



**MENTEP**

MENTORING TECHNOLOGY-ENHANCED PEDAGOGY

# National Workshop report Spain

Madrid

November 2017



# MENTEP National Workshop

## report Spain Madrid, 29 November 2017

The aim of the national workshops was to discuss and interpret at country level the results and data analysis from the MENTEP field trials with National Public Authorities. In particular, the objectives were for national stakeholders to get acquainted with the results at national and European level, to interpret them within the national policy and practice context, but also to develop the implications and next steps for teacher training and the adaptation and sustainability of the technology enhanced self-assessment tool TET-SAT.

Each MENTEP partner that participated to the field trials organised a workshop in its own country (Cyprus, Czech Republic, Finland, France, Greece, Estonia, Italy, Lithuania, Spain, Portugal, Slovenia). MENTEP partners were asked to invite between six and fifteen participants with a core interest in the project: policy makers, researchers, teachers, representatives from teacher training organisations, teacher training curriculum authorities and inspectorates.

The Spanish national workshop took place on 29 November 2017 at the Instituto Nacional de Tecnologías Educativas de Formación del Profesorado (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado). 18 participants attended, including representatives from European Schoolnet (2), the research institute for the evaluation of public policies IRVAPP (1), the MENTEP partner organisation INTEF from different units (Technology and Infrastructures, Online Training, Digital Resources, Digital Experimental Projects, Face-to-face training & European projects) (10), as well as CNIIE - MEDC (1), MENTEP teachers (3) and a MENTEP head master (1).

José Luis Fernández, MENTEP national partner, INTEF, chaired the workshop.





## Presentations & Discussion



This national Discussion Workshop Report summarises the conclusions reached in the national workshop in Spain. It consists of the following sections, each time summarising the key points of the presentation and the discussion afterwards, both with a particular focus on the most striking findings evolving from the data analysis within the context of Spain and the impact of the TET-SAT.

1. About the MENTEP project
2. The new self-assessment tool TET-SAT
3. The research design of the policy experimentation
4. Results of the experimentation - national descriptors
  - The response rates to the Follow-Up Survey (FUS)
  - The characteristics of the MENTEP teachers
  - Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score
5. Results of the experimentation - the impact of the TET-SAT
6. National and international developments in relation to the TET-SAT, competence assessment and certification.
7. Context & next steps in Spain

In the morning, European Schoolnet set the scene with two presentations on the rationale of the MENTEP project and the newly developed self-assessment tool TET-SAT, which was tested during the field trials.

### 1. Presentation: About the MENTEP project



Katja Engelhardt, European Schoolnet, presented the rationale of the MENTEP project: As a policy experimentation, it is not “just” a project but the aim is to test an intervention resulting in reliable evidence based on a strong methodology. European Schoolnet coordinates the project, with 15 partners from 13 countries.

Find out more [here](#); Presentation available [here](#)

### 2.a Presentation: The new self-assessment tool TET-SAT

Katja Engelhardt, European Schoolnet, also introduced workshop participants to the new self-assessment tool [TET-SAT](#) that the MENTEP consortium developed, with the help of experts, on the basis of existing tools and frameworks. the TET-SAT aims to trigger teachers' self-reflection, identify learning needs and initiate actions to further develop their competences. The tool assesses four dimensions





of digital competence: digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship. Teachers are invited to position themselves for each competence choosing the one of 5 statements that most closely describes their practice. After answering the 30 questions, teachers receive personalised feedback, including links to national and European ecosystems of training resources mapped against the competence areas of the tool.

Try out the [TET-SAT](#) here; Presentation available [here](#)  
For further information: [MENTEP Brochure 2017](#)

## 2.b Discussion: The new self-assessment tool TET-SAT

After the presentation, workshop participants commented on the tool itself, and discussed how the training resources available via the European and national ecosystem could still be made more visible.

