Qualitative Feedback from teachers on MENTEP research results

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Introduction

The goal of the online focus groups was to enrich the MENTEP results from the field trials in 11 countries with over 6000 teachers, as summarized in the [MENTEP evaluation report,](#) with some qualitative feedback from teachers.

This report provides a summary of the main findings, and a more detailed overview of teachers' feedback on the following aspects:
- How teachers used TET-SAT
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During the MOOC "[Promoting Promoting Technology-Enhanced Teaching](#)", course participants were invited to express their interest to participate in online focus groups to give qualitative feedback on TET-SAT and research results as an additional optional activity.

One hour online focus group sessions were organized on 8 dates in May (2, 3, 8, 9, 22, 23, 24 & 25 May). In total, 68 of the 112 teachers that had expressed their interest to participate were invite to one of the online focus groups (7 to 10 teachers per session).

The teachers were asked to express their interest by filling in a short [survey](#). The aim of this exercise was to be able to invite teachers with different backgrounds, attitudes, and experiences to the focus groups in order to ensure a fruitful exchange where different opinions can be voiced. It was not obligatory to answer to all questions. This short survey collected information on:

Personal information
- Contact information (name, email address)
- Country

Teaching background
- Role (secondary school teacher, primary school teacher, student teacher, other)
- Main subjects taught
- Years of teaching experience
- Overall satisfaction with TET- SAT (1- 10)
- Agreement with a number of statements concerning TET-SAT as used in the FUS *(see screenshot below)*
- The overall TET-SAT feedback score that teachers had received
- Teachers attitudes towards teaching

Overall, the 112 teachers that expressed interest to participate in the focus groups were rather homogenous regarding several factors such as country (many teachers from Italy and Turkey), years of teaching experience (mainly experienced teachers), overall

satisfaction with the tool (high appreciation of TET-SAT), and own overall TET-SAT feedback score (mainly between 60 and 80%). The selection of teachers to be invited was mainly based on those items, aiming for a diverse group of teachers: from different countries, with and without a lot of teaching experience, with high and low satisfaction with TET-SAT and high and low TET-SAT feedback scores.

To the first four online sessions beginning of May, around 7 teachers were invited via email to participate. Since the no show rate to the online sessions was very high, additional four sessions were organized to each of which 10 teachers were invited. Hence, in total, 68 teachers were invited to participate to the online focus groups. 10 of the invited teachers actually participated, as shown in the table below.

6 Women and 4 men participated to the online focus groups, with 4 teachers from Italy, and 6 teachers from other countries (Slovakia, Romania, Greece, Ireland, Ukraine, India). The level of teaching experience was mixed (three teachers with 3 teachers with 1-5 years of teaching experience, one with 6 – 10 years, two with 11-15 years, one with 16 to 20 years and one with more than 20 years of experience). The overall grade that teachers gave to TET-SAT varied between 7 and 10. Seven teachers' Feedback was in the range of 61 – 80 %.

Online Focus Group	Teacher	Gender	Country	Teaching experience	Satisfaction with TET-SAT (1 to 10)	Overall TET-SAT score
Session 1	Teacher 1	Male	Italy	6-10 years	7	61 – 80 %
Session 2	Teacher 2	Female	Slovakia	16 to 20 years	9	61 – 80 %
Session 2	Teacher 3	Female	Romania	11-15 years	9	61 – 80 %
Session 3	Teacher 4	Female	Italy	1-5 years	7	41 – 60 %
Session 4	Teacher 1	*see above*	*see above*	*see above*	*see above*	*see above*
Session 4	Teacher 5	Female	Greece	1-5 years	9	61 – 80 %
Session 4	Teacher 6	Male	Ireland	11-15 years	10	81 – 100 %
Session 4	Teacher 7	Female	Ukraine	More than 20 years	10	61 – 80 %
Session 5	Teacher 8	Male	India	Missing information	10	61 – 80 %
Session 5	Teacher 9	Female	Italy	1-5 years	7	61 – 80 %
Session 5	Teacher 10	Female	Italy	More than 20 years	9	41 – 60 %

Reasons for the high no-show rate
There are several possible explanations for the high no show rate:
- MOOC participants might not be used to this kind of active online interaction, and therefore did not take their expression of interest as a serious commitment.
- Several teachers joined the online session and left it again, since they did not expect the session to be interactive
- Several teachers joining the online sessions did not speak English.
- Teachers joined the online meetings at different times.

