MENTEP

MENTORING TECHNOLOGY-ENHANCED PEDAGOGY

National Workshop report France

Paris
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European Schoolnet

Erasmus+

MENTEP National Workshop report France Paris, 18 December 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 Teaching Self-Assessment Tool (TET-SAT).

Each MENTEP partner that participated in 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 French national workshop took place on 18 December 2017 at the French Ministry of Education. 14 participants attended, including representatives from European Schoolnet EUN (2), the research institute for the evaluation of public policies IRVAPP (1) and from the MENTEP partner organisation Canopé, the national centre for pedagogical documentation (1), the Ministry of Education (6) the national Inspectorate (1) researcher (1) and teachers (2) from the French sample participating in the field trials.

Presentations & Discussion

This national Discussion Workshop Report summarises the conclusions reached in the national workshop in France. 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 France 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 TET-SAT, competence assessment and certification.
7. Context & next steps in France

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

Patricia Wastiau, Principal Advisor for Research (EUN), 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

Anja Balanskat, MENTEP project manager (EUN) introduced workshop participants to the new self-assessment tool TET-SAT developed by the MENTEP consortium with the help of experts based on 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 five 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

The TET-SAT was well perceived and raised interest with representatives of the Ministry of Education (MoE) and the inspectorate. The Ministry of Education also works on a new tool PIX (presented later in the workshop), an online test on ICT skills students or others, inspired by the Digital Competence framework DigComp developed for citizens by the EC Joint Research Centre (JRC).

Suggestions how to improve the TET-SAT

• A researcher commented that in the final version of the TET-SAT in the feedback/results page it should be explained to the user how the score is calculated and an explanatory text should be added. As a researcher at the university Paris 5/Descartes he is involved in the development of a competence reference framework for student teachers. However, this framework is still under development and results will be shared at a conference in March 2018.

• A representative from the Ministry of Education, who has used the tool, pointed out that the introduction to the tool should be more clearly referring to the purpose of the tool, which is self- evaluation. Furthermore, the difference between social networks and Facebook should be more clear in the Collaboration and Communication area. Within the tool, definitions of terms could be given.

• It was also mentioned (representative from Canopé) that the national task of providing the ecosystem, the collection of national training resources, showed that there are not sufficient training resources available within each of the four content areas of the tool.

• A teacher from the control group and therefore not invited to use the tool during the field trials tested it in preparation of the meeting. She highlighted that she did not receive the feedback page as she did not fill in all the sections of the tool. It needs to be highlighted from the beginning that teachers need to answer all the questions in order to receive feedback and as part of this feedback page find links to the training resources. The links to the training resources are very important and teachers need to know about their existence.

EUN highlighted that:
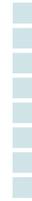
• The TET-SAT does not provide a summative evaluation, the results given (a feedback score with a textual description) aim to inform the user on his/her competence level but also give links to resources to develop further their digital pedagogical competence.

• The feedback score is computed as a sum of the responses chosen to the different items in the TET-SAT.

• The comments and suggestions for improvement of the tool will be integrated in the final version of the tool, which should be ready in March 2018.

3. Presentation: The Research design of the policy experimentation

Giovanni Abbiati (IRVAPP, organisation 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?**

Please note, in France, the sampling process was carried out under the supervision of the Ministry of Education. Teachers, and not schools, were directly contacted for participation from a sample carried out by the DEPP (Evaluation, Foresight and Performance Department of the ministry). The DEPP sample was representative of the French teaching population, based on the MENTEP criteria. The sample in France is a self-selected stratified sample based on the list provided by the Ministry of Education, which contains all teachers participating in surveys in France.

Workshop participants had no particular comments on this presentation.
More information about the research methodology here; Presentation available here

4. 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. Presentation: Response rates to the Follow-Up Survey

In France, the response rates to the MENTEP Follow- Up Survey is almost as high (74%) as the overall completion rate (75,7%). This completion rate is overall a success. As in general for the overall sample, there is a loss of participation of teachers in the FUS in France, 712 teachers participated in the BS and 527 in the FUS.

4.2.a Presentation: Characteristics of MENTEP teachers

In France, participating teachers are younger than the cross-country average; 48% of teachers, who participated in the BS are younger than 40. 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. In France, there share of teachers with high self –assessed TET-ability is also very high but slightly less than the cross-country average.

Self-assessed TET-ability
For instance, 80% of teachers in France (90% overall) agree that they are able to use ICT to stimulate students to use ICT in a critical manner.