### The tool itself

- It is useful that teachers can fill in the tool during several different sessions (MENTEP teacher).
- It is good that teachers receive information about their weaknesses (MENTEP head teacher).
- The feedback page might provide too many information for some teachers: The feeling is that there is so much to do to improve. Teachers do not have time to do everything. It would be useful to include some more concrete suggestions for teachers on how to improve (MENTEP teacher).
- Perhaps some more guidance on how to fill in the TET-SAT would be useful (INTEF).

### MENTEP ecosystem training resources

- The training resources need to still be made more visible.
- It could be good to include some resources specifically for beginners (MENTEP teacher).
- Not all MOOC's offered as part of the ecosystems are up to date. Hence, the courses featuring on the resource pages should be updated. (INTEF).



### 3. a Presentation: The Research design of the policy experimentation



Enrico Rettore (IRVAPP, responsible for the MENTEP evaluation) presented first the evaluation question, the counterfactual approach, the experimental design and the data collection plan. The evaluation question of the policy experimentation was: **What is the impact of the Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT) on teachers' TET competences?** There were no particular comments on this presentation.

More information about the research methodology [here](#); Presentation available [here](#)

#### 4.1 Presentation: Results of the experimentation - national descriptors

Enrico Rettore (IRVAPP) then presented first results: in particular the context of the experimentation:

- a. The response rates to the Follow-UP Survey (FUS)
- b. The characteristics of the MENTEP teachers
- c. Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score

Presentation available [here](#)

##### 4.1.a Presentation: Response rates to the Follow-Up Survey

In Spain, response rates to the MENTEP Follow - Up survey were with 76,8% close to the cross country average of 75,7%.

##### 4.1.b Discussion: Response rates to the Follow-Up Survey (FUS)

- One MENTEP teacher commented that at her school, her head master reminded teachers to fill in the MENTEP surveys at each teacher meeting. The head master was involved and others knew about the tool.
- Participation to the Benchmark Survey already requires some digital skills (MENTEP teacher).
- It is surprising to see that encouraged teachers have a lower participation rate to the FUS.

- Schools and teachers are asked to fill in too many surveys. “This week alone I received two surveys” (MENTEP head teacher).

## 4.2.a Presentation: Characteristics of MENTEP teachers

In Spain, 49 schools participated in the MENTEP project. 2246 teachers of these 49 schools were invited to fill in the Benchmark Survey. The 1034 teachers that accepted this invitation are the MENTEP sample teachers.

### General characteristics

In Spain, the percentage of male teachers is with 41% higher than the cross-country average of 25%. Spanish teachers are slightly younger than the overall average, with 35% of Spanish teachers older than 50 (39% overall). The weekly hours devoted to teaching are 17 in Spain (18 overall average).

### Teachers’ self-assessed TET-ability, use of ICT and attitudes

The sampled teachers participating in the Benchmark Survey showed a good familiarity with ICT, self-assessed their TET ability as very high and had very positive views about ICT in teaching & learning.

### Teachers’ self-assessed TET-ability

Teachers’ self-assessed ability in Spain is generally quite high, close or slightly above the overall average for all items, e.g. 93% of Spanish teachers agree that they are “able to stimulate students to use ICT in a critical manner” (compared to 90% overall).

### Teachers’ self-assessed TET-ability. Percentage of teachers that agree with the proposed statements

I am able to...	Agreement	
	Overall	Spain
Stimulate students to use ICT in a critical manner	90%	93%
Support students in searching information by means of ICT	95%	97%
Support students to communicate with ICT in a safe, responsible and effective way	90%	90%
(Re)design ICT applications in view of a specific educational setting	71%	70%
Select ICT applications effectively in creating a learning environment	77%	76%

\* “Agreement”: percentage of teachers who slightly agree, agree, totally agree

## Views on ICT in teaching

Teachers' views on the use of ICT in teaching are generally quite positive. In Spain, more teachers agree that ICT "helps students to collaborate with other students" (85% in Spain, 75% overall), "enables students to communicate more effectively with others (76% in Spain, 64% overall), "helps students to develop skills in planning and self-regulation at work (73% in Spain, 65% overall) and "improves the academic performance of students" (69% in Spain, 60% overall). However, less Spanish teachers agree that ICT "helps students to consolidate and process information more effectively (76% in Spain, 84% overall).

