



<http://mentep.eun.org/>

## **D7.1.2 MOOC 4 Report**

European Schoolnet

*May 2018*

# Table of contents

<b>INTRODUCTION</b> .....	<b>3</b>
<b>MOOC 2: PROGRESSING TECHNOLOGY- ENHANCED TEACHING</b> .....	<b>3</b>
<b>GENERAL INFORMATION</b> .....	<b>3</b>
<b>OBJECTIVES OF THE COURSE</b> .....	<b>3</b>
<b>STATISTICS FIRST RUN OF THE COURSE</b> .....	<b>4</b>
<b>STATISTICS SECOND RUN OF THE COURSE</b> .....	<b>4</b>
<b>OVERVIEW</b> .....	<b>5</b>
<b>MOOC 4: PROMOTING TECHNOLOGY- ENHANCED TEACHING</b> .....	<b>15</b>
<b>GENERAL INFORMATION</b> .....	<b>15</b>
<b>OVERVIEW</b> .....	<b>15</b>

## Introduction

This deliverable reports on the project MOOCs, as outlined in WP7. It contains the course plan (including links to relevant materials) of the MOOC 2 "[Progressing Technology – Enhanced Teaching](#)" and the MOOC 4 "[Promoting Technology – Enhanced Teaching](#)", including links to the relevant materials and results of the two runs of the MOOC 2 and the run of the MOOC 4.

MOOC 2 run twice in October/ November 2017. The first run was open only to teachers that participated in the field trials (test and control group) and the second run was open to all interested teachers. This MOOC replaced MOOC 2 (on randomized sampling) and 3 (on policy experimentation and field trials) which were initially outlined in the DoW, as already outlined in [D7.1.1 MOOC 1,2 & 3 report](#).

## MOOC 2: Progressing Technology- Enhanced Teaching

### General information

The second MOOC 'Progressing Technology-Enhanced Teaching' contained of three modules and ran twice. The first run that was only open to teachers that participated in the MENTEP field trials run from 9 October to 9 November 2017. The second run open to all teachers started on 13 November 2017 and the course closed on 13 December 2017. The closed run is only accessible to invited teachers via [this link](#).

The second run of the course was mainly targeted at primary and secondary school teachers, and teacher trainers from Europe and beyond. Head teachers and other stakeholders were also welcome to join the course. It was promoted at national level by partners and at EUN level by various tools (social media, newsletters, and on the [European Schoolnet Academy website](#)). This course remains available [here](#) via the European Schoolnet Academy website.

### Objectives of the course

Two-thirds of teachers in the European Union learn about technology in their own time, and almost all are positive about the impact of technology on students.

Survey in schools: ICT and education (2013)

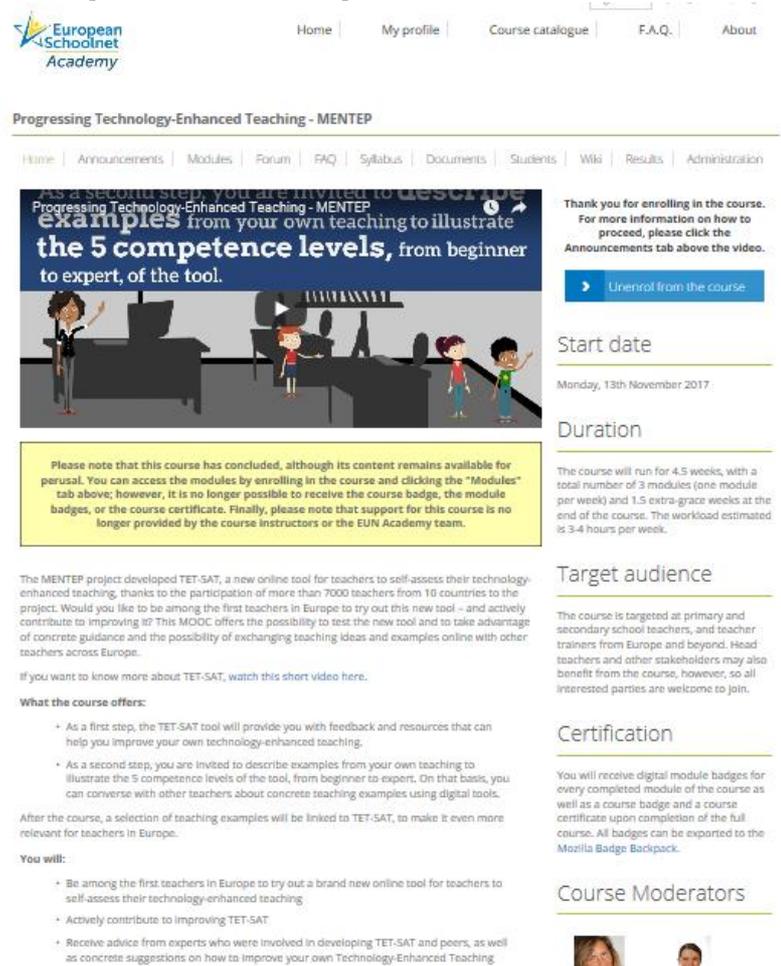
### Welcome to our course!

As the statistic above highlights, most of us teachers are interested in and open to using technology in our classroom. However, many of us also lack the competence to do this effectively. This was the starting point for the Mentep project back in 2015, shaping its goal to create an online self-assessment tool that could empower teachers to progress in their technology-enhanced teaching (TET) competence.

The purpose of this course is to share the outcomes of the project and to establish a community of teaching professionals who can shape the future development of the tool which we call TET-SAT (Technology-Enhanced Teaching Self-Assessment Tool).

As an outcome of this MOOC, course participants will help to improve the tool in three ways:

1. We will collect some teacher examples throughout the course and add them directly to the TET-SAT tool. These examples will make the tool even more relevant to other teachers.
2. We will update the TET-SAT tool based on all the feedback about its relevance and user-friendliness that we collect from teachers. This updated version will be available to all teachers across Europe as of June 2018.
3. After the conclusion of this course, we will invite a small group of participants to further discuss specific aspects of TET-SAT as an online focus group. The focus group will discuss possible improvements for TET-SAT in more depth.



European Schoolnet Academy

Home | My profile | Course catalogue | F.A.Q. | About

Progressing Technology-Enhanced Teaching - MENTEP

Home | Announcements | Modules | Forum | FAQ | Syllabus | Documents | Students | Wiki | Results | Administration

As a second step, you are invited to describe examples from your own teaching to illustrate the 5 competence levels, from beginner to expert, of the tool.

Please note that this course has concluded, although its content remains available for perusal. You can access the modules by enrolling in the course and clicking the "Modules" tab above; however, it is no longer possible to receive the course badge, the module badges, or the course certificate. Finally, please note that support for this course is no longer provided by the course instructors or the EUN Academy team.

The MENTEP project developed TET-SAT, a new online tool for teachers to self-assess their technology-enhanced teaching, thanks to the participation of more than 7000 teachers from 10 countries to the project. Would you like to be among the first teachers in Europe to try out this new tool - and actively contribute to improving it? This MOOC offers the possibility to test the new tool and to take advantage of concrete guidance and the possibility of exchanging teaching ideas and examples online with other teachers across Europe.

If you want to know more about TET-SAT, watch this short video here.

**What the course offers:**

- As a first step, the TET-SAT tool will provide you with feedback and resources that can help you improve your own technology-enhanced teaching.
- As a second step, you are invited to describe examples from your own teaching to illustrate the 5 competence levels of the tool, from beginner to expert. On that basis, you can converse with other teachers about concrete teaching examples using digital tools.

After the course, a selection of teaching examples will be linked to TET-SAT, to make it even more relevant for teachers in Europe.

**You will:**

- Be among the first teachers in Europe to try out a brand new online tool for teachers to self-assess their technology-enhanced teaching
- Actively contribute to improving TET-SAT
- Receive advice from experts who were involved in developing TET-SAT and peers, as well as concrete suggestions on how to improve your own Technology-Enhanced Teaching

Thank you for enrolling in the course. For more information on how to proceed, please click the Announcements tab above the video.

Unenroll from the course

Start date

Monday, 13th November 2017

Duration

The course will run for 4.5 weeks, with a total number of 3 modules (one module per week) and 1.5 extra-grace weeks at the end of the course. The workload estimated is 3-4 hours per week.

Target audience

The course is targeted at primary and secondary school teachers, and teacher trainers from Europe and beyond. Head teachers and other stakeholders may also benefit from the course, however, so all interested parties are welcome to join.

Certification

You will receive digital module badges for every completed module of the course as well as a course badge and a course certificate upon completion of the full course. All badges can be exported to the Mozilla Badge Backpack.

