary

Part of the schools was satisfied with the design, efficiency and ease of use, but another part of the schools were concerned with the same topics, thus, the feedback was divided. In the feedback the response time of SELFIE Helper was generally considered to be too long. Schools were not satisfied with the success rate of answering the questions. Analysing the non answered questions, they were usually out of the scope of SELFIE Helper, or too complex. Idea of providing a chatbot based tool for support was seen as good.



5.2 SELFIE PTK results

Usefulness of the SELFIE PTK MOOC

Italian teachers found SELFIE PTK MOOC very “useful” by “providing interesting references” and overall being an “interesting course, both for the drafting of the plan and for the collaborative work of the team (strategies and techniques)”. Some of the strengths were:

- There is a useful glossary and there are references to techniques to discuss and analyse situations.
- The clarity and efficiency (short length) of the individual videos.
- The textual transcription of the videos was also very useful.
- Promotes a greater awareness among the coordination team on the steps to follow to produce an improvement action plan.

There were also some weaknesses mentioned by the teachers:

- The course was repetitive and not very tangible. There is a need for practical advice on how to implement improvement.
- Overall, participants would like to see the MOOC integrated with the SELFIE PTK platform and also as a separate training opportunity.

Describe what kind of changes in thinking and operation was initiated by using SHERPA tools. (SELFIE Helper and SELFIE PTK)

“The greatest strength lies in the ability to make the school reflect on its digital strategy” (comment by an Italian teacher)

As the previous teacher comments a clear strength of SELFIE PTK is in the reflection it evokes on digital strategy. The tool also promotes shared development of digital competencies. Remark was also made that “It has the potential to be adapted to other design situations in the school context.”

Schools especially in Greece expressed also that they started to approach the development of action plans more methodically than earlier. It was stated that using SELFIE PTK developed an organised process to follow development projects. They also felt that thinking is better organized through SELFIE PTK.

During the piloting process schools learned how to organize actions with specific goals in order to get the expected results. SELFIE PTK gives a model how to start and go on with planning and drives you to continue. The use of SELFIE PTK enabled the schools to identify their strengths and weaknesses. The SELFIE process has also already increased purchasing of new equipment and teacher training. And finally, the SELFIE PTK has promoted the analysis of SELFIE reports and how to get benefit of the reports.



In Cyprus, there were already some signs that the SELFIE PTK has contributed to the improvement of the schools' digital competencies.

Is SELFIE PTK easy and straightforward to use

In Greece, the majority of participants considered SELFIE PTK as easy and straightforward to use. Though, some schools stated that it required some time to get familiar with the tool. It was highlighted that the SHERPA tools supported efficient planning because of its ease of use. SELFIE PTK highlighted the problem areas, reducing the time needed to review the SELFIE report and thus contributing to the efficiency of the process. In Greece, almost all schools commented that they are ready to use SELFIE PTK again.

In Cyprus, the overall experience of schools regarding the usefulness and added value of the SELFIE PTK, together with the SELFIE PTK MOOC and optional Dashboard, was quite positive. A closer look at the results emphasises the ease of use of SELFIE PTK, as the process is comprehensively structured and steps are clearly explained and easy to follow. Guidelines for analysing SELFIE report were considered very clear. On other hand schools need to invest quite much time in the SELFIE PTK process. Only a small number of schools say that they needed assistance to understand the SELFIE PTK steps.

The Italian teachers found the SELFIE PTK as useful and indicated their willingness to use it again. It was brought forth that the templates and guidelines were well done. The tool helped the schools in developing their digital strategy. They also addressed the importance of the tool in providing guidance. Italian teachers found the material was well made and helpful for the SELFIE process. Some schools commented that they need to understand better the reasons and motivation to use the tool.

Finnish experts considered SELFIE PTK as clear and easy to use. They commented that there is a need to simplify the templates and make them shorter. The feedback of Finnish educational experts in regard to SELFIE PTK was mainly positive. They clearly saw the need for this kind of tool in Finnish schools.