### Teachers attitudes towards ICT in teaching and learning. Percentage of teachers that agree with the proposed statements

Using ICT at school	Agreement	
	Overall	Spain
Enables students to access better sources of information	94%	94%
Helps students to consolidate and process information more effectively	84%	76%
Helps students learn to collaborate with other students	75%	85%
Enables students to communicate more effectively with others	64%	76%
Helps students develop greater interest in learning	76%	76%
Helps students work at a level appropriate to their learning skills	76%	80%
Helps students develop skills in planning and self-regulation of their work	65%	73%
Improves academic performance of students	60%	69%

\* "Agreement": percentage of teachers who agree and strongly agree

## Actual use of ICT

On the actual use of ICT, e.g. 96% of teachers in Spain (95% overall) used ICT to present information through direct class instruction. Moreover, 72% of Spanish teachers (compared to 56% overall) used ICT to "enable students to collaborate with others students (within or outside the school)".

### Teachers' actual use of ICT in teaching and learning. Percentage of teachers that agree with the proposed statements

I used ICT to support this activity	At least in some lessons	
	Overall	Spain
<b>Presenting information through direct class instruction</b>	<b>95%</b>	<b>96%</b>
Providing remedial or enrichment support to individual students or small groups of student	77%	74%
<b>Enabling student-led whole-class discussions and presentations</b>	<b>74%</b>	<b>73%</b>
Assessing students' learning through written tests	56%	60%
<b>Providing feedback to students</b>	<b>76%</b>	<b>77%</b>
<b>Reinforcing learning of skills through repetition of examples</b>	<b>85%</b>	<b>85%</b>
<b>Supporting collaboration among students</b>	<b>75%</b>	<b>81%</b>
<b>Mediating communication between students and experts or external mentors</b>	<b>31%</b>	<b>31%</b>
Enabling students to collaborate with other students (within or outside school)	56%	72%
Collaborating with parents or guardians in supporting students' learning	56%	60%
<b>Supporting inquiry learning</b>	<b>76%</b>	<b>88%</b>
Assigning written task/ exercises / homework to students	77%	82%
Facilitating / supporting individual or collaborative oral presentation by students	82%	88%
<b>Communicating with students out of the classroom</b>	<b>61%</b>	<b>69%</b>

## Collaboration with other teachers

The collaboration between Spanish teachers is lower than the cross-country average, e.g. overall 48% of teachers observe how teachers use ICT in teaching, compared to 32% in Spain. Moreover, overall 38% of teachers work with other teachers on cross-curricular projects involving ICT, compared to 28% in Spain.

### 4.2.b Discussion: Characteristics of MENTEP teachers

#### General characteristics

- Participants were not sure if the number of reported teaching hours (17h/week) corresponded to the reality; it should be 21 hours of teaching on average in Spanish secondary schools.
- It is not possible that teachers do not have an ICT device at home (MENTEP teacher). Maybe some teachers do not know that a smartphone is also a device (MENTEP teacher).
- It would be important to get more specific information about the role of the teachers e.g. if they work as an ICT coordinator, to be able to identify the correlation between their role and their TET-SAT results (MENTEP national coordinator).

#### Teachers' self-assessed TET-ability

- Already the starting level of the self-assessed TET ability is very high. Such a high starting level leaves little room for improvement (INTEF).
- Teachers were not sincere about filing in the Benchmark Survey, as their self-assessed TET-SAT ability is not that high in reality (MENTEP teacher).
- Some teachers might give desirable answers to give a good image of their school, when they receive a survey from the government or their head teacher (MENTEP teacher).
- Maybe some teachers state that they are able to teach with ICT, but circumstances are not adequate. "We were asked, if we are able to do this or that. Many answered yes. Yes, I am able, if I have enough time. I am able to do this... as long as wifi works. Many teachers still need to improve their technical skills." (MENTEP teacher).
- It is not the task of teachers to develop teaching resources (MENTEP teacher). Developing teaching resources would take teachers too much time (INTEF).



