MENTEP

MENTORING TECHNOLOGY-ENHANCED PEDAGOGY

National Workshop report Portugal

Lisbon
12 January 2018

European Schoolnet

Erasmus+

MENTEP National Workshop report Portugal Lisbon, 12 January 2018

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 Portuguese national workshop took place on 12 January 2018 in Lisbon. 25 participants attended the workshop; including representatives from European Schoolnet (2), the General-Directorate for Education (6), the General-Directorate for Educational Administration (1), the University of Aveiro (2), the Educational Institut - University of Lisbon (4), the Nova University (1), the Politecnic Institut of Santarém (1), the Politecnic Institut of Castelo Branco (1), the Teachers Training Centre Centro-Oeste (1), the Teachers Training Centre Lisboa Oriental (1), the Teachers Training Centre Leirimar (1), as well as two schools heads and two teachers.

Teresa Godinho, MENTEP national partner, General-Directorate for Education, chaired the workshop.

Presentations & Discussion

This national Discussion Workshop Report summarises the conclusions reached in the national workshop in Portugal. 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 Portugal 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. Conclusions & next steps in Portugal

1. Presentation: About the MENTEP project

In the morning, European Schoolnet set the scene with a presentation on the rationale of the MENTEP project. Anja Balanskat, 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. There were no particular comments on this presentation.

Find out more here;

Presentation available here

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

Teresa Lacerda, teacher and member of the MENTEP editorial board, and Katja Engelhardt (EUN) 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
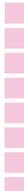
2.b Discussion: The new self-assessment tool TET-SAT
After the presentation, workshop participants made concrete suggestions on how to improve the TET-SAT and stressed the importance of teachers not feeling evaluated with such a tool.

Suggestions to improve TET-SAT
• It is better not to show the levels 1-5 for each answer option. For some items it is difficult to decide on one answer option (University of Aveiro)

• It should be possible to compare one own's results, when taking the TET-SAT several times (General-Directorate for Education). Further, several workshop participants suggested that it could be interesting for teachers to compare themselves with specific groups of teachers, e.g. all Science teachers (Teacher Training Centre) or other school groupings (University of Aveiro).

• Taking the TET-SAT takes about one hour, which is too long. It would be very useful, if teaches could receive their feedback also per area, without completing all 30 questions (School head).

Other considerations around TET-SAT
• Several workshop participants stressed that it is very important that teachers do not feel evaluated, and get assurance about the anonymity of their data (General-Directorate for Education, Teacher Training Centre).

Further use of TET-SAT

• One school head commented that she liked the tool, as it had less questions than other tools and fostered self-reflection. Feedback is very important, according to her. Further, school heads should be able to see their teachers' results to be able to take decisions on further trainings.

• Anja Balanskat (EUN) commented that it would be interesting to know how primary school teachers could use TET-SAT.

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

Giovanni Abbiati (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?**

More information about the research methodology here; Presentation available here

3.b Discussion: The research design of the policy experimentation

Several workshop participants had questions on the methodology of the experimentation.

• Was the goal to assess the TET-SAT or self-assessment in general (General-Directorate for Education)? MENTEP is testing the level of teachers' self-awareness, not their actual use of ICT. The control group should also receive something (General-Directorate for Educational Administration). Giovanni Abbiati (IRAVPP) replied that self- assessment is to trigger self-reflection and hence possibly a viable way to push teachers to make use of further training opportunities. The control group does not necessarily need to receive something, he added. Anja Balanskat (EUN) added that there was no objective test teachers' digital competence available yet.

• Possibly, it should be made clearer that what was tested was the use of the tool (General-Directorate for Education).

4.1 Presentation: Results of the experimentation – national descriptors

Giovanni Abbiati (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 (FUS)

In Portugal, 50 schools participated in MENTEP. 2797 teachers from those schools were invited to fill in the Benchmark Survey. The 798 teachers that accepted this invitation are our sample. The response rates to the MENTEP Follow - Up survey are with 75% in Portugal close to the overall average of 76.7%.

4.2.a Presentation: Characteristics of MENTEP teachers

General characteristics
In Portugal, teachers are slightly older than the overall overage, with only 6% of Portuguese teachers being younger than 40 years old (25% overall), 50% between 40 and 50 (36% overall), and 44% over 50 years old (39% overall).

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 Portugal is generally quite high, above the overall average for all items, e.g. 97% of Portuguese teachers (90% overall) state that they are able to "stimulate students to use ICT in a critical manner". Further, 96% of Portuguese teachers (90% overall) state that they are able to use ICT "to support students to communicate with ICT in a safe, responsible and effective way". Moreover, 89% of Portuguese teachers (71% overall) are able to "(re)design

ICT applications in view of a specific educational setting" and 86% of Portuguese teachers (77% overall) are able to use ICT to "select ICT applications effectively in creating a learning environment".

