

SELFIE



Self-evaluation questionnaire for Vocational Teachers

**Identifying the present level of using AI in
the teaching practice of VET teachers**

VITA - Vocational Innovation through Teaching with AI

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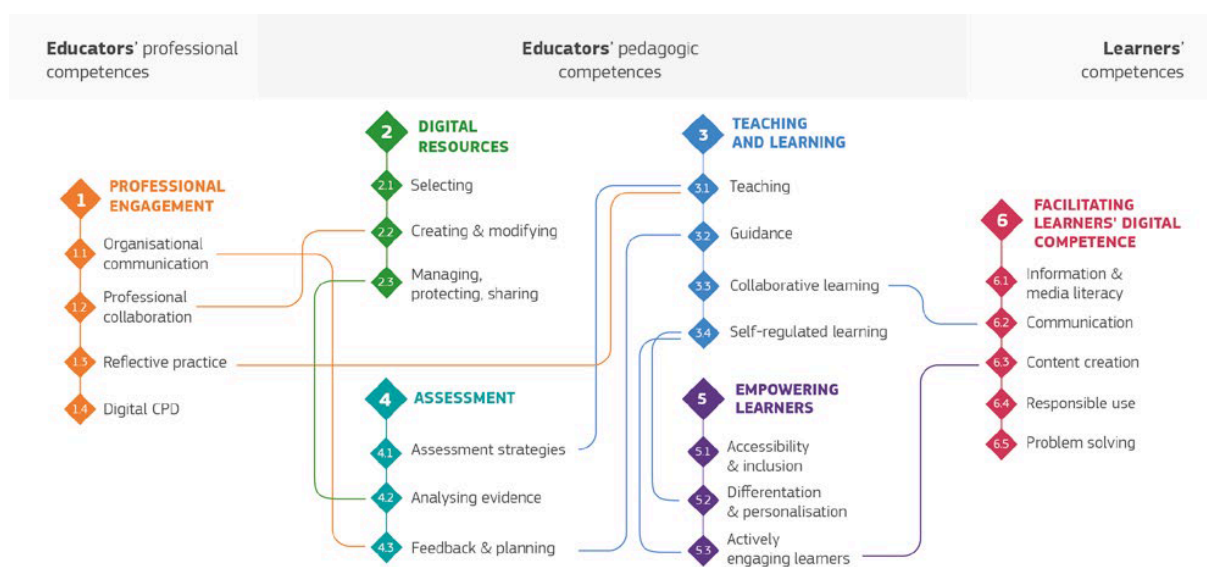


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Source: DigCompEdu

Professional Engagement with AI

For each question, select the statement that best describes your current practice.

1. Understanding AI in Professional Contexts

- 1. I understand the basics of how AI can be used for professional development and communication.**
2. I actively explore different AI tools for professional communication and development.
3. I regularly use AI tools for a range of professional activities, including advanced data analysis and communication optimization.
4. I systematically use AI to enhance professional engagement and contribute to institutional practices.
5. I lead initiatives integrating AI for collaboration, communication, and organizational strategies.
6. I pioneer innovative uses of AI in professional engagement, influencing practice and policy at national or international level.

2. Using AI for Daily Professional Tasks

1. I begin to engage with AI tools for simple tasks, such as automated responses or basic data analysis.
2. I use AI for organizing meetings and basic data interpretation.
3. I integrate AI into professional tasks more regularly, e.g., advanced scheduling, collaboration, and decision support.
4. I optimize communication and workflows through systematic use of AI in my institution.
5. I lead institutional adoption of AI for improving communication and efficiency.
6. I experiment with frontier AI applications for professional efficiency and share results internationally.

3. Professional Development with AI

1. I am aware of AI's potential in professional learning but do not apply it yet.
2. I participate in AI-related learning communities and share initial experiences.
3. I integrate AI into my professional development plans and training activities.
4. I support colleagues in developing AI-related competences.
5. I facilitate structured AI-focused professional development initiatives.
6. I design and lead AI-related teacher training frameworks or policies.

4. Collaboration and Networking

1. I am aware AI can support collaboration but do not use it actively.
2. I use AI tools for small-scale collaboration and communication with peers.
3. I engage in professional networks where AI in education is discussed.
4. I contribute actively to AI-focused networks, sharing examples and resources.
5. I lead AI-related professional networks and encourage institutional participation.
6. I contribute to international AI-in-education communities, shaping policy and practice.