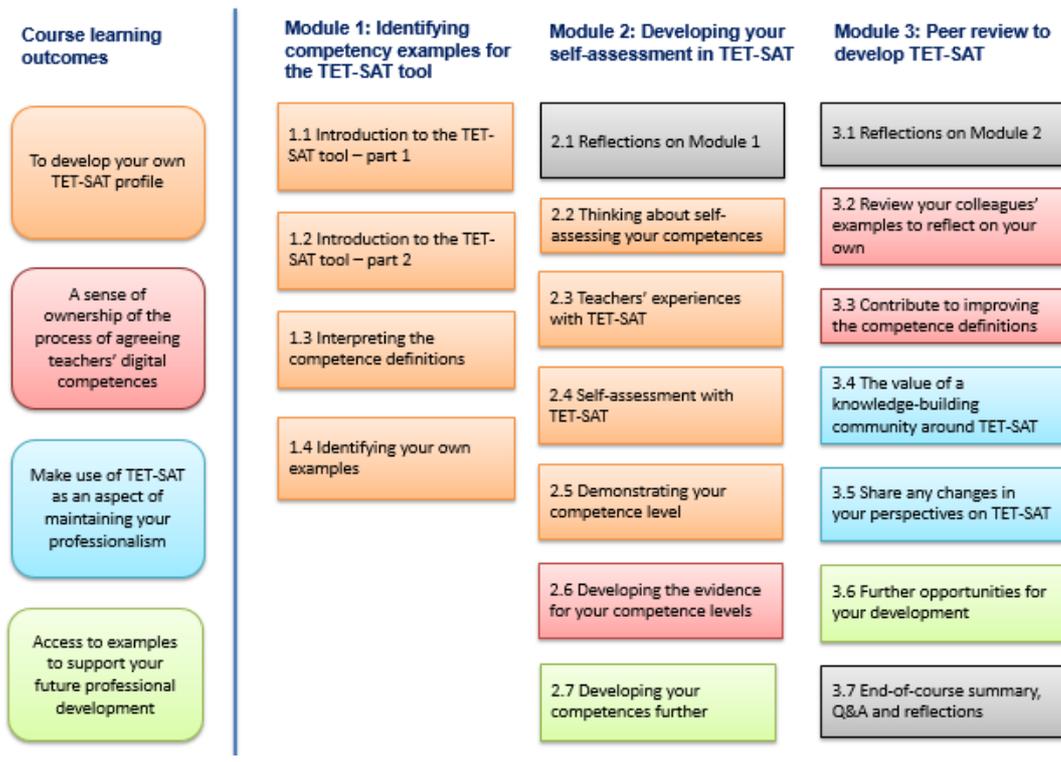
Course Moderators

### Statistics first run of the course

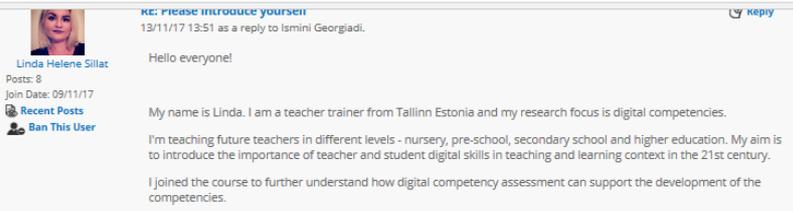
In total, 214 people registered to the course, 138 of which started the course and 34 finished it. Hence, the completion rate is 25% (rate of people starting the course that finished it). Likely reasons for this low participation rate are that the randomly sampled MENTEP teachers that were invited to this course were not interested in following a course in English (as all other project communication took place in their own language), and/or not familiar with the concept of a MOOC. Some MENTEP teachers might also not have been interested in additional project activities after the field trials. Moreover, this MOOC is also designed slightly differently than other courses with the goal to really engage teachers' to actively reflect and contribute, which some course participants might find to be more challenging.

### Statistics second run of the course

In total, 1396 people registered to the course, 938 of which started the course and 376 finished it. Hence, the completion rate is 40% (rate of people starting the course that finished it).



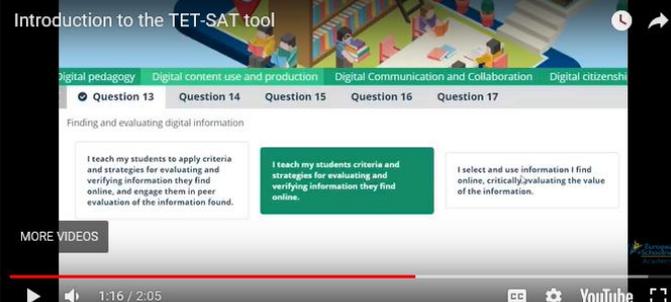
Overview

	 <p><b>Module 1: Identifying competency examples for the TET-SAT tool</b></p>	
<p><b>Short overview of module</b></p>	<p>In this first module, course participants are invited to get to know the self-assessment tool, TET-SAT (Technology-Enhanced Teaching Self-Assessment Tool). In getting to know the tool, they are asked to start to reflect on their own technology-enhanced teaching practices. Moreover, they get to know their course peers and moderators, and get a clearer idea of the learning journey that awaits them on the course. All the work in this module is linked to the course learning outcome 'Develop your own TET-SAT profile' and on the platform the sections are colour-coded accordingly. As a first task, course participants are asked to go to the course forum and to present themselves.</p> <p>❖ <b>Video: <a href="#">Welcome: Teaching for a Digital World</a> (1:35 min)</b></p>	 

<b>Learning objectives of module</b>	<p><b>1. Developing an understanding of the TET-SAT tool</b></p> <p><b>2. Being able to apply the TET-SAT tool to your own professional context</b></p> <p><b>3. Being able to relate examples to the descriptors/levels in the TET-SAT tool</b></p>
--------------------------------------	--

**Module Outline**

<b>Module content (videos, scripts)</b>	<p><b>1.1 Introduction to the TET-SAT tool, Part 1</b></p> <p>First, course participants are asked to brainstorm about the likely value of a tool for the self-assessment of technology-enhanced teaching to teachers and schools.</p> <p>❖ <a href="#">Link</a> to the Padlet</p>	
---	--	---

	<p><b>1.2 Introduction to the TET-SAT tool, Part 2</b></p> <p>In this section, course participants are invited to look at the TET-SAT in more detail. They are first invited to watch a short introduction video by Diana Laurillard about the aims and structure of the TET-SAT tool.</p> <p>❖ <b>Video: <a href="#">Introduction to the TET-SAT tool</a> (2:06 min)</b></p> <p>After watching the introductory video, course participants are asked to register to the self-assessment tool <a href="#">TET-SAT</a>, familiarize themselves with the tool, and fill in their answers for the first answers.</p> <p>Finally, course participants are asked to reflect on their first impressions in the course forum, and reply to what others say in the forum thread.</p>	
--	--	--

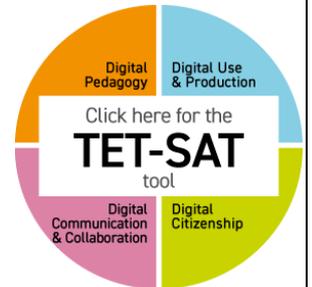
	<p><b>1.3 Interpreting the competence definitions</b></p> <p>After course participants have a general idea about the areas covered by the tool, they are asked to have a closer look at the definitions and levels used. In the video below, Diana Laurillard works through some of the competence definitions, to give them a sense of how they might apply to their practice.</p> <p>❖ <b>Video: <a href="#">Understanding the competence definitions</a> (3:31 min)</b></p> <p>For the next activity, course participants are asked to collectively go over the ways in which a teacher might advance their level from Beginning to Expert for the area 'Digital Citizenship' in the competence 'Teachers' knowledge and competence to interact appropriately online' (Question 24).</p>	<table border="1" style="width: 100%; background-color: #e6e6fa;"> <tr> <td style="width: 15%;"><b>Newcomer</b></td> <td>I know little about rules and behaviours when communicating online.</td> </tr> <tr> <td><b>Beginner</b></td> <td>I know basic behavioural norms about communicating with others using digital tools, but find it difficult to apply the rules to different contexts.</td> </tr> <tr> <td><b>Capable</b></td> <td>I know the principles of netiquette and can adapt my behaviour according to different contexts.</td> </tr> <tr> <td><b>Proficient</b></td> <td>I encourage my students to reflect on their online behaviour in a range of different contexts.</td> </tr> <tr> <td><b>Expert</b></td> <td>I have strategies for detecting students' online behaviour and netiquette, responding sensitively and contributing to their improvement if necessary.</td> </tr> </table>	<b>Newcomer</b>	I know little about rules and behaviours when communicating online.	<b>Beginner</b>	I know basic behavioural norms about communicating with others using digital tools, but find it difficult to apply the rules to different contexts.	<b>Capable</b>	I know the principles of netiquette and can adapt my behaviour according to different contexts.	<b>Proficient</b>	I encourage my students to reflect on their online behaviour in a range of different contexts.	<b>Expert</b>	I have strategies for detecting students' online behaviour and netiquette, responding sensitively and contributing to their improvement if necessary.
<b>Newcomer</b>	I know little about rules and behaviours when communicating online.											
<b>Beginner</b>	I know basic behavioural norms about communicating with others using digital tools, but find it difficult to apply the rules to different contexts.											
<b>Capable</b>	I know the principles of netiquette and can adapt my behaviour according to different contexts.											
<b>Proficient</b>	I encourage my students to reflect on their online behaviour in a range of different contexts.											
<b>Expert</b>	I have strategies for detecting students' online behaviour and netiquette, responding sensitively and contributing to their improvement if necessary.											

Course participants are asked to select the level description that fits their competence, then go to the forum and suggest one idea for the kind of support they would like to have to advance to the next level e.g. “To capable: a set of guidelines”, and final comment on at least two other ideas.

**1.4 Identifying your own examples**

In the two previous two sections, course participants were asked to explore and reflect on the different areas of the tool and how they could progress from one competence level to the other. The next step is for each course participant to identify their own example from their teaching practice which represents their current level of competence in some of the TET-SAT areas. More explanations are given in the video below.