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

I am able to…	Agreement	
	Overall	Portugal
Stimulate students to use ICT in a critical manner	90%	97%
Support students in searching information by means of ICT	95%	98%
Support students to communicate with ICT in a safe, responsible and effective way	90%	96%
(Re)design ICT applications in view of a specific educational setting	71%	89%
Select ICT applications effectively in creating a learning environment	77%	86%

* "Agreement": percentage of teachers who slightly agree, agree, totally agree

Teachers' views on ICT in teaching

Teachers' views on the use of ICT in teaching are generally quite positive. 95% of Portuguese teachers (94% overall) agree that using ICT at school "enables students to access better sources of information". Furthermore, 89% of Portuguese teachers (76% overall) agree that using ICT at school "helps students develop greater interest in learning" and 79% of Portuguese teachers (60% overall) agree that using ICT at school improves students' academic performance.

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

Using ICT at school	Agreement	
	Overall	Portugal
Enables students to access better sources of information	94%	95%
Helps students to consolidate and process information more effectively	84%	88%
Helps students learn to collaborate with other students	75%	78%
Enables students to communicate more effectively with others	64%	62%
Helps students develop greater interest in learning	76%	89%
Helps students work at a level appropriate to their learning skills	76%	79%
Helps students develop skills in planning and self-regulation of their work	65%	65%
Improves academic performance of students	60%	79%

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

Teachers' actual use of ICT

On the actual use of ICT, e.g. 95% of teachers in Portugal (95% overall) used ICT "to present information through direct class instruction". Further, 76% of Portuguese teachers (61% overall) used ICT to "communicate with students out of the classroom" and 82% (77% overall) to "assign tasks/exercises/ homework to students". However, only 48% of Portuguese teachers (76% overall) used ICT to

"support inquiry based learning".

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	Portugal
Presenting information through direct class instruction	**95%**	**95%**
Providing remedial or enrichment support to individual students or small groups of student	77%	80%
Enabling student-led whole-class discussions and presentations	**74%**	**74%**
Assessing students' learning through written tests	56%	56%
Providing feedback to students	76%	79%
Reinforcing learning of skills through repetition of examples	**85%**	**88%**
Supporting collaboration among students	75%	71%
Mediating communication between students and experts or external mentors	**31%**	**28%**
Enabling students to colla borate with other students (within or outside school)	56%	55%
Collaborating with parents or guardians in supporting students' learning	56%	41%
Supporting inquiry learning	76%	**48%**
Assigning written task/ exercises / homework to students	77%	82%
Facilitating / supporting individual or collaborative oral presentation by students	82%	88%
Communicating with students out of the classroom	**61%**	**76%**

4.2.b Discussion: Characteristics of MENTEP teachers

After the presentation, one workshop participant commented that maybe Portuguese teachers use inquiry based learning, but without the support of ICT (teacher training teacher).

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

Number of teachers using the TET-SAT

Overall, 26% of encouraged teachers in Portugal used TET-SAT, compared to 33.8% of teachers overall. Most teachers that started using the TET-SAT also completed it (43 out of 64 Portuguese teachers, 734 out of 930 teachers overall). Encouraged teachers that did not use the TET-SAT were asked for their reasons at the FUS: Overall, 32% (18% in Portugal) stated that they were unaware of it, followed by time constraints (30% overall, 38% in Portugal). In Portugal, with 25% of teachers (15% overall), a higher share of teachers selected the answer option "other reasons".

Teachers' satisfaction with the TET-SAT

On average, Portuguese teachers have graded the TET-SAT 8.1 (7.5 overall) on a scale from 1 (low) to 10 (high). A large share of teachers finds the TET-SAT useful, e.g. 72% of Portuguese teachers agree that the "TET-SAT helped me to assess my competence" (64.4% overall). In Portugal, 74% of those teachers that used the TET-SAT agreed that it helped them "to re-think the use of ICT in their teaching" (62% overall). However, only 37% of Portuguese teachers (57% overall) agreed that they preferred "to use self-assessment to other methods of assessment".

Teachers' feedback score

Observed score ranges between 25% and 95%

Score	Overall	Portugal
Overall score TET-SAT	53.2	57.0
Score by area		
Digital pedagogy	53.8	59.6
Digital content use and production	50.5	51.8
Digital communication and collaboration	47.8	53.7
Digital citizenship	55.3	57.5

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

After the presentation, workshop participants commented in particular on the research design, the take-up rate of the TET-SAT by teachers and teachers' self-assessment culture.

