



# National Workshop report Slovenia

Ljubljana  
30 January 2018



# MENTEP National Workshop

## report Slovenia Ljubljana, 30 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 Slovenian national workshop took place on 30 January 2018 at the National Education Institute in Ljubljana. 12 participants attended the workshop, including representatives from European Schoolnet (2), the research institute for the evaluation of public policies IRVAPP (1), the MENTEP partner organisation National Education Institute (9), the Ministry of Education, Science and Sport (2) and the University of Ljubljana, Faculty of Social Sciences (1).

A [news item](#) about the workshop has been published on the National Education Institute web pages.





## Presentations & Discussion



This national Discussion Workshop Report summarises the conclusions reached in the national workshop in Slovenia. 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 Slovenia 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 Slovenia



Nives Kreuh, MENTEP national partner, National Education Institute, chaired the workshop and welcomed workshop participants in the morning. She stressed that the goal of this workshop was to explain the MENTEP research results: "What is most important is what we do with these results now, what we can learn from them, how we can investigate results even further and finally how we can find ways to implement the TET-SAT in the future.", according to Kreuh. Finally, she explained that the MENTEP research results were already presented at the Ministry of Education, Science and Sport on 12th of January 2018. Around 30 colleagues from different ministries and departments, faculties and schools attended the presentation.

Following this introduction, 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

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. It is important to mention that MENTEP partners were specifically interested in testing the self-assessment approach that fosters teachers’ self-reflection, partly also because objective tests to test teachers digital competence are not available yet. 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

Katja Engelhardt, European Schoolnet, 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.

Nives Kreuh (Nives Kreuh National Education Institute) also briefly introduced the [Slovenian national ecosystem](#), which was created with the help of 35 colleagues. In an initial workshop, colleagues started to map the resources according to the 4 TET-SAT areas. There are numerous resources like articles, interactive materials, online communities, etc. The website can be searched also according to the subject taught.

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, Nives Kreuh (National Education Institute) reported on the feedback on the TET-SAT that MENTEP teachers had shared with her and Barbara Neža Brečko (University of Ljubljana) gave specific feedback on the tool.

- Teachers said that they had to read all the information provided by the TET-SAT very carefully, and that they liked the feedback page and the possibility to compare themselves with other teachers a lot (National Education Institute).
- It would probably not be a good idea to already provide feedback to users after they completed one of the four areas. In that case, users will be more likely to stop filling in the tool. It will also change the way that they think about filling in the items. However, it could be a good idea to stress even more that users can fill in the four areas in any order they like (University of Ljubljana).



## 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

After the presentation, Nives Kreuh (National Education Institute) added an explanation on which teachers were invited to use the tool. Barbara Neža Brečko (University of Ljubljana) commented on the sampling process and the data collection.

- It is important to emphasise that this project randomly sampled the teachers that were invited to use the TET-SAT. However, it was the voluntary decision of these teachers if they wanted to take up this invitation. It would be interesting to check how many teachers visited the national ecosystem websites (National Education Institute).
  - In reply to Borut Čampelj (Ministry of Education, Science and Sport), Giovanni
- 



Abbiati (IRVAPP) clarified that no VET schools were included in the MENTEP sample in Slovenia. It could be a good idea to also include VET schools in such projects in the future, according to Čampelj.

- In reply to the question on what variables the sampling process was based (Barbara Neža Brečko, University of Ljubljana), Giovanni Abbiati (IRVAPP), specified that the sample was based on school size and region. Barbara Neža Brečko commented that in Slovenia there were big differences between the regions. Giovanni Abbiati added that the sample was drawn within each stratum, based on variables like the number of students and the number of female teachers. All details on the sampling process will be provided in the final report.

- It would be good to also invite school heads to fill in a survey to get more information about the schools (University of Ljubljana). Giovanni Abbiati (IRVAPP) replied that the school effect was less relevant since the main research question was how teachers reacted to the TET-SAT.



#### 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 Slovenia, 50 schools participated in MENTEP. 931 teachers from those schools were invited to fill in the Benchmark Survey. The 858 teachers that accepted this invitation are our sample. The response rates to the MENTEP Follow- Up survey were with 88.4% (76.7% overall) quite high in Slovenia.