❖ **Video:** [Using the template to describe your practice \(2:31 min\)](#)



To this end, course participants are first asked to go back to the TET-SAT tool and complete their self-assessment for at least one of the 4 TET-SAT areas.

Then, they need to select one TET-SAT question (= competence) they would like to illustrate with their own example, using the ‘Competence Evidence Template’.

The template asks teachers to specify the competence, and level their example illustrates, the learning outcomes associated to the example, and the ICT used, as well as a link to an example, and the actions necessary to move to the next level. Teachers are also asked to describe their example in about 100 words.

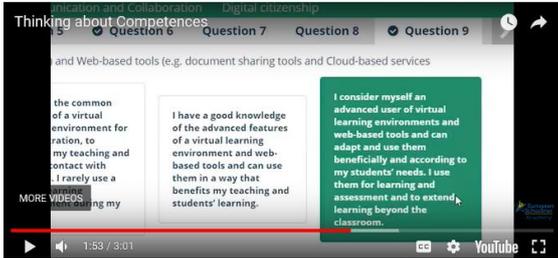
Course participants are asked to submit their example in the forum.

For inspiration, they can also find already existing examples.

**Competence Evidence Template**

<b>Your name &amp; Country</b>	
<b>Area</b>	<i>e.g. Digital Pedagogy</i>
<b>Number and name of competence</b> The Number and name of the sub-competence it relates to, so that others can easily find it	<i>e.g. - the 'Capacity to use ICT to support different types of assessment'</i>
<b>Your estimated level for this competence</b> According to your own interpretation of it	<i>e.g. Beginner level</i>
<b>Name for your technique, practice, or activity</b> Suggest a Name for your technique, practice, or activity, so that it can be identified by other teachers	<i>e.g. Use of the online voting tool <b>Socrative</b> in Mathematics</i>
<b>Learning outcome(s) associated with it</b> The Learning outcome that you associate with it	<i>e.g. checking in a quick way what students learned during one lesson, getting students more interested in learning Mathematics</i>
<b>Type or name of ICT used</b>	<i>e.g. Socrative app</i>
<b>What you do that meets this level] (up to 100 words)</b> Describe <b>briefly</b> what you do to meet this level of competence. No more than 100 words, and 50 words may well be enough.	<i>e.g. I use the <b>Socrative</b> app sometimes at the end of my Mathematics lesson. I send students the link to 3-5 multiple choice questions about the topic of today's lesson. They can use their mobile phone, tablet or laptop to reply to the questions.  Via the app, I get the number of students that selected the correct answer. Based on the results, I decide how much time I need to take in the next lesson for revision. I start my next lesson with discussing the quiz answers with my students.</i>
<b>Image or link to the example</b>	<i>e.g. Link to my Quiz on Geometry lesson for 12-13 year olds (in Spanish)</i>
<b>Draft actions to move to the next level</b>	<i>e.g. talking to a more experienced colleague about how to let students do their own quizzes, completing a MOOC on the topic, reading an article, etc.</i>

Digital Pedagogy	Digital Content Use and Production	Digital Communication and Collaboration	Digital Citizenship
Cyprus (Beginner): PDF / Word	Greece (Capable): PDF / Word	Italy (Beginner): PDF / Word	Czech Republic: PDF / Word
Cyprus (High): PDF / Word	Italy (Beginner): PDF / Word	Slovenia (Proficient): PDF / Word	Czech Republic: PDF / Word
Estonia: PDF / Word	Italy (Advanced): PDF / Word	Slovenia (Proficient): PDF	
Greece (Capable): PDF	Slovenia (Beginner): PDF / Word		
Italy (Advanced): PDF / Word	Spain (Capable): PDF / Word		
Lithuania (Level 5): PDF / Word	Spain (Proficient): PDF / Word		

	 <p><b>Module 2: Developing your self-assessment in TET-SAT</b></p>	
<p><b>Short overview of module</b></p>	<p>The second module builds on the first one. In this module, course participants are asked to complete their self-assessment by filling in the three other areas of the TET-SAT tool. At the same time, they already engage in enriching the TET-SAT tool by providing concrete examples from their teaching to describe one of the 5 levels of another of the 30 competences (=question statements).</p>	
<p><b>Learning objectives of module</b></p>	<ol style="list-style-type: none"> <li>1. <b>Develop your own TET-SAT profile</b></li> <li>2. <b>Being able to use self-assessment for your technology-enhanced teaching competence as an aspect of maintaining your professionalism</b></li> <li>3. <b>Developing a sense of ownership of the process of establishing teachers' digital competences</b></li> </ol>	
<p><b>Module Outline</b></p>		
<p><b>Module content (videos, scripts)</b></p>	<p><b>2.1 Reflections on Module 1</b> In this section, course designer Diana Laurillard summarizes what happens in the first week of the course.</p>	
	<p><b>2.2 Reflecting about self-assessing your competences</b> The video below outlines the focus of module 2. In this module, course participants are asked to think about their self-assessment across all 4 of TET-SAT areas, and think in terms of examples from their own teaching. The aim is to help others to interpret the 30 general competence statements for their different subject areas and curriculum stages but also further develop teachers' own reflection of what technology-enhanced teaching means to them. This module focuses on sharing some of these ideas and experiences.</p> <p>❖ <b>Video: <a href="#">Thinking about Competences</a> (3:02 min)</b></p>  <p>After watching the video, course participants are asked to comment in the forum on their first impressions and if they think that the process will work for them.</p> <div data-bbox="260 1440 379 1608">  <p><b>RE: First impressions</b> 20/11/17 17:45 as a reply to Ismini Georgiadi.</p> <p>Monica Mella Date: 17/11/17</p> </div> <p>After watching the video, my first impression is that this is the right way to improve my digital abilities and competences, even if I'm only capable at the moment. I'm sure that thanks to this MOOC I can move to proficient level.</p>	
	<p><b>2.3 Teachers' experiences with TET-SAT</b> In the first video, some of the MENTEP partners who developed TET-SAT explain their vision for the tool and why the tool is interesting to teachers.</p> <p>❖ <b>Video: <a href="#">MENTEP partners' vision behind TET-SAT</a> (4:31 min)</b></p> <p>In the second video, teachers from Portugal, Spain, Italy and Cyprus share their experiences with the use of TET-SAT.</p> <p>❖ <b>Video: <a href="#">Teachers' experiences of TET-SAT</a> (7:55 min)</b></p>	



After watching the two videos, course participants are asked to comment in the forum with their reaction to these stories, keeping in mind their vision behind the TET-SAT tool: *Did you have a similar first experience with TET-SAT? Do you agree with the teachers' opinions? Is there perhaps an aspect they have not yet addressed? Read through the comments from other teachers, and reply to those whom you can offer help, or sympathy!*

**2.4 Self-assessment with TET-SAT**

In this section, course participants are asked to complete their TET-SAT self-assessment for all 4 areas and have a close look at the feedback they receive. During this exercise, they are also asked to note down a few examples from their current teaching that could demonstrate one of the 5 levels of one of the 30 competences.

After this exercise, course participants are asked to reflect in the forum on the following questions: *Did you find it difficult to think of examples, even though you felt you had the competence? Was any of the wording difficult to interpret? What tips would you give other teachers who want to try out TET-SAT?*

**2.5 Demonstrating your competence level**

In this section, course participants are introduced to examples of teaching with ICT, to help them reflect about their own examples.

❖ **Video: [Teachers' examples](#) (3:36 min)**



After watching the video, course participants are asked to discuss in the forum: *Do these examples help you to see what else you might do in your teaching, or help you to demonstrate your own levels?*



**Claudia La Rosa**  
 8  
 Date: 13/09/15  
[cent Posts](#)  
[Ban This User](#)

**RE: Your opinion on teachers' examples of technology-enhanced teaching**

[Reply](#)

20/11/17 18:08 as a reply to Ismini Georgiadi.

The first part of the video was very inspiring for me, because it's been since september that I am thinking about the "Debate".

About the use of devices in class, when I ask my students they take their own devices, but it is a responsibility for me. I would prefer to have a technology lab.

**2.6 Developing the evidence for your competence level**

In this section, course participants are asked to submit another example of their own teaching practice, using again the Competence Evidence Template.

**Inspiring Teaching practice example**

**Use of Geogebra for teaching activities in English**

<b>Author</b>	Cinzia Vignoli - Italy
<b>Title</b>	Use of Geogebra for teaching activities in English
<b>TET-SAT Area</b>	Digital Pedagogy
<b>Number and name of the illustrated competence</b>	Question 3. Designing engaging learning activities with ICT
<b>Estimated level for this competence</b>	Beginner
<b>Learning outcome(s) associated with it</b>	The pupils are much more involved, are more interested in carrying out activities and can work at home both independently and involve their parents. The results both in profit and in self-employment are rewarding for the same pupils (I teach in a second primary school, pupils are around 7/8 years).
<b>Type or name of ICT used</b>	<a href="http://www.geogebra.org">www.geogebra.org</a> , <a href="http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/">http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/</a> <a href="http://www.angles365.com">www.angles365.com</a> English Primary School
<b>What you do that meet this level</b>	I use a lot of online sites that I also use for learning materials such as math and geometry, for example <a href="http://www.geogebra.org">www.geogebra.org</a> or sites for teaching activities in English, such as the English Primary School where I frequently use colleague suggestions. I use English sites at the end of didactic units to store and fix lexical vocabularies and structures. The sites are easy to use and can also be used at home, enabling pupils to enhance and enrich their vocabulary. For math and geometry, the use of home-to-school application allows to deepen the concepts already explained in school and sometimes to propose to children the invention of their own work paths.