The research design

• Why was the data presented in percentage? It would be good to analyse the research results also according to teachers' age and subjects taught, in order to be able to identify the training needs of specific groups. Currently, the teacher training is being developed in a vacuum for all teachers (University of Aveiro). Giovanni Abbiati (IRVAPP) replied that for a standard variation a cardinal variable is necessary while here the variables are ordinal. A huge table would be necessary.

• A considerable number of teachers in Portugal has only temporary contracts. For these teachers, an intervention needs to be planned for the same school year (teacher training centre).

• There is a big difference between someone agreeing "slightly" or "totally". Giovanni Abbiati (IRVAPP) replied that the share of teachers agreeing "slightly" was quite low, many agree totally.

Take-up rate of the TET-SAT

• The figures suggest that the communication with teachers in Portugal was a very effective one. In Portugal, the issue was rather the timing (Giovanni Abbiati, IRVAPP).

• It is difficult to find a time in the school year where teachers have time to reflect.

Teachers' self-assessment culture

• Teachers' openness to self-assessment also depends on the school culture. Teachers and schools that are open to new forms of teaching e.g. inquiry learning are also more open to self-assessment (teacher training centre).

• Teachers are in general not used to self-assessment. However, the number of teachers that prefers self-assessment over other methods of assessment is particularly low in Portugal (Anja Balanskat, EUN).

• There could be a cultural aspect here. The teachers that selected "other" as an answer to why they did not use the TET-SAT used it as a way of saying that they were not interested (General-Directorate for Educational Administration).

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. It was not possible to estimate the impact of the tool at the country level but only at the aggregate level. 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. 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, workshop participants discussed with Giovanni Abbiati (IRVAPP) about possible explanations for the research results.

• Why did teachers revise their views about the use of ICT in teaching? Some teachers thought that the use of ICT is just using PowerPoint; now they realised that there is a lot more to using ICT in teaching. The TET-SAT put teachers in the position of having to review their assumptions about ICT in teaching; some of these views were probably naive. The TET-SAT helps teacher to reach a more grounded view about the usefulness of ICT in teaching (Giovanni Abbiati, IRVAPP).

• Those teachers that had the highest starting level of self-assessed TET ability at the BS revised their self-assessment the most. The project did not capture what teachers did afterwards, whether they engaged in training or tried out new practices in their classrooms (Giovanni Abbiati, IRVAPP).

• The reliability of the tool needs to be checked (University of Aveiro). Giovanni Abbiati (IRVAPP) replied that IRVAPP run a test on the reliability of the items.

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. Conclusions & next steps in Portugal

Conclusions

• "The TET-SAT gives us the opportunity to collect information on teachers' digital competence, and even to compare them with those of other European countries for the first time." University of Aveiro

• Perhaps we cannot explain all results. However, some explanation can be provided by the field of psychology. A self-assessment exercise requires teachers to have a certain level of maturity. In Portugal, we need to be directed and politics comes from top down, unlike the TET-SAT which allows for a bottom-up approach, as it provides teachers with resources like MOOCs that help them to improve themselves (General-Directorate for Education).

• A school head disagreed that no bottom-up approach to teacher training existed in Portugal. There is already a paradigm shift happening, with schools having more autonomy to develop their own training plans and flexible training labs, he explained.

• We must also reflect on the research results before making a dissemination plan. Perhaps we need a shorter version of the TET-SAT. It also important to know more about teachers' training needs (General-Directorate for Education).

• This is a tool for mature teachers who want to improve themselves and will look for more information in areas in which they are not so good.

Next steps

"For the successful uptake of the TET-SAT in Portugal, it must be teachers and teacher associations that disseminate the tool." General-Directorate for Education

• Teresa Lacerda (teacher) agreed that the invitation to use the TET-SAT must come from other teachers. If it comes from the Ministry or the school head, teachers just think of it as one more thing they have to do.

• We can also test the TET-SAT with the teachers at our school (School head).

• We really need such tools, to help us improve our teacher training. How can we integrate this tool as a voluntary tool in our teacher training? (University of Aveiro)

• As technology is changing quickly, the current version of the TET-SAT is not the end point (General-Directorate for Education).

• If we want to support teachers in their professional development, policy makers also have to play a role (Anja Balanskat, EUN). After the project, the tool will be available to teachers. Teachers' age does not play a role for their likelihood to use TET-SAT. Time constraints are a factor, so we need to adapt. With the data, it is possible to still explore various issues further, since the sample in Portugal is big enough (Giovanni Abbiati, IRVAPP).

• The Ministry and Universities could work together to further analyse the data in order to prepare a national report (General-Directorate for Education).

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