Summary

SELFIE PTK helps in highlighting the problem areas and reducing the time required for review. As schools have chronic lack of time, there is a need for this kind of time optimisation tools. It also increases efficiency by driving oneself to continue with the planning. Also the ease of use was emphasized. On the other hand, you need to allocate time for getting to know the SELFIE PTK and reserve time for team members to use it.



How well the SELFIE PTK matched with your local educational environment

In Greece, schools commented this with quite well, quite close and good enough. They stated it to be compatible with the evaluation procedures used in the school. However, if the school does not have adequate IT infrastructure, SELFIE and SELFIE PTK might be too demanding tools to take into use.

Did SELFIE PTK help you in locating the critical issues in the SELFIE school report and setting your priorities and goals?

According to the schools in Cyprus, SELFIE PTK provided clear, specific and *detailed guidelines*. It was regarded as helpful in their efforts to analyse the results from the SELFIE school report, identify which SELFIE areas needed improvement as a school, define their priorities and set their goals for the current school year. The schools expressed that the tool helped them to locate the issues from the SELFIE report. They also mentioned that the tools, tips and examples helped them to analyse SELFIE areas and items and also to define their goals.

In Greece, the schools saw SELFIE PTK and included guidelines as *helpful*, practical and easy to use. They reported that SELFIE PTK helped them to focus on those areas they were not doing well based on the SELFIE report. Thus, to also identify such problems they had not recognised earlier.

The Italian teachers reflected participants' willingness to use the SELFIE PTK again, especially in view of its support for interpreting the SELFIE school report and in general for fostering the school's capacity to improve its digital capacity with autonomy. Finnish educational experts commented that the SELFIE report has so much data, that additional support for interpretation is required. They also asked for more examples of the meaning of SELFIE areas and items for better understanding of improvement needs.

Summary

The SELFIE report has a lot of data, thus support for interpretation is required. SELFIE PTK is useful for analysing SELFIE reports and locating critical issues. The analysis phase promotes additionally reflection of digital competencies. SELFIE PTK guidelines were helpful and practical. Generally there was a proposal to Include more examples of SELFIE areas and items to help analysis. Also, there was a proposal to add support for automatic analysis of the SELFIE report.





Has SELFIE PTK helped you when developing the action plan to improve your school's digital capacity?

“an interface [that] is intuitive and structured in a way that makes it very easy to follow a well-ordered sequence of steps from the identification of priorities to an action plan”
(Italian teacher)

The overall response whether the SELFIE PTK helped the schools in developing the action plan was very positive in all the countries. Participating schools in Greece and Cyprus responded that the SELFIE PTK helped them in developing their action plan in various ways. In Cyprus, SELFIE and SELFIE PTK helped them to focus on existing critical development areas. The tool also supported organised development of the action plan or a roadmap. Examples and tools in SELFIE PTK were helpful.

In Greece, the schools reported that the SHERPA tools presented the instructions sufficiently, they were “reliable”, “easy to use” and the forms were “quite instructive”. They also stated that the detailed steps kept them going through the SELFIE process in an organised way. It was also seen as very important for the efficiency of the planning process that the data was analysed based on the answers of the participants. The SELFIE PTK steps 2, 3 and 4 provided the basic guidelines needed for efficient developing of the action plan.

Also Italian teachers considered the Selfie PTK tool to be useful especially in promoting self-reflection in schools concerning digital competence. The teachers commented that the steps and phases of the SELFIE PTK were clearly defined and very useful in moving from analysis of the SELFIE report responses to definition of an initial hypothesis of an action plan for the current year. The steps were constructed in a logical way - the questions helped a lot to focus on critical points and strengths. The tool was also recognized as an important vehicle to trigger interaction and collaboration among Coordinating Team members.