5. Leadership and Organizational Contribution**

1. I recognize AI's potential for my institution but have not engaged yet.
2. I start experimenting with AI in institutional processes.
3. I support AI integration in organizational practices.
4. I lead institutional projects on AI-supported professional engagement.
5. I mentor others in leading AI-based organizational strategies.
6. I shape AI policies and strategies beyond my institution (regional, national, international).

6. Ethical and Strategic Engagement

1. I am aware of ethical questions related to AI but do not engage.
2. I occasionally take part in discussions about AI ethics in education.
3. I contribute to institutional reflections on ethical AI use.
4. I integrate ethical and responsible AI considerations in my own practice and encourage colleagues.
5. I lead institutional policies for ethical and transparent AI use.
6. I advocate and influence ethical AI use at system or policy level.

Digital Resources with AI

For each question, select the statement that best describes your current practice.

1. Creating AI-supported digital resources

1. I am aware AI tools can help create learning resources but do not use them.
2. I have tried simple AI tools to generate or adapt basic materials.
3. I regularly use AI to prepare or adapt teaching resources (texts, visuals, quizzes).
4. I systematically integrate AI into creating a range of resources adapted to learner needs.
5. I lead resource development projects using AI within my institution.
6. I pioneer innovative AI resource creation approaches and share them nationally or internationally.

2. Evaluating AI-generated content

1. I recognize the need to check AI-generated materials but do not do it systematically.
2. I occasionally review AI outputs for errors or bias.
3. I regularly evaluate the accuracy and reliability of AI-generated materials.
4. I systematically validate AI resources, considering ethical and quality aspects.
5. I support colleagues in evaluating and improving AI-based resources.
6. I establish or influence institutional/national policies on responsible AI content evaluation.

3. Adapting and customizing digital materials with AI

1. I am aware AI can adapt resources but have not applied it.
2. I use AI for small adjustments in existing materials (translation, simplification).
3. I regularly customize resources with AI to suit learners' levels or contexts.
4. I integrate AI to provide differentiated materials systematically across my classes.
5. I lead initiatives on inclusive and adaptive resource design using AI.
6. I pioneer advanced adaptive AI applications, sharing them across networks and policy forums.

4. Sharing and managing AI-enhanced resources

1. I do not share AI-generated resources.



2. I occasionally share simple AI-generated materials with colleagues.
3. I share AI-adapted materials regularly in my teaching community.
4. I use institutional platforms to manage and share AI-enhanced resources systematically.
5. I lead institutional practices for resource sharing and management with AI.
6. I influence open educational resource (OER) strategies at national or international level using AI.

5. Responsible and ethical use of AI resources

1. I am aware of ethical questions but do not address them in my resource use.
2. I occasionally consider ethical aspects (e.g., bias, copyright) when using AI resources.
3. I systematically check AI-generated resources for ethical and data issues.
4. I integrate responsible AI use into my teaching resources and guide colleagues.
5. I lead institutional practices for ethical, transparent AI use in digital resources.
6. I advocate and shape policy frameworks for ethical AI resource use beyond my institution.

6. Innovating with AI in digital resources

1. I am aware that AI can innovate resource design but have not applied it.
2. I experiment with basic innovative AI resource applications.
3. I regularly integrate innovative AI features (adaptive, multimodal, interactive).
4. I design innovative learning scenarios using AI resources systematically.
5. I mentor colleagues in exploring frontier AI innovations in resource design.
6. I pioneer and disseminate innovative AI practices influencing educational policy and research

Teaching and Learning with AI

For each question, select the statement that best describes your current practice.

1. Integrating AI into classroom practice

1. I am aware AI can be used in teaching but do not apply it yet.
2. I try simple AI applications in class (e.g., chatbots, automated exercises).
3. I regularly use AI to support instruction and learner activities.
4. I systematically integrate AI to personalize and differentiate learning paths.
5. I lead institutional adoption of AI-based teaching strategies.
6. I pioneer innovative AI-supported teaching approaches and share them nationally or internationally.