## 4.2.a Presentation: Characteristics of MENTEP teachers

### General characteristics

In Slovenia, teachers are slightly younger than the overall average, with 35% of Slovenian teachers being younger than 40 years old (25% overall). On average, Slovenian teachers spend less time on the personal use of devices, with 75% (50% overall) using ICT devices for 1 hour at home and 20% (39% overall) for 1 - 3 hours per day.

### 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 Slovenia is generally quite high, close or above the overall average for all items, e.g. 92% of Slovenian teachers (90% overall) state that they are able to "stimulate students to use ICT in a critical manner". Further, 83% of Slovenian teachers (77% overall) state to be able 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	Slovenia
Stimulate students to use ICT in a critical manner	90%	92%
Support students in searching information by means of ICT	95%	94%
Support students to communicate with ICT in a safe, responsible and effective way	90%	93%
(Re)design ICT applications in view of a specific educational setting	71%	76%
Select ICT applications effectively in creating a learning environment	77%	83%

\* "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. 99% of Slovenian teachers (94% overall) agree that using ICT at school "enables students to access better sources of information". Further, 89% of Slovenian teachers (84% overall) agree that using ICT at school "helps students to consolidate and process information more effectively". However, only 61% of Slovenian teachers (75%

overall) agree that using ICT at schools “helps students learn to collaborate with others students” and 55% of Slovenian teachers (76% overall) agree that using ICT at schools “helps students to develop greater interest in learning”.

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

Using ICT at school	Agreement	
	Overall	Slovenia
Enables students to access better sources of information	94%	99%
Helps students to consolidate and process information more effectively	84%	89%
Helps students learn to collaborate with other students	75%	61%
Enables students to communicate more effectively with others	64%	56%
Helps students develop greater interest in learning	76%	55%
Helps students work at a level appropriate to their learning skills	76%	72%
Helps students develop skills in planning and self-regulation of their work	65%	64%
Improves academic performance of students	60%	51%

\* “Agreement”: percentage of teachers who agree and strongly agree

### Teachers’ actual use of ICT

On the actual use of ICT, e.g. 92% of teachers in Slovenia (95% overall) used ICT “to present information through direct class instruction”. Further, 85% of Slovenian teachers (77% overall) used ICT “to provide remedial or enrichment support to individual students or small groups of students”. However, only 42% of Slovenian teachers (77% overall) used ICT to “assign written tasks/ exercises/ homework to students”.

### 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	Slovenia
<b>Presenting information through direct class instruction</b>	<b>95%</b>	<b>92%</b>
Providing remedial or enrichment support to individual students or small groups of student	77%	85%
<b>Enabling student-led whole-class discussions and presentations</b>	<b>74%</b>	<b>69%</b>
Assessing students’ learning through written tests	56%	36%
<b>Providing feedback to students</b>	<b>76%</b>	<b>68%</b>
<b>Reinforcing learning of skills through repetition of examples</b>	<b>85%</b>	<b>87%</b>
<b>Supporting collaboration among students</b>	<b>75%</b>	<b>61%</b>
<b>Mediating communication between students and experts or external mentors</b>	<b>31%</b>	<b>35%</b>
Enabling students to collaborate with other students (within or outside school)	56%	51%
Collaborating with parents or guardians in supporting students’ learning	56%	49%
<b>Supporting inquiry learning</b>	<b>76%</b>	<b>84%</b>
Assigning written task/ exercises / homework to students	77%	42%
Facilitating / supporting individual or collaborative oral presentation by students	82%	75%
<b>Communicating with students out of the classroom</b>	<b>61%</b>	<b>36%</b>

## Teacher collaboration on the use of ICT in teaching

Regarding teachers collaboration on the use of ICT in teaching, less Slovenian teachers (29%, compared to 42% overall) “collaborate with colleagues to develop ICT based lessons based on the curriculum”.

	yes	
	Overall	Slovenia
I work together with other teachers on improving the use of ICT in classroom teaching	56%	59%
I collaborate with colleagues to develop ICT based lessons based on the curriculum	42%	29%
I observe how other teachers use ICT in teaching	48%	49%
I work with other teachers on cross-curricula projects involving ICT	38%	31%

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

After the presentation, workshop participants commented in particular on the surprisingly high percentage of teachers with positive views on ICT in teaching, on some aspects of teachers’ actual use of ICT and teachers’ self-assessment culture in Slovenia.