### 4.3.a Presentation: Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score

#### Number of teachers using the TET-SAT

1 out of 3 encouraged teachers used the TET-SAT (37.06% in Spain, 33.8% overall). Encouraged teachers that did not use the TET-SAT were asked for their reasons at the FUS: Overall, 32% (22% in Spain) stated that they were unaware of it, followed by time constraints (30% overall, 33% in Spain). Most teachers that started the TET-SAT (930 overall, 126 in Spain) completed it (78.9% overall, 81.7% in Spain).

#### Teachers' satisfaction with the TET-SAT

On average, Spanish teachers have graded the TET-SAT 6.8 (7.5 overall) on a scale from 1 (low) to 10 (high). A large share of teachers finds the TET-SAT useful, e.g. 63% of Spanish teachers agree that the "TET-SAT helped me to assess my competence" (64.4% overall). 52% of Spanish teachers (54.5% overall) were inspired by the TET-SAT to try new practices in their teaching. However, only 51% of Spanish teachers agreed that the "TET-SAT helped to re-think their use of ICT in teaching", compared to 61.6% of teachers overall.

#### Teachers' feedback score

Observed score ranges between 25% and 95%

Score	Overall	Spain
Overall score TET-SAT	53.2	52.0
Score by area		
Digital pedagogy	53.8	55.2
Digital content use and production	50.5	47.6
Digital communication and collaboration	47.8	47.6
Digital citizenship	55.3	51.3

### 4.3.b Discussion: Presentation: Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score

#### The relevance of the data

- The different regions in Spain are autonomous, and represented in the MENTEP sample (MENTEP national partner).
- More projects based on data are needed (INTEF).
- Both tests (Benchmark Survey, TET-SAT) were self-assessed. Why not use an actual test instead? With a self-assessment, it is only possible to measure teachers' self-awareness but not their actual skills (INTEF). Enrico Rettore (IRAVPP) replied



that such a test was not available yet. The MENTEP experiment only captured short-term effects.

- In reply to the question whether socio-economic factors had any impact (INTEF), Enrico Rettore (IRVAPP) clarified, that there were slight differences according to age and gender.

### **Teachers' appreciation of the TET-SAT**

- Teachers in Spain are in general more critical. The answers are quite revealing of the attitude of Spanish teachers. "While we are very critical about the individual items, we still recommend the tool overall." We assess the tool like in a customer satisfaction survey (MENTEP teacher).
- It is not necessary to ask teachers if teachers enjoyed to use the tool. It is not supposed to be fun, but just a tool (MENTEP teacher).
- Maybe some teachers thought that the tool was boring for them, but could still be interesting for others (MENTEP teacher).

### **Why teachers were unaware of the TET-SAT**

- Maybe some teachers got confused between the different surveys (BS, TET-SAT, FUS).
- Teachers received too many emails.
- Maybe teachers selected this option as an excuse, instead of saying that they were not interested (INTEF).
- Teachers' lack of time as a reason not to use the TET-SAT is not surprising (INTEF).

### **Self-assessment culture of teachers in Spain**

- Teachers are not used to the idea of self-assessment. They are afraid if someone wants to observe their lesson (MENTEP teacher).
- "At my school, we had an initiative on self-assessment and peer review which we had to stop. If the initiative comes from the head teacher, no teacher wants to join. Teachers at my school are very open to work with other teachers, to do self-assessment, and to work hard, but only if the initiative does not come from outside or top-down. The real change has to come from bottom-up." (MENTEP head teacher).

- We usually do a self-assessment test at the end of each course about everything, including ICT. It is compulsory at the school, but not an official test (MENTEP teacher).
- Sometimes teachers see such tests as bureaucracy. Maybe the use of the TET-SAT could be acknowledged e.g. with credits (MENTEP teacher). No money or credits will change the way that teachers work, replied the MENTEP head teacher. Teachers are very generous. Maybe the system how teachers are hired needs to be changed, added the MENTEP teacher.
- The tool should be connected to something that teachers can improve in the short term. "If there are too many resources, we get lost" (MENTEP teacher).