2. Supporting personalized learning with AI

1. I am aware AI can adapt learning but have not used it yet.
2. I use AI for basic personalization (e.g., automatic recommendations, level adjustment).
3. I regularly apply AI tools to tailor learning content to learners' needs.
4. I systematically integrate AI-driven adaptive learning into my teaching.
5. I lead projects to institutionalize personalized learning through AI.
6. I pioneer advanced AI-based personalization models and influence practice or policy.

3. Enhancing engagement and interactivity with AI

1. I do not use AI to increase learner engagement.
2. I experiment with AI features for interactive learning (e.g., quizzes, gamification).
3. I regularly use AI-driven interactivity to enhance student participation.
4. I systematically design engaging AI-supported learning activities.
5. I lead innovative AI practices for learner engagement at the institutional level.
6. I pioneer and share AI-driven interactive learning models internationally.

4. Orchestrating learning activities with AI

1. I am aware of AI's potential for organizing learning but do not apply it.
2. I occasionally use AI to structure or guide simple learning tasks.
3. I regularly integrate AI to manage and sequence learning activities.





4. I systematically design AI-supported blended or online learning environments.
5. I lead institutional adoption of AI-based learning orchestration systems.
6. I pioneer large-scale innovative AI learning designs shaping broader educational practices.

5. Collaboration and group learning with AI

1. I am aware AI can support collaboration but have not applied it.
2. I try AI tools for small-scale group activities.
3. I regularly use AI to facilitate collaboration and teamwork among learners.
4. I systematically integrate AI to design collaborative learning scenarios.
5. I lead institutional strategies for AI-supported collaborative learning.
6. I pioneer AI-supported collaborative practices influencing national or international education.

6. Reflective and self-regulated learning with AI

1. I am aware AI can help learners reflect but do not apply it.
2. I use simple AI feedback tools for learner reflection.
3. I regularly apply AI to guide self-assessment and self-regulated learning.
4. I systematically integrate AI for ongoing feedback and reflective practice.
5. I lead initiatives supporting learner reflection with AI in my institution.
6. I pioneer innovative AI methods for reflection and self-regulation, sharing them internationally



Assessment with AI

For each question, select the statement that best describes your current practice.

1. Using AI for grading and feedback

1. I am aware AI can support assessment but have not used it.
2. I have tried AI for simple grading or feedback tasks.
3. I regularly use AI to provide automatic feedback or check student work.
4. I systematically integrate AI tools for grading and formative assessment.
5. I lead institutional initiatives on AI-supported grading and feedback.
6. I pioneer innovative AI-based assessment approaches and share them internationally.

2. Monitoring student progress with AI

1. I do not use AI to track student performance.
2. I try basic AI tools to visualize student progress.
3. I regularly use AI analytics to monitor learning achievements.
4. I systematically integrate AI dashboards to support continuous progress tracking.
5. I lead institutional strategies to implement AI-driven learning analytics.
6. I pioneer innovative AI monitoring systems and contribute to policy discussions.

3. Supporting formative assessment with AI

1. I am aware of AI's potential for formative assessment but do not use it.
2. I experiment with AI to provide simple formative feedback.
3. I regularly apply AI for ongoing, adaptive student feedback.
4. I systematically design AI-supported formative assessment processes.
5. I lead institutional adoption of AI-driven formative assessment models.
6. I pioneer advanced AI methods for formative assessment and share results across networks.

4. Supporting summative assessment with AI

1. I do not use AI in final or summative assessment.
2. I try AI tools for limited summative tasks (e.g., quizzes).
3. I regularly integrate AI into summative tests or evaluations.
4. I systematically use AI to design and conduct reliable summative assessments.



5. I lead institutional strategies for AI-based summative assessment.
6. I pioneer innovative large-scale AI-supported summative assessment practices.

5. Ensuring fairness and transparency in AI assessment

1. I am aware of risks (bias, errors) in AI assessment but do not act on them.
2. I occasionally check AI outputs for fairness.
3. I regularly evaluate AI assessments for reliability and transparency.
4. I systematically integrate ethical guidelines when using AI in assessment.
5. I lead institutional policies on fairness and ethics in AI-supported assessment.
6. I pioneer ethical frameworks for AI in assessment influencing national or international policy.

6. Using AI for personalized feedback

1. I am aware AI can personalize feedback but do not use it.
2. I try AI for basic personalized comments to students.
3. I regularly provide AI-driven personalized feedback to learners.
4. I systematically design adaptive feedback processes supported by AI.
5. I lead institutional strategies for personalized AI-based feedback.
6. I pioneer innovative personalized AI feedback systems and share them at international level



Empowering Learners with AI

For each question, select the statement that best describes your current practice.