**2.7 Developing your competences further**

In this section, course participants are asked to reflect on how they could move in their own teaching practice to the next level. In the video below, teachers share their own stories.

❖ **Video: [Developing your competences further](#) (4:21 min)**



In this section, teachers are asked to have a look at their own teacher examples they already submitted again, and to complete the last row “Draft actions to move to move to the next level”. Then they are asked to browse through other course participants submissions and save those ideas of others that are most relevant to them.

**2.8 Live webinar with Diana Laurillard**

During a live webinar on 23 November 2017, course participants had the opportunity to share their own experiences with and views about TET-SAT with the course designer Diana Laurillard.

❖ **[Link to the webinar recording](#) (1:01h)**



	 <p>Module 3: Peer review to develop TET-SAT</p>	
<b>Short overview of module</b>	In module 3, course participants are asked to build on everything that they learned during the last two modules. In this module, they are invited to take the next step: to become an active contributor to the knowledge-building around technology-enhanced teaching.	
<b>Learning objectives of module</b>	<ol style="list-style-type: none"> <li>1. Developing good examples of your teaching</li> <li>2. Self- and peer-reviewing good examples of teaching</li> <li>3. Becoming a contributor to the knowledge-building around technology-enhanced teaching</li> </ol>	
<b>Module Outline</b>		
<b>Module content (videos, scripts)</b>	<p><b>3.1 Reflections on Module 2</b></p> <p>In this section, course designer Diana Laurillard summarizes what happens in the second week of the course.</p>	
	<p><b>3.2 P2P Activity: Review your colleagues' examples to reflect on your own</b></p> <p>In this section, course participants are asked to submit one of their own teaching examples (= filled in Competence Evidence Templates) for peer review, <u>deleting the competence level</u> that their example describes before.</p> <p>As next step, they are asked to give feedback to the teaching examples of two other course participants, following the instructions below.</p> <p><i>Review each design you are sent, checking each one against the definitions of levels for that competence. In the textbox of the review interface below, write down a level for each example and explain your reasoning, and how the design would have to change to be assessed at a higher level. Provide valuable and friendly feedback for each example you are assigned</i></p> <p>Course participants are also asked to note how they might revise their own submission, using the feedback that they have received, and how they might work on their own competence levels.</p> <p>Afterwards, course participants are asked to discuss the extent to which they found this process useful in the forum.</p>	
	<p><b>3.3 Contribute to improving the competence definitions</b></p> <p>In this section, course participants are asked to review and edit the 5 level descriptions for one TET-SAT competence, reflecting their experience working with the competence definitions so far. <i>Could they be written more clearly? How? Is there anything your example includes that is important, but is not included in any of the levels? Are there level definitions that should be added to any of the 5 level descriptions?</i></p>	

**Activity**

This activity is intended to continue the peer-review process, as you review the submissions of two of your colleagues and then look at the reviews you yourself have received.

1. Select one of your two examples from the previous modules to have a closer look at again. It is up to you which of the two examples you find more interesting. (Can't find your examples anymore? No problem, you can download the template [here](#) again.)
2. Read the example you selected once more carefully, then edit the descriptions for this example as necessary. Please make sure that you delete the level (1-5) from your description, as one of your colleagues' tasks is to identify the level you illustrate.
3. Submit your example for peer review by uploading it via the interface below. The deadline to hand in your example is **6 December 2017, 23:59 CET**.
4. After 24 hours, come back to this section, where you will now see two of your peers' examples in the interface below. Review each design you are sent, checking each one against the definitions of levels for that competence. In the textbox of the review interface below, write down a level for each example and explain your reasoning, and how the design would have to change to be assessed at a higher level. Provide valuable and friendly feedback for each example you are assigned. Your review is not anonymous. The deadline to hand in your reviews is **13 December 2017, 23:59 CET**.
5. Note how you might revise your own submission, using the feedback you've received, and how you might work on your other competence levels.
6. Discuss the extent to which you found this a useful process in the forum.
7. Additionally, if you would like to share your example with other teachers on the course, you can submit it [in this Google document](#). Please make sure that you include some keywords that describe your examples, e.g. subject, age of students, competence, tools. (Please note: In order to receive the course certificate, it is only obligatory to submit your example via the interface below, cf. Step 3 of this activity.)
8. If you are interested, you can [browse through the other teachers' ideas](#) and save any that you find particularly interesting.

Then course participants were asked to browse through other course participants' contributions and vote on those they consider improvements.

**Copy and paste the Question number here, along with the TET-SAT and your versions of the level descriptions.** time is up

Ideas	Pros and cons	Votes
Using technologies and different methodologies as flipped classroom, coding programming is so useful to improve the ability of students already from primary school by Francesca Dragonetti	<ul style="list-style-type: none"> <li>I agree with you by Venera Campisi 8</li> <li>You are right. I also think that they can help students with difficulties as they can feel gratif... more by Giuseppina Gaudio 7</li> <li>I agree by Fook Ming Chin 4</li> <li>So true by V.Psaridou 2</li> <li>totally agree by PC 2</li> <li>I agree with all of you1 there are many ways to use technology with innovative methodology approa... more by emma Giurlani 5</li> <li>I agree</li> </ul>	
1.1.3. ICT Proficient level: 4°/5° level of competence		

[Add new idea](#) Adding new ideas is temporarily disabled by this poll's creator.

### 3.4 The value of a knowledge-building community around TET-SAT

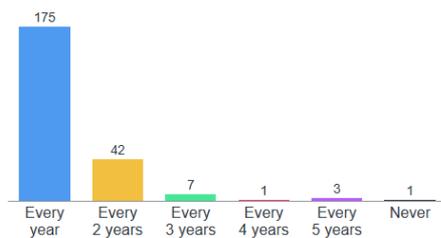
The video below shows interviews with the researchers and teachers who were involved in the process of developing TET-SAT, and their hopes for what it means for the future development of technology-enhanced teaching across Europe.

❖ **Video: [The value of a knowledge-building community around TET-SAT](#) (6:15 min)**



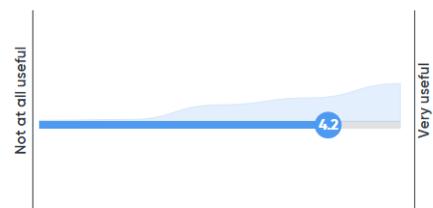
As a next step, course participants are asked to contribute to a collaborative review of TET-SAT. This is the point where the teacher community might contribute to the continuing development of TET-SAT.

**How often does TET-SAT need updating?**

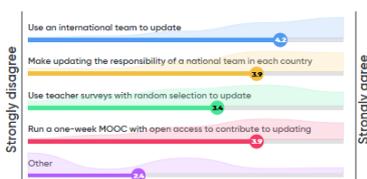
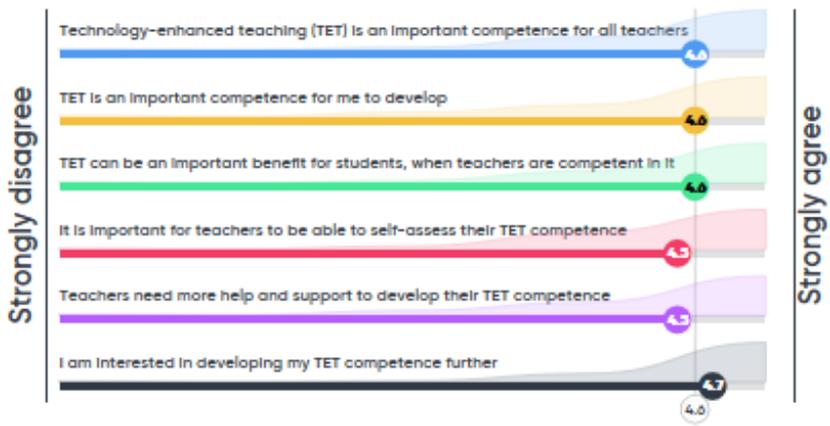


229

**How useful would it be for each competence to link to other teachers' descriptions of their examples for that competence?**