Actual use of ICT
On the actual use of ICT, e.g. 92% of teachers in France use ICT to present information through direct class instruction.

Views on ICT in teaching
Teachers' views on the use of ICT in teaching are also generally quite positive in France, but slightly less so for some areas. For instance, 79% of teachers in France agree that ICT enables students to access better source of information (less than the 94% overall) and only 41% think that using ICT in school enables students to effectively communicate with each other compared to 61% overall.

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

Using ICT at school	Agreement	
	Overall	France
Enables students to access better sources of information	94%	97%
Helps students to consolidate and process information more effectively	84%	86%
Helps students learn to collaborate with other students	75%	79%
Enables students to communicate more effectively with others	64%	70%
Helps students develop greater interest in learning	76%	83%
Helps students work at a level appropriate to their learning skills	76%	77%
Helps students develop skills in planning and self-regulation of their work	65%	82%
Improves academic performance of students	60%	73%

Teacher collaboration on the use of ICT in teaching
As in general across all MENTEP countries, French teachers only collaborate moderately with other teachers, but with 65%, the collaboration on cross-curricular projects involving ICT is above average in France (38% overall).

Collaboration of teachers. Percentage of teachers that agree with the proposed statements

	Yes	
	Overall	**France**
I work together with other teachers on improving the use of ICT in classroom teaching	56%	44%
I collaborate with colleagues to develop ICT based lessons based on the curriculum	42%	57%
I observe how other teachers use ICT in teaching	48%	52%
I work with other teachers on cross-curricula projects involving ICT	38%	65%

4.2.b Discussion: Characteristics of MENTEP teachers

The participation of mainly younger teachers in the survey was explained by the fact that the teacher population is young in France, as statistics show. It was also pointed out by participants that teachers in France (76%) think more than the overall cross-country average (60%) that *ICT improves academic performance of students. The high number of teachers who said to use ICT with other teachers on cross-curricular projects* was not seen as a surprise by participants as cross curricular projects are supported by the curriculum in France.

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

Number of teachers using TET-SAT

In France, one third (32, 6%) of the encouraged teachers used the TET-SAT, which is similar to the 33,8% of encouraged teachers who used TET –SAT overall. Encouraged teachers who did not use the TET-SAT were asked for their reasons at the FUS: Overall, 32% (but 61% in France) stated that they were unaware of it, followed by time constraints (30% overall, 24% in France). From the 116 French teachers that started the TET-SAT, only 83 teachers finished it. Overall, and in France, there was a low take up of the resources in the national ecosystem.

Teachers' satisfaction with TET-SAT

The striking findings within the French context are that French teachers, who have used the tool as part of the test group, have positively evaluated the main characteristics of the tool (and mainly in line with teachers from other countries), but are more critical about the impact of the tool. Only 34% said that TET-SAT *"helped me to assess my competence"* (64% overall) or *"helped me to rethink my use of ICT in teaching"*. Only 15% of teachers in France find a self-comparison useful (as opposed to 55% of teachers overall).

Teachers' feedback score

TET-SAT competence level for teachers who completed the TET-SAT in France is similar to the cross country average. The score ranges between 25 and 95.

Score	Overall	France
Overall score TET-SAT	53.2	53.0
Score by area		
Digital pedagogy	53.8	55.0
Digital content use and production	50.5	51.6
Digital communication and collaboration	47.8	45.8
Digital citizenship	55.3	54.9

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

Why did some teachers say that they were 'unaware' of the TET-SAT

Regarding the question why so many teachers that replied in the FUS stated that they were unaware of the TET-SAT, participants stated clearly that sending emails to communicate about the tool is problematic in France. Teachers do not trust webmails, but rather rely on information put on the intranet of the school or on the virtual learning environment (ENT- environnement numérique de travail). The national coordinator (Canopé) pointed out that the additional emails to headteachers about the field trials reminding them about the surveys and tools might have got stuck in the email box of the secretariat of the school. Headteachers also mainly communicate to their teachers in schools via the Intranet. Moreover, teachers in France use mainly their personal emails for communication (e.g. with other teachers) and not necessarily their professional ones provided by the local authorities (académies). The professional email was used as identification email during the field trials. Participants agreed that in order to effectively disseminate the TET-SAT in the future, other means of communication must be envisaged.