1. Supporting learner diversity with AI

1. I am aware AI can support diverse learners but do not use it.
2. I try AI tools occasionally to adapt learning materials for different learners.
3. I regularly use AI to adapt content to learners' abilities, languages, or learning needs.
4. I systematically apply AI to provide inclusive and accessible learning experiences.
5. I lead institutional practices on AI-supported inclusivity and accessibility.
6. I pioneer innovative AI solutions for diversity and share them nationally or internationally.

2. Promoting learner autonomy with AI

1. I am aware AI can help learners manage their own learning but do not apply it.
2. I use AI tools occasionally to support learners' self-study.
3. I regularly apply AI systems that guide learners' independent learning.
4. I systematically integrate AI to support self-directed and autonomous learning paths.
5. I lead initiatives that strengthen autonomy through AI-supported learning.
6. I pioneer advanced AI approaches that empower learner autonomy internationally.

3. Encouraging learner motivation with AI

1. I do not use AI to enhance learner motivation.
2. I experiment with AI gamification or engagement tools occasionally.
3. I regularly apply AI to increase motivation and participation in my classes.
4. I systematically design AI-supported motivational learning activities.
5. I lead institutional strategies for learner engagement with AI.
6. I pioneer innovative AI practices for motivation and engagement, sharing them across networks.

4. Fostering critical thinking about AI

1. I am aware learners should reflect critically on AI but do not support it yet.
2. I occasionally discuss with learners how AI influences information or decisions.
3. I regularly guide learners to reflect on AI's benefits and risks.
4. I systematically integrate critical discussions on AI into learning activities.
5. I lead institutional initiatives for fostering AI-related critical thinking.
6. I pioneer international practices for developing critical reflection on AI among learners.

5. Enhancing learner responsibility with AI

1. I am aware AI can support responsibility but do not use it.
2. I occasionally encourage learners to use AI responsibly.
3. I regularly integrate AI tools to build learners' sense of responsibility.
4. I systematically design AI-based learning tasks that foster accountability.
5. I lead institutional projects on responsible learner engagement with AI.
6. I pioneer strategies for responsible AI use by learners at national or international level.

6. Supporting equity and inclusion with AI

1. I am aware AI can help reduce barriers but do not use it.
2. I occasionally try AI tools for inclusion (e.g., translation, accessibility).
3. I regularly use AI to make learning accessible for disadvantaged learners.
4. I systematically integrate AI solutions for equity and inclusion across my teaching.
5. I lead institutional approaches to ensure AI supports fairness and inclusion.
6. I pioneer and advocate AI equity strategies at national or international level

Facilitating Learners' Digital Competence

For each question, select the statement that best describes your current practice.

1. Teaching AI and digital literacy basics

1. I am aware learners should understand AI and digital concepts but do not teach them.
2. I occasionally introduce simple AI or digital concepts in my lessons.
3. I regularly include AI and digital literacy skills in my teaching activities.
4. I systematically design learning that develops students' AI and digital literacy.
5. I lead institutional initiatives to integrate AI and digital literacy into curricula.
6. I pioneer AI and digital literacy education strategies influencing national or international practice.

2. Guiding critical use of AI tools

1. I am aware learners need to use AI critically but do not address it.
2. I occasionally encourage learners to reflect on AI-generated outputs.
3. I regularly guide learners to critically assess AI tools and their limitations.
4. I systematically integrate critical evaluation of AI into teaching and assignments.
5. I lead institutional practices on fostering critical AI use among students.
6. I pioneer critical AI literacy approaches that shape broader educational policy.

3. Supporting ethical and responsible AI use

1. I am aware of ethical issues in AI but do not address them with learners.
2. I occasionally discuss ethical aspects of AI with learners.
3. I regularly teach students about responsible and fair use of AI.
4. I systematically integrate ethical AI use into classroom practice.
5. I lead institutional strategies promoting responsible AI use among learners.
6. I pioneer ethical AI education frameworks and contribute to international discussions.