195

	<p><b>How useful would it be for each competence to link to helpful resources?</b></p>  <p>Not at all useful   Very useful</p> <p>193</p> <p><b>There are several ways in which the teacher community in Europe could be involved in the development of TET-SAT. Please rate each of the following.</b></p>  <p>Strongly disagree   Strongly agree</p> <p>196</p>
	<p><b>3.5 Share any changes in your perspectives on TET-SAT</b></p> <p>In section 1.2, course participants were asked on the likely value of the TET-SAT tool for them. At the end of the course, they are asked to reply to the same question again. This exercise might help them to understand if and how their thinking about some key questions linked to TET-SAT has changed between Module 1 and now.</p>  <p>Strongly disagree   Strongly agree</p> <p>409</p>
	<p><b>3.6 Further opportunities for your development</b></p> <p>This section outlines some of the ways how course participants can take this further, and continue to work on advancing all competence levels. In particular, course participants are invited to become part of an Online Focus group and/or Editing Board.</p> <div style="background-color: #ffffcc; padding: 10px;"> <p><b>Your role as a TET-SAT champion</b></p> <p>Did you enjoy the course? Would you like to take your new role as a contributor to the knowledge-building about technology-enhanced teaching further? We offer you two possibilities.</p> <ol style="list-style-type: none"> <li><b>1. Online focus group:</b> Join a small online group of teachers to take the thinking about TET-SAT further. During January we will organise 1- to 2-hour live webinars, in which we will further discuss specific aspects of TET-SAT.</li> <li><b>2. Editing Board:</b> Join the MENTEP editing board. Starting in January, we will organise a process to select and edit teacher examples, which will be added directly to the TET-SAT.</li> </ol> <p>If you are possibly interested in any of the two activities, please indicate your name and the activity in which you are interested <a href="#">in this Google doc</a>.</p> <p>We will send more information to all teachers who indicate their interest. Based on this more detailed information, you can decide about your further engagement.</p> </div>

	<p><b>3.7 End of the course summary, Q &amp; A and reflections</b>                  As part of this section, Diana Laurillard answered to course participants' questions.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 20%;">  <p><b>George Poullados</b>                      Posts: 20                      Join Date: 02/11/17  <a href="#">Recent Posts</a>  <a href="#">Ban This User</a></p> </div> <div style="width: 75%;"> <p><b>RE: Questions for course designer Diana Laurillard</b>                      11/12/17 14:58 as a reply to Ismini Georgiadi.</p> <p>Hi Diana. First of all I would like to thank you and all those who were involved in putting this course together for all of us to benefit from. This is not much of a question but rather a thought. For me to be able to complete this course, it took a great deal of time and effort. Not because this course was extra challenging in any way but mostly due to my lack of competence in this field.</p> <p>I had no external help and I had to acquire some additional knowledge seeking sources, links and apps that would enable me to feel fulfilled and give me a sense of satisfaction, that I have accomplished something during that time spent. I believe that I have received a lot in return. Certainly the younger generation will be more willing to indulge in using this technology but the comparative results, ie comparing the old school with the new are yet to be seen.</p> <p>The objective is always to achieve a more positive outcome in the classroom whilst teaching and this outcome depends on many variables. I am wondering if by incorporating this technology more and more in our teaching, if we are reducing the input of one or more of the other variables, such that the overall effect is not beneficial. Would you say that this approach to learning applies to all disciplines and always?</p> <p>Thank you</p> </div> <div style="width: 5%; text-align: right;"> <p> <a href="#">Reply</a></p> </div> </div>
	<p><b>3.8 Summary of week 3</b>                  In this section, course designer Diana Laurillard summarizes what happens in the third week of the course.</p>

## MOOC 4: Promoting Technology- Enhanced Teaching

### General information

The MENTEP policy experimentation has developed the new online self-assessment tool TET-SAT and tested the impact of this tool in field trials with over 6000 teachers in 11 countries. The aim of this course is to engage anyone interested in the discussion of the research results from this experimentation, teachers, policy makers as well as school heads. The course consist of three modules and run from 16 April until 23 May 2018.

### Objectives of the course

#### Policy makers get guidance on:

- how they can make use of TET-SAT in their school
- how to support their teachers in developing their technology-enhanced teaching competence, based on newest research results

#### School heads get guidance on:

- how they can make use of TET-SAT in their school
- how to support their teachers in developing their technology-enhanced teaching competence, based on newest research results

#### Teachers get guidance on:

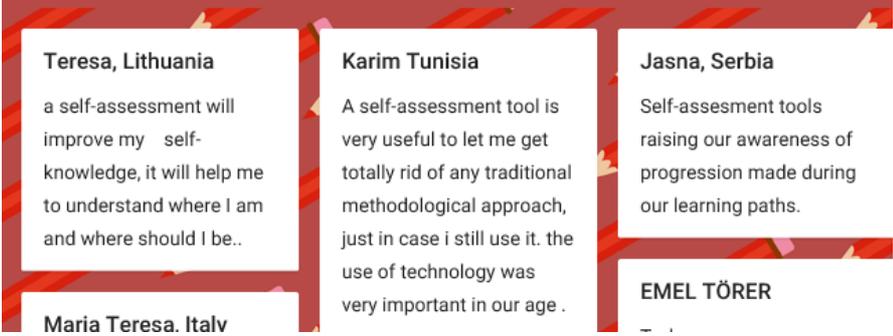
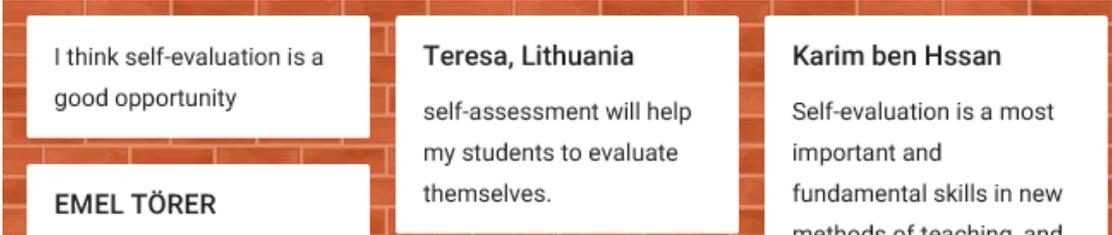
- how they can use TET-SAT alone and with their colleagues
- how to further develop their own technology-enhanced teaching competence, based on newest research results

### Statistics of the course

In total, 2213 people registered to the course, 1145 of which started the course and 330 finished it. Hence, the completion rate is 28% (rate of people starting the course that finished it).

### Overview

		<b>Module 1: TET-SAT: a new online self-assessment tool for teachers</b>
<b>Short overview of module</b>	In this first module, course participants get to know the self-assessment tool <b>TET-SAT</b> (Technology-Enhanced Teaching Self-Assessment Tool) and the idea behind it: <b>self-assessment to foster teachers' self-reflection and continuous professional development</b> . Moreover, they get to know their course peers and moderators, and get a clearer idea of the learning journey that awaits you on the course.	
<b>Learning objectives of module</b>	<ol style="list-style-type: none"> <li>1. Getting introduced to the concept of self-assessment</li> <li>2. Developing an understanding of the TET-SAT</li> <li>3. Getting some first ideas on how to apply the TET-SAT to your own professional context</li> </ol>	

Module Outline	
<p><b>Module content (videos, scripts)</b></p>	<p><b>1.1 What is the value of the self-assessment tool (1)</b></p> <p>As a first activity, course participants are asked to brainstorm about the likely value of a tool for the self-assessment of technology-enhanced teaching to teachers and schools.</p> <p>❖ <a href="#">Link</a> to the Padlet</p>  <p>As a second activity, course participants are asked to reply to a few questions – to understand what they think about some key questions linked to the TET-SAT and how their thinking might change as they progress through the course.</p> <p>❖ <a href="#">Link</a> to the survey results</p>
	<p><b>1.2 What is the value of the self-assessment tool (2)</b></p> <p>In the last section, course participants were asked to share their thoughts on why a self-assessment tool could be useful. In the video below, MENTEP partners who developed the tool explain why they think that the tool is interesting.</p> <p>❖ <b>Video: <a href="#">Why is TET-SAT interesting?</a> (2:41 min)</b></p>  <p>In this section, course participants are asked to reflect a bit more on the approach of self-assessment for fostering teachers' self-reflection and continuous professional development in general. They are invited to read a short expert from the publication <a href="#">Online self-assessment: Supporting the reflexive and critical capacity of the teaching profession</a> and then reflect on self-assessment in a Padlet.</p> <p>❖ <a href="#">Link</a> to the Padlet</p> 
	<p><b>1.3 Introduction to TET-SAT</b></p> <p>In this section, course participants are asked to look at the tool in more detail. They are first invited to watch the two short introductions to TET-SAT below. Then, they are asked to share their first impressions in the Padlet at the bottom of the page.</p>

- ❖ Video: [Introduction to TET-SAT part one](#) (4:23 min)
- ❖ Video: [Introduction to TET-SAT Diana Laurillard](#) (1:54 min)



Course participants are invited to familiarize themselves with [TET-SAT](#) by registering and replying the first three questions.

Afterwards, they are asked to share their first impressions in the forum and to reply to other course participants' ideas.



**Elena Pezzi**  
Posts: 33  
Join Date: 04/11/14  
[Recent Posts](#)  
[Ban This User](#)

**RE: 1.3 Introduction to TET-SAT**  
23/04/18 12:59 as a reply to Ismini Georgiadi. [Reply](#)

The tool is really interesting, especially the two sections "Digital Pedagogy" and "Digital Citizenship" because it compels us to reflect not only on the tools but also on the basics of our profession in terms of awareness and competences.

As Marta has already said, as a teacher of Spanish in a secondary school, I cannot assess a competence about programming because it is not part of my "digital portfolio", although I recognize that computational thinking is a relevant part of human thinking.

It is also very useful the opportunity to take the test several times in order to be able to reflect repeatedly on our own levels of competence.

#### 1.4 Self-assessment with TET-SAT

Before filling in TET-SAT, course participants are invited to hear from **Diana Laurillard, Professor of Learning with Digital Technologies, University of London**, how she would approach filling in this self-assessment tool.