Take up rate of TET-SAT

A regards the take up rate of TET-SAT and the lower completion rate, the following points were mentioned:

- There is no culture of self-assessment in France and the main purpose of the TET-SAT as a tool for self-reflection is new to teachers in France. The evaluation of teachers' competencies using ICT is done via the inspectorate and by the school heads. Conditions for training have been put in place for several years. The C2i (Certificat Internet et Informatique) is a requirement for students at university

and certifies their ICT competence. The C2i2e certificate validates professional competences in the pedagogical use of basic numerical technologies and technology tools, which are today recognised as central to the exercise of their functions. The training leading to the acquisition of the C2i2e certificate is open to all people studying towards a degree in the teaching profession, as well as any postgraduate student (Bac +5) and already established teachers and trainers. Some of the skills targeted include the use of digital tools for research purposes, to foster team work and encourage student networks, to improve pedagogical methods and ensure the effective evaluation and monitoring of students' ICT skills competences in school. Obtaining the certificate is not a prerequisite to the successful completion of a teaching degree. However, the Ministry of Education expects that all teaching student candidates and graduated teachers will obtain the certificate within three years of graduating, thus ensuring its future teaching workforce has mastered ICT.

• There is also a different culture between teachers teaching different subjects, and according to the age of teachers. Younger teachers are usually more willing to use ICT as opposed to older teachers, but younger teachers need to deal with classroom management in the first place and the use of ICT can be destabilising.

• There is a currently a redefinition of competencies. Teachers recruited should possess the capacity for self- reflection, as they teach students how to self-evaluate, but the reality is different. Initial teacher training needs to be the starting point.

• On idea for TET-SAT in order to be useful for teachers in France could be to embed the tool better in the national context and to show how it is interoperable with other existing tools.

5. 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.

Presentation available here; More information available here

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

Anja Balanskat, MENTEP project manager (EUN), 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.

Presentation available here

Joel Grattepanche (Ministry of Education, France) presented the common framework of digital competencies to develop and assess the proficiency level of digital competencies which is the basis for the new self-assessment tool PIX (currently still under development). The competencies to be addressed as part of the framework are based on the national program and cover primary and upper secondary school levels. There are 8 proficiency levels indicating a progression for each area of expertise. There are 5 competence areas and 16 digital competencies: Information and data literacy, communication and collaboration; digital content creation, protection and safety and digital environment. Each competence is illustrated by classroom situations illustrating a specific proficiency level and additional guidance (descriptors, glossary). The online self-assessment tool is an online self-assessment and certification platform for digital competences of students, certifying the proficiency level of competences the student has reached.

7. Context & next steps in France

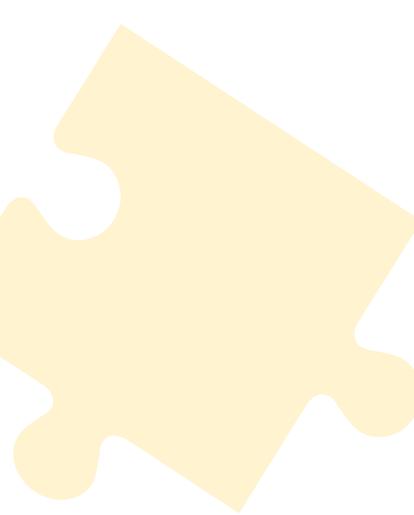### MENTEP follow – up in the school year 2017/2018

The representative from the Ministry of Education concretely suggested to promote the TET-SAT to teachers students in the ESPE (école supérieure du professorat et de l'éducation) from January 2018 onwards. It should be linked to training activities, during which students take the test, undertake training and then take the self-assessment test again.

TET-SAT was also seen as complementary to the PIX tool, which has a broader target audience (individuals such as the general citizen, students, teachers as users of ICT) but is less a suitable tool for teachers to assess their pedagogical digital competence.

TET-SAT addresses this type of competence. The purpose of both tools should be made explicit to possible users. Tools should allow to generate a competence profile for teachers teachers can use when applying for jobs or internships.

Teachers should in general be encouraged to use the tool several times and make use of the resources. One concrete strategy is to disseminate it via the local inspectors (inspecteurs territoriaux) and promote the link to the tool on a number of specific websites. As regards the maintenance and the update of the ecosystem, Canopé suggested to gather resources from each académie and to organise the resources by subjects, and by keywords. The links to the resources should be directly linking to the four main content areas of the tool, which is the case for other national ecosystems but not yet in France. The Ministry of Education and Canopé pointed out that they are interested to pursue the work of MENTEP and the sustainability of TET-SAT visa a possible follow up European Commission funded project.

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