4. Developing learners' data literacy with AI

1. I am aware AI relates to data literacy but do not teach it.



2. I occasionally introduce data-related aspects of AI (e.g., inputs and outputs).
3. I regularly guide learners in understanding AI data processes.
4. I systematically integrate AI-based data literacy activities into my teaching.
5. I lead institutional initiatives that strengthen students' AI-related data literacy.
6. I pioneer advanced AI and data literacy practices shared at national or international level.

5. Helping learners understand AI's societal role

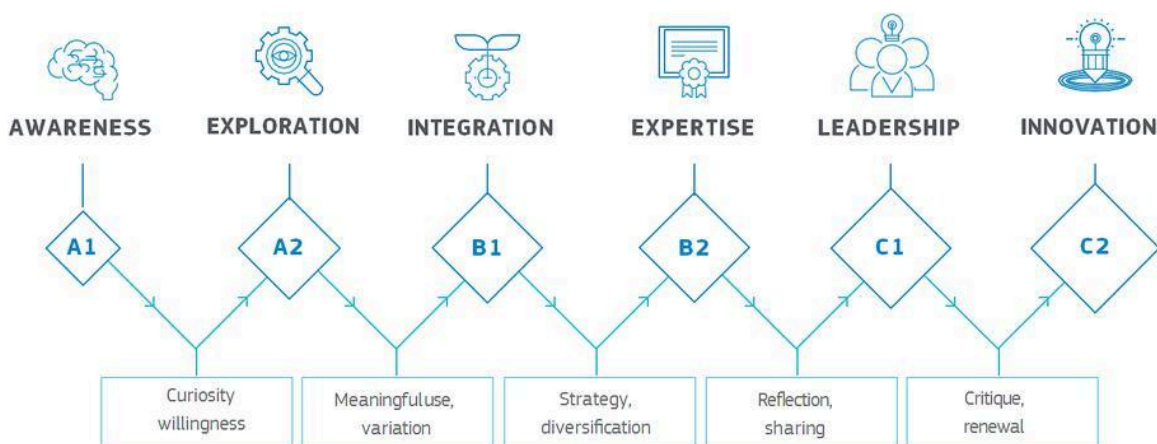
1. I am aware AI impacts society but do not discuss it with learners.
2. I occasionally raise awareness of AI's influence on daily life.
3. I regularly discuss with students the societal impact of AI.
4. I systematically integrate AI's social, cultural, and economic dimensions into learning.
5. I lead institutional initiatives to prepare learners for AI's societal impact.
6. I pioneer educational approaches that shape learners' understanding of AI's role globally.

6. Preparing learners for safe AI use

1. I am aware AI involves risks but do not address them with learners.
2. I occasionally discuss safe use of AI with students.
3. I regularly teach strategies for safe and secure AI use (privacy, bias, transparency).
4. I systematically integrate safe AI use into teaching practice.
5. I lead institutional policies on safe and responsible AI learning.
6. I pioneer international frameworks for safe AI use in education

Scoring and Levels

6–11	Beginner	Awareness only, limited application.
12–17	Explorer	Some use in communication and tasks.
18–23	Integrator	Regular AI use in teaching and collaboration.
24–28	Expert	Systematic integration and resource sharing.
29–32	Leader	Leading initiatives and training colleagues.
33–36	Pioneer	Mentoring, shaping AI policy, and international advocacy.



Newcomer (A1)

Newcomers are aware of the potential of digital technologies for enhancing pedagogical and professional practice. However, they have had very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication. Newcomers need guidance and encouragement to expand their repertoire and to apply their existing digital competence in the pedagogical realm. [/collapsed]

Explorer (A2)

Explorers are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. They have started using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach. Explorers need encouragement, insight and inspiration, e.g. through the example and guidance of colleagues, embedded in a collaborative exchange of practices.

Integrator (B1)

Integrators experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become Experts.



Expert (B2)

Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.

Leader (C1)

Leaders have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. They rely on a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation. They continuously reflect on and further develop their practices. Exchanging with peers, they keep updated on new developments and ideas. They are a source of inspiration for others, to whom they pass on their expertise.

Pioneer (C2)

Pioneers question the adequacy of contemporary digital and pedagogical practices, of which they themselves are Leaders. They are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. Pioneers experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. Pioneers are a unique and rare species. They lead innovation and are a role model for younger teachers.

Source: EU Science Hub,

https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework/digcompedu-proficiency-levels_en



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