



# MenSI

Mentoring for  
School Improvement

## SELFIE in MenSI

Country - Hungary

---

Educational Authority  
30 November 2022



The MenSI project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633. Neither the European Commission (EC) nor any person acting on behalf of the Commission is responsible for how the following information is used. The views expressed in this document are the sole responsibility of the authors and do not necessarily reflect the views of the EC.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101004633.

#### DOCUMENT HISTORY

V.	Status	Date	Comments	Authors
1	Draft			
2				





# Table of Contents

National Context .....	3
Description of the national context in self-assessment .....	3
Country plans.....	3
SELFIE implementation .....	4
Organization .....	4
Highlights of the results.....	4
Challenges.....	4
Lessons learnt.....	4
Overview of areas: .....	6
Leadership .....	6
Collaboration and Networking .....	6
Infrastructure and Equipment.....	6
Continuing Professional development .....	6
Pedagogy: Support and resources.....	7
Pedagogy: Implementation in the Classroom .....	7
Assessment Practices .....	9
Student Digital Competence.....	9



# National Context

## Description of the national context in self-assessment

---

SELFIE in **your country**. Short description of your national context and any information you may have about this or other similar school self-assessment tools in your country.

The SELFIE tool is available to schools in Hungarian. Its use is voluntary.

Schools in Hungary can also use the Digital Names Record (DNR) system. (Digitális Névjegy Rendszer)

<https://dnr.dpmk.hu/page.php?pid=86>

The Digital Names Record System (DNR) is a complex institutional feedback and development tool that can be used to determine the level of digital literacy in schools. The use of the system helps schools to make the most of digitalisation and to develop students' digital competences to a higher level. The DNR is aligned with the widely known and internationally accepted DigCompOrg framework in the European Union, similar to the SELFIE European self-assessment tool.

## Country plans

---

Any initiatives or future country plan in the field of school self-assessment and digital innovation plans?

At the moment we do not have information regarding this question.





# SELFIE implementation

## Organization

---

Description on the implementation of SELFIE questionnaire by the MenSI schools and the overall data collected by the National Coordinator.

Lack of time was the biggest problem in the organisation.

## Highlights of the results

While the results are agreed by schools, the student evaluations brought some minor surprises. The results of the survey will be taken into account in the design of the schools' digital development plan.

## Challenges

---

As SELFIE is not widely used in schools in Hungary, so it was a challenge to navigate in the platform. In schools with teachers and students with the suitable level of digital competences and adequate tools, the completion of the questionnaire went without problems.

Different levels of technical equipment, the reliability and the speed level of internet connections and technical support affected the success rate of completion.

In autumn 2022, a new type of compulsory online subject assessment system was introduced in Hungary. In this school year a large number of digital surveys (pre- and post-) have to be carried out by all the schools in the following subjects: mathematics, reading comprehension, Science, foreign language, target foreign language in bilingual schools – all these in different grades. The organization and the completion of such large number of assessments require a huge amount of time generally besides SELFIE. This situation made it difficult to find time especially for completing the second SELFIE assessment.

## Lessons learnt

---

The results of the self-evaluation, the schools plan to disseminate in the school community and start a dialogue to develop or refresh their own personalized action plan on how to use digital technologies more effectively in teaching and learning.



## Results of Pre - and Post - Survey

No difference was found between the pre- and post-survey responses of teachers and students, but teachers rated several statements higher on the post-survey. These responses are summarised in the following table:

Item code	Állítás /Statement	Előmérés pre-survey	Utómérés post- survey
E4	I use digital technologies for school-related communication	4,3	4,9
F4	I set digital learning activities that engage students	3,6	4,2
G1	I use digital technologies to assess students' skills	3,0	4,1
H3	In our school, students learn how to behave responsibly when they are online	4,0	4,7
H4	In our school, students learn how to check that the information they find online is reliable and accurate	3,7	4,5



# Overview of areas:

## Leadership

---

The questions in this area explore ideas and strategies for using digital technologies for teaching and learning. Agreement with each statement was measured on a five-point Likert scale, with one being strongly disagree and five being strongly agree. School leaders (3.7) as well as teachers (3.7) are more likely to agree that their school has a digital strategy, they also think very similarly about joint strategy development; both school leaders (3.7) and teachers (3.7) agree that the school's digital strategy should be developed jointly by school leaders and teachers. According to the school leaders (4.4), teachers are supported in trying out new ways of teaching with digital technology, while teachers (4.2) also perceive that they are supported in this process by the school leaders.

## Collaboration and Networking

---

This theme focuses on reviewing the progress in teaching and learning with digital technologies, the dialogue and discussion regarding this topic and exploring the potential of digital technology. It can be said that school leaders, although only by a few tenths of a point on average, rate the situation as better in all three areas. Basically, both school leaders (4.2) and teachers (3.7) tend to agree that they review the progress in teaching and learning with digital technology, and that they discuss the advantages and disadvantages of teaching and learning with digital technologies. Students agree with this question to a similar extent as teachers (3.7). School leaders (4.2) and teachers (3.8) also rate their use of digital technologies in partnerships with other organisations similarly, with school leaders slightly better.