Finnish educational experts commented that a clear well structured time optimising process and tools are good to have as the time in schools is usually limited. One of the strengths of SELFIE PTK is that it pushes you through the planning process. They also asked for more “off the rack” solutions and examples for schools.

Summary

SELFIE PTK provides a clear process from analysis of the report to the development of the digital plan, which also makes the process efficient. The material, templates and guidelines and examples help the development. Schools requested provision of sample digital plans and filled-in templates. There was also a proposal for adding support for sharing of the digital plans.



Organisation of Selfie PTK process (PTK coordination team)

In Cyprus, all the participating schools argued that it was very useful and necessary to have a coordinating team at the school for the implementation and monitoring of the steps of the SELFIE PTK. Opinion was that the coordinating team facilitates the development and implementation of the action plan in a more practical way. The coordinating team also encourages collaboration in schools. Schools would like to have a student representative as part of a coordinating team. One challenge is the amount of time needed for SELFIE PTK; thus, it was suggested to limit the scope or the analysis phase to save time.

In Greece, almost all schools responded positively that the Selfie PTK coordinating team was able to manage the whole process. It is worth noting that the detailed description of the steps in SELFIE PTK seemed to be an important factor for the management of the process and help overcome the difficulties. Almost all teachers expressed that they felt confident when running through the SELFIE PTK and that the detailed description of the steps of the SELFIE PTK contributed to this. Only some schools needed more time to study the SELFIE PTK process.

Finnish educational experts agreed that the diverse steps of the SELFIE PTK gives an idea of a supported and well guided process leading to the action plan. However, they stated that there is a need for competence transfer before running through the SELFIE PTK.

Summary

Most schools comment that a coordinating team is necessary for successful implementation of the SELFIE PTK process. Clear SELFIE PTK documentation supported the coordination team through the process, however you must reserve time for competence transfer for the coordination team. It was commented that the coordination team encourages collaboration. Proposal was made to also include a student representative in the coordination team.

The usefulness of the support material

In Cyprus and Greece, all participating schools agreed that the support material was useful. However, their opinions differed as to whether or not more support material was needed. The existing support materials helped them to structure the process of creating and implementing the action plan, through clear steps that were followed. It was important to understand all steps, as the SELFIE PTK was novel to them.

Also Italian teachers found the supporting material adequate and very useful. The Glossary and references to techniques for discussing and analysing situations were useful. It was useful to have up-to-date bibliographical references. Italian teachers found the attached guidelines and support material as “*helpful for designing the action plan*”. However, teachers also expressed that they would have appreciated access to precompiled sample Digital Action Plans and/or examples of completed templates in order to gain inspiration. Ideas for further improvement of support material:





- A support document including all material of SELFIE PTK
- A sample digital plan and sample filled-in templates
- An addition of support for sharing the plans

Summary

In general, the support materials (tools, tips, examples) were seen as useful and adequate. The countries expressed the need for more examples, e.g. to increase the number of action plan examples also from other schools.

The need for external support during the pilot

In Greece most of the schools mentioned that they did not need external support (e.g. from SHERPA team). Only two schools expressed a need for external help by a support team. Also many of the Italian schools stated that they did not need external support while using the tool; some schools needed support just for dealing with a few technical issues in accessing the platform.

In Cyprus half of the schools mentioned that they needed external support and that they consider external support to be very useful, especially if it is the first time a school uses the SELFIE PTK. External support was needed especially to properly analyse the results. It was also stated that the support from a school mentor is always more direct and more constructive. It was also found out that the presentations and support from the pedagogical institute during the online meetings was very important. On the other hand, other schools in Cyprus argued that they did not need external support and that they believe that a school can use the SELFIE PTK without that kind of support. Schools experienced a lack of time to participate in competence transfer or self study.

Summary

Some schools needed external support when deploying the SELFIE PTK (from one to half depending on the country). Problem is the lack of time to participate in competence transfer or self-instruction. Additional support was needed especially for the development of the digital action plan.