- ❖ Video: [Thinking about competences](#) (2:08 min)

Then course participants are asked to fill in all remaining questions for the TET-SAT.

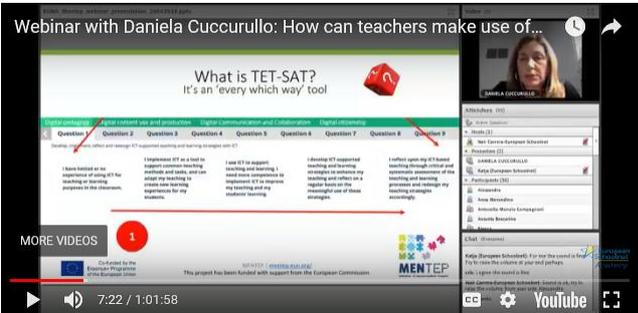
#### 1.5 Developing your competences further (for teachers)

The video below provides course participants with an introduction to the TET-SAT feedback page.

- ❖ [Introduction to TET-SAT Feedback page](#) (3:32 min)

Then, course participants are asked to put down two ideas on how they could improve a specific aspect of their Technology-Enhanced Teaching Competence in the forum and comment on ideas of two of their colleagues.



	<div data-bbox="316 192 400 280">  </div> <div data-bbox="272 280 416 405"> <p><b>Elena Pezzi</b>                  Posts: 33                  Join Date: 04/11/14  <a href="#">Recent Posts</a>  <a href="#">Ban This User</a></p> </div> <div data-bbox="486 192 1029 244"> <p><b>RE: 1.5 Developing your competences further (for teachers)</b>                  23/04/18 14:37 as a reply to Ismini Georgiadi.</p> </div> <div data-bbox="1417 192 1497 224"> <p><a href="#">Reply</a></p> </div> <div data-bbox="501 266 1452 320"> <p>Well, according to the results of my test, I know that I have to pay more attention on "Digital Citizenship" section, above all about cyberbullying and other disrupting behaviours.</p> </div> <div data-bbox="501 333 1497 387"> <p>I think that it could be interesting to discuss the topic with my colleagues and headteacher at school, in order to think about some common measures to take together.</p> </div> <div data-bbox="501 405 1497 479"> <p>Another interesting theme to deepen is to help students to take care of their digital identity and protect their devices, something that is especially crucial in our school where we have a common domain (GSuite for Edu) where teachers and students share materials and classes are equipped with devices available to different groups of students.</p> </div> <div data-bbox="272 539 1519 813"> <p>Before posting their ideas in the forum, course participants can also watch the two optional videos below. In the first video, Diana Laurillard presents some concrete teaching examples illustrating each of the 4 areas of digital competence. In the second video, <b>four teachers from Cyprus, Spain, Italy and Portugal</b> describe how they started reflecting on and planning different kinds of professional development opportunities to make more use of digital technology and advance to a higher level.</p> </div> <div data-bbox="272 813 933 918"> <ul style="list-style-type: none"> <li>❖ <a href="#">Teachers' examples (3:25 min)</a></li> <li>❖ <a href="#">Developing your competences further (4:21 min)</a></li> </ul> </div> <div data-bbox="954 660 1528 943">  </div>
	<div data-bbox="272 958 981 992"> <p><b>1.6 How to make use of TET-SAT in your own context</b></p> </div> <div data-bbox="272 994 1519 1131"> <p>After having been introduced to TET-SAT, course participants are asked to share their first reflections in the forum on: <i>How could you make use of TET-SAT in your own school, city, region or country? Add two comment on two other ideas posted there (Do you like the idea? What other aspects would you consider?).</i></p> </div> <div data-bbox="304 1149 389 1236">  </div> <div data-bbox="258 1236 405 1361"> <p><b>Paola Manni</b>                  Posts: 6                  Join Date: 18/04/18  <a href="#">Recent Posts</a>  <a href="#">Ban This User</a></p> </div> <div data-bbox="472 1149 986 1200"> <p><b>RE: 1.6 How to make use of TET-SAT in your own context</b>                  23/04/18 18:00 as a reply to Elena Pezzi.</p> </div> <div data-bbox="1409 1149 1489 1180"> <p><a href="#">Reply</a></p> </div> <div data-bbox="486 1223 1489 1299"> <p>I'm totally agree! I believe that first of all the headteacher must propose this monitoring tool for his school and once the results have been achieved, a network of teachers could be created. The teachers most competent help others to use ICT.</p> </div>
	<div data-bbox="272 1373 896 1408"> <p><b>1.7 Online focus groups for teachers (optional)</b></p> </div> <div data-bbox="272 1408 1519 1478"> <p>As an optional activity, course participants are asked to express their interest in participating in online focus groups to give qualitative insights (feedback) on TET-SAT.</p> </div>
	<div data-bbox="272 1523 818 1556"> <p><b>1.8 Live webinar with Daniela Cuccurullo</b></p> </div> <div data-bbox="272 1559 869 1796"> <p>During the webinar, Daniela Cuccurullo briefly presented her own experience with using TET-SAT as a teacher. Afterwards, she was available for questions, along with Katja Engelhardt (European Schoolnet), who was closely involved in developing and testing the TET-SAT.</p> </div> <div data-bbox="272 1796 831 1868"> <ul style="list-style-type: none"> <li>❖ <a href="#">Live webinar with Daniela Cuccurullo (1:01: 58 min)</a></li> </ul> </div> <div data-bbox="890 1552 1528 1865">  </div>

	<p><b>1.9 Additional resources</b></p> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>❖ <a href="#">MENTEP partners' vision behind TET-SAT</a> (4:30 min)</li> <li>❖ <a href="#">Teachers' experiences of TET-SAT</a> (7:55 min)</li> </ul> <p><b>Articles/ Brochures/ Reports</b></p> <ul style="list-style-type: none"> <li>❖ <a href="#">Online self-assessment: Supporting the reflexive and critical capacity of the teaching profession</a></li> <li>❖ <a href="#">Literature Review: Online self-assessment with MENTEP: A review of the literature</a></li> </ul>
--	--

	 <p><b>Module 2: Testing TET-SAT – Results from a policy experimentation</b></p>
<b>Short overview of module</b>	<p>How do you actually design a research methodology that makes sure you test what you want to test? Course participants find the answer to this question in section 2.1.</p> <p>In section 2.2, they are among the first ones in Europe to learn about the impact of the new tool TET-SAT on teachers' technology-enhanced teaching competences. They are also encouraged to take advantage of the online community to discuss these new research results with other course participants.</p> <p>Section 2.3, How to run a policy experimentation, particularly addresses policymakers. However, teachers and school heads interested in the considerations related to running policy experimentations such as MENTEP, are welcome to check out this section, too.</p>
<b>Learning objectives of module</b>	<ol style="list-style-type: none"> <li>1. Learn about the MENTEP research results</li> <li>2. Discuss the MENTEP research results</li> <li>3. Reflect on the link between teaching and research</li> </ol>
<b>Module Outline</b>	
<b>Module content (videos, scripts)</b>	<p><b>2.1 MENTEP: the research methodology</b></p> <p>Course participants are asked to read an enhanced short <a href="#">brochure</a> about the MENTEP research methodology below, with additional links to short videos. All videos were filmed at the final conference on 27 March 2018 in Brussels.</p> <div style="text-align: center;">  <p><b>The Evaluation question</b> <span style="background-color: #e91e63; color: white; padding: 2px 5px; border-radius: 10px;">The INTERVENTION</span></p> <p>What is the impact of the <b>Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT)</b> on teachers' <b>TET competences</b>?</p> <p><span style="background-color: #42a5f5; color: white; padding: 2px 5px; border-radius: 10px;">The OUTCOME</span></p> <p><b>TET-SAT</b> is an online tool developed in the MENTEP project for teachers to self-assess their technology-enhanced teaching (TET) competence. Personalised feedback is provided on their competence levels in four areas and they are directed towards national and European training resources to further develop their TET competence.</p> </div>

- ❖ Video: [From the research question to a rigorous experiment design Step 1](#) (4:43 min)
- ❖ Video: [From the research question to a rigorous experiment design step 2](#) (4:39 min)
- ❖ Video: [From the research question to a rigorous experiment design \(step 3\)](#) (1:52 min)
- ❖ Video: [The MENTEP research results: the research question](#) (2:21 min)

Once course participants have a good understanding of the research methodology implemented in the MENTEP policy experimentation, they are invited to make a first guess on what the research results say. They are asked to guess the results of the MENTEP research results on a score from 1 (low or 0%) to 10 (high or 100%) by taking this one-question survey.

1. Guess the MENTEP research results on a scale from 1 (low or 0%) to 10 (high or 100%).

	1 (low or 0%)	2	3	4	5	6	7	8	9	10 (high or 100%)
How teachers rated their starting level of digital competence (Benchmark Survey)	<input type="radio"/>									
The number of invited teachers (= test group) that used TET-SAT	<input type="radio"/>									
The average score that teachers received from TET-SAT	<input type="radio"/>									
How well teachers received TET-SAT (= teachers' feedback on TET-SAT)	<input type="radio"/>									
How teachers rated their digital competence after using TET-SAT	<input type="radio"/>									

## 2.2 MENTEP: the research findings

Course participants are asked to read the second part of the [brochure](#) about the MENTEP research results below, with additional links to short videos. They are asked to select at least some of the videos on the research findings that they find most relevant and watch them carefully.