### Future use of the TET-SAT

- "I am interested in improving my teachers' digital skills. The TET-SAT feedback should be suited to our school, providing local results" (MENTEP head teacher).
- We need to make a step forward and encourage the use of the TET-SAT (MENTEP teacher).

## 5.a Presentation: Results of the experimentation - The impact of the TET-SAT

The effects of the TET-SAT are reported on the overall sample. Given the number of teachers by country, country-level estimates of the impact of the TET-SAT cannot be given. The impact evaluation results show that using the TET-SAT leads teachers to develop more informed and critical assessments of their TET competence. After using the TET-SAT, teachers tend to have a more critical perception of their level of TET competences. Their self-assessed ICT ability decreases (especially among older teachers and women). Moreover, teachers who used the TET-SAT showed slightly more critical views on ICT in teaching and learning, especially those who started with a very high self-assessed TET competence. The data suggests that the feedback score is really crucial. Being too generous with the score would run the risk of further increasing teachers' over-confidence. The feedback score only partly explains why teachers revise their views on ICT after using the TET-SAT. Another possible explanation is that the use of the TET-SAT made teachers more critical and aware of the role of ICT in teaching and learning; their revised view could be a more informed one.

Presentation available [here](#); More information available [here](#)



## 5.b Discussion: Results of the experimentation - The impact of the TET-SAT



After the presentation, MENTEP teachers explained how they experienced the impact of the TET-SAT themselves and possible explanations for the results were discussed.

### TET-SAT feedback score

#### TET-SAT feedback score

- “The tool told me where I thought I was. I thought it could be useful for anyone. I am self-critical. I know what I do well and I would I do wrong. The tool told me the same thing.” (MENTEP teacher).
- “The TET-SAT feedback score did not come as a shock. It made me reflect about what I am doing in class. My reflection is that there is still a lot of room for improvement” (MENTEP teacher).
- “I might be telling the truth, if I know it myself. If it was connected to a school level tool, probably as a teacher I would answer differently. I do not want people to know.” (INTEF).
- Maybe results would be different, if teachers were encouraged to fill the TET-SAT in again after 6 months or one year, to give them sufficient time to improve their ICT skills (INTEF).
- The results seem to be paradoxical. Maybe we cannot split both in human beings: get them to be happy with their results and be motivated to continue to work.



## 6. National and international developments in relation to the TET-SAT, competence assessment and certification.

Anja Balanskat, European Schoolnet, gave an overview of international and European initiatives related to the development of competence frameworks and tools for teachers including an update of the work by UNESCO, JRC and ISTE.

## 7.a Presentation: Context in Spain: Digital Competence Portfolio for teachers

- Designed to acknowledge and improve the digital competence of teachers through continuous self-assessment and the up-to-date recording of teaching, learning and training experience.

- The portfolio is [online](#).
- It is connected to a self-assessment tool based on Dig.comp, also with some descriptors from the TET-SAT, and operates currently with yes/no answer options (80% of the questions answered with yes is the next level).
- The portfolio offers the opportunity to upload evidence such as badges, labels, certificates, degrees, projects, experiences inside and outside of school, with students and by students, prizes, awards, digital artefacts, OER, publications, etc.
- Teachers can show their portfolio to potential employers.
- Currently, the level of competence is acknowledged with open badges: Upon a teacher's request, INTEF checks, if the provided evidence is in line with the self-assessed level of competence.
- The portfolio was trialled with 1000 teachers, of which only over 100 teachers actually gave feedback.

Presentation available [here](#)

## 7.b Discussion: Context in Spain: Digital Competence Portfolio for teachers

### The national context

- An INTEF working group is connecting the different results from various tools and projects. The tools can be compatible (INTEF).
- For the teachers it does not matter how good the tool is; more than one tool is too much. However, one self-assessment tool can be very useful (MENTEP head teacher).

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