How to further develop SELFIE PTK and SELFIE Helper

In regard to the whole SELFIE PTK, it was suggested to simplify the tool and remove repetition and overlapping material. Especially clarifying and simplifying the steps describing evaluation and monitoring were called for, including streamlining of the Tool 7.1. An improvement for the SELFIE PTK coordinating team was an addition of a student representative. One proposal suggested an inclusion of a list of most frequent questions on the use of SELFIE PTK, possibly in SELFIE Helper.

Many of the comments asked for more examples, prefilled sample templates and sample digital action plans. SELFIE PTK contains examples for some of the SELFIE areas and items, some schools asked for broader coverage of SELFIE areas and items. Support for collaboration and sharing of digital action plans and activities (non moderated) were seen as an essential improvement. Also more support and guidance for the development of the digital action plan was suggested. Moreover, it was argued that the templates could be more simple and shorter, material filled once in a template could be auto copied to other templates to reduce work.

Automatic analysis of SELFIE reports could be developed, as it saves time. There was also a proposal for a linear browsable document which contains all the support material in SELFIE PTK.

The following suggestions were made for the SELFIE Helper: Improve the response time, build more intelligence for analysing the questions, enlarge the knowledge base, use more various multimedia formats to present the answers, give more guidance on the subjects supported, and add support for subject areas around SELFIE and digital learning generally.



Recommendations for future feature development of SELFIE PTK and SELFIE Helper

The following table presents recommendations for the further development of SELFIE PTK by participating countries.

Table 2 Recommendation for SELFIE PTK

<i>Greece</i>	<i>Cyprus</i>	<i>Italy</i>	<i>Finland</i>
Embed into SELFIE PTK the option of providing external support, especially for first time users, to facilitate uptake and implementation of SELFIE PTK.	Starting point: Having student representatives as members of the SELFIE PTK coordinating team.	Include access to precompiled Digital Action Plans for users, as examples	Combine the templates, copy the information filled in between the templates
Provide a file with the most frequently asked questions and a guide for the browsing of the SELFIE PTK webpage.	Step 1 Encourage the schools to use the printed version of Selfie report	Provide more direct support in the Digital Action Plan design phase	Include more examples how to investigate the items using suggested techniques
Provide more examples of user cases and successful instances. This would help to make the tools fit more the Greek educational environment.	Step 1 Add another tool that will include all SELFIE items by area together with the corresponding help tex	Allow users to attach more than three supporting files to their plan	The need for time optimizing tools and efficient processes
Simplify its use.	Step 3 provide more examples of Goals	Allow users to embed external links in the body of their plan text	Support sharing of activities and solutions in real time.

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To enrich the supporting material with images and videos.	Step 4 and 5 provide more examples of actions covering different SELFIE areas	Aggregate all materials and resources in a single document to facilitate reading and processing	Include automatic analysis of SELFIE results and suggestion of target improvement areas
	Add explanatory videos in some steps		Support collaboration between teachers in the same school.
	Embed into SELFIE PTK the option of providing external support		

The following table presents recommendations for the further development of SELFIE Helper

Table 3 Recommendation for SELFIE Helper

<i>Greece</i>	<i>Cyprus</i>	<i>Italy</i>	<i>Finland</i>
Enrich database with more questions and answers.			
Improve response time.			
Add an avatar on the interface to interact with the user.	Add voice dictation from the user point of view.		Include artificial intelligence into the SELFIE Helper
Give answers to more general questions that concern the use of SELFIE, of SELFIE webpage and of the SELFIE PTK webpage.	Add the option for the system to read aloud the answers.		
	Include other types of media into the answers, such as images and video.		

D4.4 Consolidated SHERPA pilot report



References

Cyprus national report on SHERPA pilot testing

Greece national report on Sherpa pilot testing

Report on Sherpa piloting in Italy

Selfie Pedagogical Innovation Assistant Toolkit V1 Validation

SHERPA country pilot report Finland