- ❖ Video: [The MENTEP research results: Teachers' satisfaction with TET-SAT](#) (2:31 min)
- ❖ Video: [Predictive model of using TET-SAT](#) (2:57 min)
- ❖ Video: [The MENTEP research results \(Teachers average TET-SAT score\)](#) (1:21 min)
- ❖ Video: [The MENTEP research results: The impact of TET-SAT \(1\)](#) (5:31 min)
- ❖ Video: [The MENTEP research results: The impact of TET-SAT \(2\)](#) (7:26 min)

Once course participants are familiar with the research results, they are invited to check their own understanding of these rather complex research results by taking the same one-question survey as in section 2.1. Then, they are asked to share their first reactions on padlet.

- ❖ [Link](#) to the Padlet



### 2.3 MENTEP: discussing the research findings

As a first activity, course participants are invited to reflect on a Padlet on the research findings.

❖ [Link](#) to the Padlet

**Maria, Italia**

The most interesting result for me is 62% of teachers who believe the TET-SAT is useful for rethinking the use of ICT in teaching. This figure is positive, but it makes clear that we need to increase the number of teachers who put in place a serious process of reflection and self-reflection on their results.

**Cristina La Spina, Italy**

I am surprised by the difference shown on the willingness of using the TET-SAT tool, according to teacher profile A and B. I think that teachers of foreign languages are as likely to use ICT as teachers of scientific subjects (profile A).

As a second activity, course participants were invited to react in the forum to three specific findings of the research:

Statement 1: 69% of the MENTEP teachers that used TET-SAT found the feedback useful for assessing their competences.

Statement 2: The feedback score is the key to understanding the results. It provided teachers who did the TET-SAT with information on their “true” level of competence (information update).

Statement 3: Teachers that used the TET-SAT have a more critical perception of their level of TET competence and a more critical view on ICT in teaching and learning.



**Giuseppa Adriana Mudano**  
#039;

Posts: 21  
Join Date: 19/02/17

[Recent Posts](#)  
[Ban This User](#)

**RE: 2.3 MENTEP: discussing the research findings**

30/04/18 15:24 as a reply to Ismini Georgiadi.

I have to say 69% feedback was useful is a good result, but much depends on the interpretation teachers invited could do. First of all, we have to recognize a radical change in teaching is necessary, on the other side, teachers are not so aware they should play the main role.

As concerning my results, I have reflected about my ability in using ICT and I find TET-SAT fits my needs precisely, so I am very satisfied.

I am quite interested in giving TET-SAT in my school. It represents a new method to analyze: not from up...

[Reply](#)

### 2.4 MENTEP: how to run a policy experimentation

While this section is most relevant to policy makers, anyone interested in the question of how to run a policy experimentation is welcome to join. In the video below, MENTEP partners explain why a policy experimentation is valuable. Then, course participants are invited to reflect in the Padlet below.

❖ **Video:** [Why a policy experimentation is valuable](#) (2:28 min)

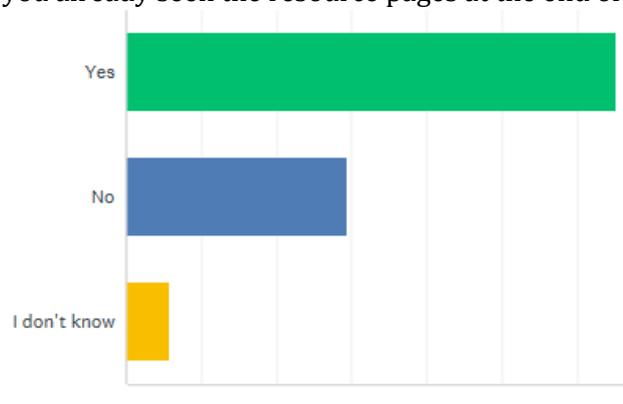
In this first video below, Giovanni Abbiati, IRVPP, shares ten tips on how to run a policy experimentation. In the second video below, MENTEP partners share their own **lessons learned** from the MENTEP policy experimentation. Course participants are asked to watch both videos and then share their thoughts in the padlet below.

❖ **Video:** [How to run a policy experimentation](#) (10:40 min)

❖ **Video:** [Lessons learned](#) (3:52 min)

	<p>❖ Link to the Padlet (for <a href="#">teachers</a>, <a href="#">policy makers</a>, <a href="#">school heads</a>)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="268 248 847 533">  <p>How to run a policy experimentation</p> <p>4:09 / 10:39</p> </div> <div data-bbox="871 248 1453 533">  <p>Lessons learned</p> <p>0:00 / 3:51</p> </div> </div>
	<p><b>2.5 The value of the research in the field of education</b></p> <p>In this section, course participants are asked to reflect on the following two questions:</p> <ol style="list-style-type: none"> <li>1. Did you find the content of this module relevant? What aspect (methodology, research results, how to run a policy experimentation) did you find most relevant?</li> </ol> <p>❖ <a href="#">Link</a> to the Padlet</p> <ol style="list-style-type: none"> <li>2. Do you think that engaging more closely with research is relevant to the daily work of teachers? If so, how?</li> </ol> <p>❖ <a href="#">Link</a> to the Padlet</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Ourania Lampou</b></p> <p>A major benefit of action research, is that it helps educators use data to guide improvement efforts. The “beauty” of action research, is that it allows educators to discuss their own efficacy in an impersonal way, by presenting data and allowing people to draw their own conclusions.</p> </div>

	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Module 3: Taking TET-SAT further - how to test TET-SAT in your own context</b></p> </div> </div>
<p><b>Short overview of module</b></p>	<p>In the last two modules, course participants learned all about the two main elements of the MENTEP policy experimentation: the newly developed online self-assessment tool TET-SAT and the results of the research on the impact of the TET-SAT.</p> <p>In this module, the idea is to go one step further and to start to reflect on one crucial question: how could the TET-SAT be used in the future?</p>
<p><b>Learning objectives of module</b></p>	<p>First, in sections 3.2 to 3.4, course participants are introduced to some inspiring examples of how policymakers, teacher trainers and others already make use of TET-SAT.</p> <p>As the final learning activity of this course, course participants are asked to come up with a short plan outlining how they or others could use the TET-SAT in their own school, region or country.</p>

<b>Module Outline</b>									
<b>Module content (videos, scripts)</b>	<p><b>3.1 From the research results to the next steps</b></p> <p>In the videos below, three MENTEP project partners share what they found surprising about the MENTEP research results and how, based on the results, they think the use of TET-SAT could be taken further.</p> <ul style="list-style-type: none"> <li>❖ Video: <a href="#">About the MENTEP results (1)</a> (2:43 min)</li> <li>❖ Video: <a href="#">About the MENTEP results (2)</a> (1:04 min)</li> <li>❖ Video: <a href="#">About the MENTEP results (3)</a> (1:34 min)</li> </ul> <div style="display: flex; justify-content: space-around; margin: 10px 0;">    </div> <p>Afterwards, course participants are asked to comment on the three main statements of the videos:</p> <p>Statement 1: Technology- enhanced teaching is for the teachers to develop and innovate in. <i>Diana Laurillard, Professor of Learning with Digital Technologies, University of London</i></p> <ul style="list-style-type: none"> <li>❖ <a href="#">Link</a> to the Padlet</li> </ul> <p>Statement 2: The typical user of TET-SAT was a quite technology- competent teacher, so one challenge for the future is how to motivate more teachers that need more training and are less advanced in the use of ICT to take TET-SAT. <i>Tulla Nousianen, National Agency for Education, Finland</i></p> <ul style="list-style-type: none"> <li>❖ <a href="#">Link</a> to the Padlet</li> </ul> <p>Statement 3: Teachers learned and we learned from this experience that that there can be quite a big difference from what teachers assume and what going through the experience (=taking the TET-SAT) tells you then. <i>Nives Kreuh, National Educational Institute, Slovenia</i></p> <ul style="list-style-type: none"> <li>❖ <a href="#">Link</a> to the Padlet</li> </ul> <hr/> <p><b>3.2 Making use of TET-SAT as an individual teacher</b></p> <p>As a first step, course participants are asked to reflect on what they can already do on their own to improve your technology-enhanced teaching after using TET-SAT. After watching the video below, they were asked to reflect in a Padlet.</p> <ul style="list-style-type: none"> <li>❖ Video: <a href="#">Making use of TET-SAT in Cyprus</a> (3:43 min)</li> </ul> <p>Activity 1: Have you already seen the resource pages at the end of the TET-SAT feedback page?</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>65%</td> </tr> <tr> <td>No</td> <td>30%</td> </tr> <tr> <td>I don't know</td> <td>5%</td> </tr> </tbody> </table> </div>	Response	Percentage	Yes	65%	No	30%	I don't know	5%
Response	Percentage								
Yes	65%								
No	30%								
I don't know	5%								

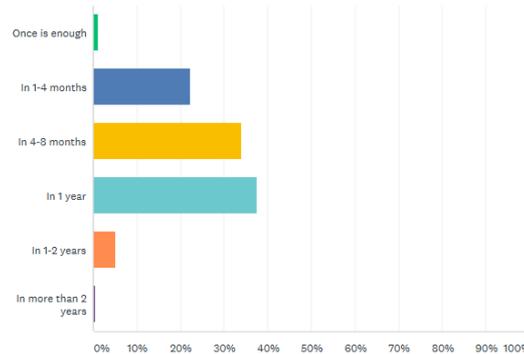
Activity 2: Course participants are invited to reflect on: *What would you like to do or suggest other teachers do to improve their competences after receiving their TET- SAT score? In the video above, the idea of having a portfolio to track progress is mentioned. Do you have any other ideas?*

❖ [Link](#) to the Padlet

Activity 3: Course participants are asked: *What do you think is the best moment to take TET-SAT again to see your progress after you've improved some of your competences? Or do you think that taking TET-SAT once is enough?*

When do you think is the best moment to take TET-SAT a second time?