#### Response rates to the Follow-Up Survey (FUS)

- A lot of effort was put in the communication with school heads, also over the phone. With all other requirements, they get lost otherwise.

#### General characteristics

- The high age of teachers will be a problem in some countries (Ministry of Education, Science and Sport).
- Maybe teachers in Slovenia spend less time on ICT for personal use, because they do things faster.

#### Teachers’ views on ICT in teaching

- The percentage of teachers with positive views on ICT is surprisingly high (Ministry of Education, Science and Sport). Possibly, teachers gave socially desirable answers (University of Ljubljana). Giovanni Abbiati (IRVAPP) commented that the social desirability effect is indeed a general problem with surveys. However, the risk was minimised by putting a lot of effort into the communication assuring survey participants that any answer is valuable. Further, the social desirability effect might also work the other way round, with some teachers thinking that a good teacher does not need to use ICT. While the social desirability effect differs from country to country, figures are quite similar across countries. Perhaps, some



of the items (used from validated scales) in the BS might sound naïve. However, the TET-SAT provides a different approach with real life examples of what teachers can do.

- Perhaps teachers' view on ICT in teaching were so positive, because the teachers participating to the project are a self-selected sub-set of teachers with more positive views on ICT. Those that have less positive views decided not to participate in the BS.
- Technology is now part of everyday life in Slovenian schools, which is something that does not always come out in public discussions.

### **Teachers' actual use of ICT**

Several participants commented on the collaboration between students, and between students and teachers outside the classroom.

- The Ministry will start now a project on entrepreneurship where students have to collaborate with other students. There are a lot of etwinning schools and other projects in Slovenia (Ministry of Education, Science and Sport).
- Some teachers do not want to communicate with their students outside the classroom (University of Ljubljana).

Further, workshop participants were surprised that only 42% of Slovenian teachers used ICT to “assign written tasks/ exercises/ homework to students”.

- All schools in Slovenia use Moodle (Ministry of Education, Science and Sport).
- Homework is assigned face-to face, not via Moodle (National Education Institute).
- Perhaps the school context is different, as students are still at primary school at an age where they are already at lower secondary school in other countries.

### **Self-assessment culture in Slovenia**

Anja Balanskat (EUN) put forward that teachers in Slovenia seem to be willing to self-assess their competences. Borut Borut Čampelj (Ministry of Education, Science and Sport) agreed. Since 2006/7, there were several national projects to support schools and teachers' self-assessment. As of 2008, also several projects encouraged teachers to develop their digital skills. Moreover, self-paced online courses were offered that were well received by teachers. The work on eportfolios started in 2009. As part of projects on formative assessment, teachers had to set goals and success criteria and reflect on these goals. The Ministry always emphasised that self-assessment is important. Another possible explanation is that teachers in Slovenia are very obedient, according to Nives Kreuh (National Education Institute). The University is also exploring the possibilities of objective tests to measure teachers' digital competence, which is an entirely different



approach (Barbara Neža Brečko, University of Ljubljana). Anja Balanskat (EUN) commented that if teachers are used to guide their students in how to self-assess themselves, they are maybe also more ready to self-assess themselves.

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

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

Overall, 61% of encouraged teachers in Slovenia used the TET-SAT, compared to 33.8% of encouraged teachers overall. With this figure, Slovenia is the country with the highest take-up rate of the TET-SAT. Most teachers that started using the TET-SAT also completed it (134 out of 154 Slovenian 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% (19% in Slovenia) stated that they were unaware of it, followed by time constraints (30% overall, 19% in Slovenia). In Slovenia, with 22% of teachers (10% overall), a higher share of teachers stated as a reason that the tool was "not interesting".