## Infrastructure and Equipment

---

The statements in the area of questions relate to the mapping of the school's infrastructure (equipment, infrastructure, internet connection). The importance of the question block lies in the fact that the right infrastructure can contribute to the development of innovative teaching, learning and assessment practices and facilitate their use.



School leaders (3.8) and teachers (3.7) also perceive that the infrastructure available in schools tends to support and teaching and learning with digital technologies. They also agree, to a broadly similar extent, that there are digital devices available in the institution that can be used for teaching (4; 3,9). According to the opinion of school leaders (4.1) and teachers (3.9), there is more agreement about the access to the internet for teaching and learning while there is less agreement among students about access to the internet at school (3.3). The statement that 'In our school, technical support is available in case of problems with digital technologies' - to a slightly lesser extent - but still agreed by school leaders (3.6), teachers (3.8) and students (4.0). Data protection and the availability of school-owned digital devices that can be used by students are also rated relatively positively by school leaders (3.9), teachers (3.9) and students (3.8).

## Continuing Professional development

This area looks at whether the school provides opportunities and support for teachers to participate in various professional development activities. The importance of professional training lies in its potential to improve the learning and integration of new models of learning and teaching based on digital technologies, which can also lead to better learning results. The responses show that both school leaders (4.1) and teachers (4.0) feel that professional development needs are discussed and assessed at school. There is even greater agreement between school leaders (4.6) and teachers (4.4) on participation in professional training, with both feeling that they have the opportunity to participate in CPD for teaching and learning with digital technologies. Furthermore, not only school leaders but also teachers feel supported to share experiences within school about teaching with digital technologies (4,6;4,3).

## Pedagogy: Support and resources

The statements in this block of questions examine how schools are preparing for the use of digital technologies for learning, whether they are creating digital teaching resources and to what extent they are using these in their teaching practices. Both school leaders and teachers were very positive on this topic, but teachers agreed with the statements more than school leaders, although not by a large margin. There was almost complete agreement that teachers search online for digital educational resources (4.5; 4.7). The creation of digital teaching resources may be at a slightly lower level in the institutions, with school leaders (3.9) and teachers (4.0) mostly only 'rather agreeing'





with this statement. The use of the virtual learning environment received an average score of 3.6 on a five-point scale among school leaders and 4 among teachers. The use of digital technologies for school-related communication may also be high in the institutions (4.4; 4.5).

## Pedagogy: Implementation in the Classroom

This theme explores the use of digital technologies for different purposes. Each of these statements received an average score of around four points, based on the judgements of school leaders and teachers: teachers agree that they tailor their teaching to students' individual needs, they also use digital technology to foster students' creativity; they set digital learning activities that engage students. There is slightly less agreement on the use of digital technologies to facilitate collaboration between students (3.8; 3.7)<sup>1</sup>, and to facilitate cross-curricular projects (3.4; 3.4).

Although school leaders and teachers feel that they take students' needs into account when designing their teaching methods, students are less likely to agree with the statement that 'In our school, teachers give us different activities to do using technology that suit our needs' (3,2). Students are less likely to perceive that they use digital technology for group work at school (3.2); although they tend to agree that they participate more in lessons where some digital technology is used (3.8).

---

<sup>1</sup>In brackets, the average score of school leaders is always given first, followed by the average score of teachers and, where relevant, students.



## Assessment Practices

---

This area seeks to assess different methods of assessment, with the aim of shifting the balance over time from more traditional forms of assessment towards a more comprehensive assessment that is more student-centred. The statements in this theme received the lowest average score, so this was the area that respondents felt was the least good. School leaders (3.3) and teachers (3.5) tend to think that the use of digital technologies for student assessment is more present in their institutions, while there is a greater difference in the responses regarding the use of digital technologies for timely or early feedback (3.1; 3.7). School leaders (3.0) and teachers (3.2) are the least likely to agree that they would use digital technology to enable students to self-reflect on their own learning and to provide feedback on other students' work (3.5; 2.8).

## Student Digital Competence

---

This area aims to assess the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

There is similar levels of agreement among school leaders (4.0), teachers (3.9) and students (4.0) that students learn the basics of safe online behaviour and how to behave responsibly when they are online at school (4; 3.9; 3.9). Similar levels of agreement are also found among school leaders (3.7), teachers (3.8) and students (3.8) that students learn at school how to check the accuracy and reliability of information found online and what they can take as credible from the work of others online (3.7; 3.9; 4.0). Also, there is no difference between the responses of school leaders (3.8), teachers (3.7) and students (4.0) on the statements that students learn how to create digital content and how to communicate using digital technology at school (4.0; 4.0; 4.0).

## Coordinator



## Partners



EDUCAÇÃO



#MenSI-schools

[mensi.eun.org/](https://mensi.eun.org/)

[mensi@eun.org](mailto:mensi@eun.org)



The MenSI project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633. Neither the European Commission (EC) nor any person acting on behalf of the Commission is responsible for how the following information is used. The views expressed in this document are the sole responsibility of the authors and do not necessarily reflect the views of the EC.