Answered: 203 Skipped: 0



### Using TET-SAT collaboratively

After having watched the video below, course participants are asked to reflect on how to use TET-SAT collaboratively.

❖ **Video: [How teachers can use TET-SAT collaboratively](#) (2:25 min)**

❖ [Link](#) to Padlet 1

❖ [Link](#) to Padlet 2

### 3.3 MENTEP: Making use of TET-SAT at the school level

Now let's move on to the next level: **the entire school, including the school management.** *How can school heads introduce TET-SAT to their teachers? How can they make use of TET-SAT to better match the training of their teachers to their actual training needs? And what support can teachers ask from their school head?* First, watch the video below, and then let's discuss together in the forum.

❖ **Video: [How can school heads make use of TET-SAT](#) (5:06 min)**



Jana Tokaryk

Posts: 3

Join Date: 05/03/14

**RE: 3.3 Making use of TET-SAT at the school level**

07/05/18 16:20 as a reply to Ismini Georgiadi.



I find this question really hard because in my experience, school development is not something that school heads generally encourage as they are busy to keep everything running. I hope to meet the exception of that rule, who would encourage collective learning on different levels including ICT.

### 3.4 Making policies to make use of TET-SAT

In the video below, policy makers explain some general ideas what to think of when making policies to make use of TET-SAT.

❖ **Video: [How policy makers can make use of TET SAT](#) (2:32 min)**

In the videos below, interesting examples are presented that can inspire policymaking with the use of TET-SAT.

❖ **Video: [Making use of TET-SAT in Lithuania](#) (5:24 min)**

❖ **Video: [Making use of TET-SAT in Portugal](#) (6:24 min)**

❖ **Video: [Making use of TET-SAT in Cyprus](#) (3:44 min)**

- ❖ Video: [Making use of TET-SAT in Greece \(6:45 min\)](#)
- ❖ Video: [Making use of TET-SAT in Estonia \(9:18 min\)](#)

Afterwards, course participants are invited to post their own ideas in the forum and two comment on posts of two colleagues.



**RE: Making policies to make use of TET-SAT (Video 1 & 2)**  
07/05/18 16:12 as a reply to Ismini Georgiadi. 🗨 Reply

Adnan AKYÜZ  
Posts: 4

I used it as an independent and objective evaluation tool. I tried to encourage teachers to self-assess through the TET-SAT and to motivate them to reward developments.

### 3.4 What is the value of a self-assessment tool

At the end of this course, participants are invited to reflect on the value of an online self-assessment tool again.

- ❖ [Link](#) to the survey (Module 1)
- ❖ [Link](#) to the survey (Module 2)

### 3.5 P2P Final Learning Activity: How to use TET-SAT further

As the final activity of this course, course participants are asked to write a short plan of how they or others could use the new self-assessment tool TET-SAT further in their own school, region or country, using this template and to submit it. Then, the need to provide feedback to the plans of at least 2 other course participants.



#### Action Plan: Using TET-SAT further in my context

How would you like to introduce TET-SAT in your own school, region or country?

<b>Title</b>	e.g. Testing TET-SAT with my students				
<b>1. Your name</b>	e.g. Mick Mayer				
<b>2. Your country</b>	e.g. Germany				
<b>3. Role</b> <i>(Please specify, if you are a teacher, school head or policy maker, other)</i>	e.g. teacher				
<b>4. In your opinion, why could the use of TET-SAT in your own context be interesting?</b>	e.g. <ul style="list-style-type: none"> <li>as a stimulus to self-reflect on my Technology- Enhanced Teaching Competence with colleagues</li> <li>to identify my own training needs &amp; discuss them with my school head</li> </ul>				
<b>5. Can you think of any obstacles to using TET-SAT in your own context?</b>	e.g. <ul style="list-style-type: none"> <li>some colleagues are not interested in technology</li> <li>filling TET-SAT in and discussing with colleagues might take too much time</li> </ul>				
<b>6. Action Plan</b> <i>(Describe at least 5 concrete action points to introduce TET-SAT in your context).</i>	e.g. 1. Introduce TET-SAT to my school head and ask for support.	e.g. 2. Organize a first session with colleagues to introduce TET-SAT to them.	e.g. 3. Organize an adapted self-assessment activity with my students, based on TET-SAT	e.g. 4. Discuss the results of both activities with my colleagues & students	e.g. 5. Select some training courses based on my & colleagues training needs
<b>7. Select one of those Action Points and explain it in more detail (3-4 sentences).</b>	3. Organize an adapted self-assessment activity with my students, based on TET-SAT  1. Select 3-5 questions from TET-SAT that are also relevant to my				

#### 3.6 P2P Final Learning Activity: How to use TET-SAT further

Please note that this is a required activity on the course. If you want to qualify for the course certificate, make sure to complete all the following steps ahead of the deadlines.

As the final activity of this course, we would like to ask you to write a short plan of how you or others could use the new self-assessment tool TET-SAT further in your own school, region or country. As a second step, you will be asked to review the plans from 2 peers in order to add some useful suggestions.

In order to complete this activity, please follow these steps:

- The question you are asked to answer is: **How would you like to introduce TET-SAT in your own school, region or country?** To describe your idea, please [download this short template](#).
- Try to think of some new ideas that could also inspire others! Don't worry too much about whether you could directly implement this action plan in your own school. For instance, describing how you could use TET-SAT with your own students would be a really interesting new idea, even if you do not think that you can implement it right now in your own classroom. **Your action plan has to be in English**, otherwise it will not qualify.
- Submit your plan** via the interface below. Make sure you wait for the file to be fully uploaded before clicking the Submit button. **The deadline to submit your file is Wednesday, 16 May 2018 at 23:59 CET. \***
- Review two other people's plans.** Wait 24 hours and then return to this page, where you will see the other plans you are asked to review. **Provide feedback for each plan you have been assigned, following these three steps:**
  - Give some short general feedback, saying how you like the plan and why.
  - Suggest at least 2 ideas on how to overcome obstacles to introducing TET-SAT mentioned in section 5 (e.g. can you think of any obstacles to using TET-SAT in your own context?)
  - Suggest at least 2 more action points to be added to the section 6 action plan.

Remember that your review is not anonymous. When done, click the "Review" button for each review you have composed. **The deadline to hand in your reviews is Wednesday, 23 May 2018 at 23:59 CET. \***

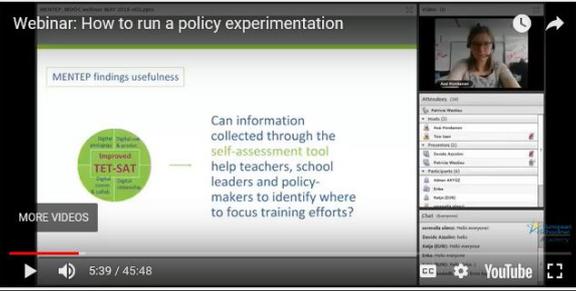
- Additionally, if you would like to share your plan with the other course participants, you can [submit it in this Google document](#). *(Please note: in order to receive the course certificate, it is only obligatory to submit your example via the interface below, cf. Step 3 of this activity.)*
- If you wish, you can [browse through the other course participants' ideas](#) and save any that you find particularly interesting.

\* This means + 1 hour if you are located in Eastern Europe, i.e. Bulgaria, Finland, Greece and - 1 hour if you are located in Western Europe, UK, Ireland, Portugal, etc. You can check the time conversion with this online tool.

Please recall that after the 23rd of May a "blackout" period of 1.5 weeks will follow, during which the course will not be accessible.

If you made a mistake while handling in your task in Step 1, please [click here](#) to find out how to proceed.

If the work you're supposed to review in Step 2 is missing / incomplete / plagiarised / of low quality / non-compliant with the instructions and criteria set out, please [follow the instructions here](#).

	<p><b>3.7 Online focus group for teachers (optional)</b></p> <p>In this section, interested course participants can again express their interest in participating in online focus group to give qualitative feedback to the TET-SAT. This activity is optional.</p>
	<p><b>3.8 Live webinar: How to run a policy experimentation ( for policy makers)</b></p> <p>During a webinar on 8 May 2018, Davide Azzolini (IRVAPP) and Patricia Wastiau (European Schoolnet) presented “10 steps to design a policy experimentation”.</p> <p>❖ <b>Video: Webinar: <a href="#">How to run a policy experimentation</a> (45:48 min)</b></p> 
	<p><b>3.9 Live webinar: How to test TET-SAT in your own context</b></p> <p>During a webinar on 17 May, three European Schoolnet colleagues that were closely involved in developing the TET-SAT tool replied to questions from course participants: the MENTEP project manager.</p> <p>❖ <b>Recording: <a href="#">Webinar: How to test TET-SAT in your own context</a> (01: 04 min)</b></p>