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

On average, Slovenian teachers have graded the TET-SAT 7.6 (7.5 overall) on a scale from 1 (low) to 10 (high). A large share of teachers finds the TET-SAT useful, e.g. 68% of Slovenian teachers agree that the "TET-SAT helped me to assess my competence" (64.4% overall). In Slovenia, 71% of teachers that used the TET-SAT agreed that it helped them to re-think the use of ICT in their teaching (62% overall).

#### Teachers' feedback score

Observed score ranges between 25% and 95%

Score	Overall	Slovenia
Overall score TET-SAT	53.2	51.9
Score by area		
Digital pedagogy	53.8	50.3
Digital content use and production	50.5	49.9
Digital communication and collaboration	47.8	45.6
Digital citizenship	55.3	58.4

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

After the presentation, workshop participants commented on enabling factors and challenges related to teachers' take-up rate of the TET-SAT, and teachers' feedback on the tool.

- As regards enabling factors, Nives Kreuh (National Education Institute) explained that the National Education Institute was in close collaboration with schools via several projects in the previous years. This might also explain the high take up rate of the TET-SAT by Slovenian teachers, according to Kreuh.
- As regards challenges, Borut Čampelj (Ministry of Education, Science and Sport) mentioned that it is possible that some teachers were not satisfied. Others might have changed their email addresses. We spent a lot of time replying to teachers, because they were confused which email address to use for the project (National Education Institute).
- As regards teachers' feedback on the tool, Nives Kreuh (National Education Institute) had discussed with some of the MENTEP teachers. One teacher said that he was shocked when he went through the tool, as he made all sorts of self-discoveries that he had not even considered. Other teachers reported similar experiences. The TET-SAT helped them to get an overview of their own competences.

### 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, as 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 TET-SAT**



After the presentation, possible explanations for teachers' slightly less positive views on ICT in teaching after using TET-SAT were discussed. Further, the Ministry of Education, Science and Sport expressed interest in further exploring and using the research data.

- Teachers discovered that there is more to the use of ICT in teaching than they had previously thought. This discovery leads them to a still very positive but more informed judgement about the possibilities of ICT in teaching. In our view, this is a positive result, since a more informed opinion about ICT in teaching is better than a naïve one that is not build on solid ground. One possible explanation why teachers had slightly less positive views on ICT after using the TET-SAT could be similar to the story of the fox and the grapes ("I cannot reach it. Then it is not that nice"), according to Giovanni Abbiati, IRAVPP.
- Slovenia would be interested to get the country specific numbers for the impact of the TET-SAT, to do some further analysis. Perhaps some of the data could also be presented at the safer internet day in February (Ministry of Education, Science and Sport). It would be interesting to also compare the scores of the different sub-areas (National Education Institute).

## **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. Presentation: Context & next steps in Slovenia



### General context

Nives Kreuh (National Education Institute) presented an overview of national developments in Slovenia. All curricula in Slovenia are now competence based. Moreover, a new computer literacy program was introduced. Between 2010 and 2013, MOOCs were offered that reached almost all teachers in the country. All MOOCs were adapted so that they also work as a self - paced online course, including elements of self-assessment (helping teachers to assess their own progress on the course according to certain criteria), and peer assessment for some courses. One task was for instance for teachers to assess each other's schools websites.

### Further use of the TET-SAT

The TET-SAT was already introduced to school heads regionally. School heads were invited to try the tool out; they were quite enthusiastic about the TET-SAT. There is no clear strategy developed around the use of the TET-SAT by school heads. However, the tool could help them to identify professional development needs at school level. Moreover, 50 teachers at vocational schools were invited to use the TET-SAT and to fill in a follow-up survey afterwards. The goal is to develop teachers' digital competences at VET schools.

Regional meetings with all MENTEP schools will be held in February/March. Further, a national project on Science literacy will introduce teachers participating to the project to the TET-SAT. Teachers will select courses, based on their TET-SAT results. Finally, MENTEP research results will also be presented at the next Sirikt conference in April. The TET-SAT still needs to be promoted to schools more widely. Further steps will also depend on the decision of the Ministry - especially for a more long-term plan for the next 10 years.

### Conclusions

The conclusion of the discussion was that we need to make the use of the TET-SAT tool sustainable and that the National Education Institute will get some funding to sustain the ecosystem and the tool (Nives Kreuh, National Education Institute).

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