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- No incentive (such as vouchers) was offered to teachers.
- Several teachers got confused between Brussels time and their own time (even though specified in the invitation email).
- Several teachers reported problems to connect to the online system, even though no download of software or login was required.

It was stressed at the beginning of each online session that critical feedback on any aspect is highly welcome. All online focus group sessions were recorded.

Qualitative Feedback from teachers

1. Summary of the main points emerging from the focus groups

All teachers had used TET-SAT at home. Most of them said that it took them 20 to 30 minutes to fill complete the tool. However, several teachers also mentioned that TET-SAT could be slightly shorter.

All teachers said that TET-SAT was easy to use. Those teachers that commented on it liked the mixed order of the answer options, as it forced them to reflect. In general, the answer options were clear and teachers could relate to them. However, for areas that teachers are less familiar with, they find it more difficult to decide and sometimes more explanations of the terms used would be helpful.

Several teachers commented that their colleagues are not so interested in using technology in their teaching, and are afraid of trying out new things. Some also commented that teachers are not used to the idea of self-assessment yet. However, in some countries (e.g. Romania, India), self-assessment is already common. "*This is a tool that helps you if you do not have a problem to show your "dark side",* one teacher from Italy commented.

"This tool helped me to understand that even if I use technology in every teaching I need to know about issues this can raise such as copyrights laws." Teacher from Italy

All teachers commented that TET-SAT helped them to understand in more detail their own strength and weaknesses. All teachers said that they think that the TET-SAT score describes their competences correctly, some of them had expected a lower score, others were slightly disappointed by their result.

"When I saw my score, I was not very happy because my colleagues always say that I am very good at ICT and this is the demonstration that I am not and that I need to improve. But it is ok, that is what TET-SAT is there for." Teacher, Italy

The area that most teachers pointed out as an area for improvement is online safety. Teachers overall liked the feedback page, in particular the fact that there is also a feedback in written and the feature that they can compare with other teachers.

One of the main MENTEP research results was that teachers who used the TET-SAT have a slightly more critical perception of their level of their TET competences. Asked why that

is, several said that some teachers do not realize how many competences digital competence actually entails (They think that doing online searches and using word documents is enough). Others commented that areas such as online safety and copyrights they do not usually think of are also part of the picture.

The second main research result was that teachers who used the TET-SAT have a slightly more critical view on ICT in teaching and learning. According to focus group participants, this might be due to the fact that teachers realize that using technology the right way in teaching is not as easy as they thought. While some teachers will take this realization as a motivation to improve, others might react stressed or disappointed.

Most teachers saw TET-SAT as a first step on their development paths. Their idea is for teachers to use TET-SAT once, then to do some training, and then take TET-SAT again. The Slovakian teacher proposed TET-SAT to the regional government of Bratislava region and the Ukrainian teacher wants to translate the tool into Ukrainian. Almost all want to introduce their colleagues to the tool. Several stressed the need to explain first the use of TET-SAT and how it works to other teachers, that are maybe not so motivated. One teacher that is teaching adults online wants to propose the tool to her association as a basis for developing her own tool for their specific context.

Finally, one teacher from Slovakia had already tried the tool together with two of her colleagues. Her conclusion was that it was important for her colleagues that she explained the tool first but then they need to fill it out alone, as they were tempted to assess themselves higher when she stayed with them. Further, there needs to be an additional incentive (e.g. trainings, trips) for most teachers to use the tool while respecting the voluntary nature of the tool. The tool can be a starting point for discussion and collaboration at school.

2. How teachers used TET-SAT

- I used at home and it too me around 20 minutes. *(Teacher 2, Slovakia)*
- I used TET- SAT in English, at home. It took me around 20 to 25 minutes (*Teacher 3, Romania).*
- It took around 30 minutes to fill in TET-SAT. In some parts, it was a bit long *(Teacher 4, Italy)*
- I used the TET-SAT in my self studies and I found it very enriching. I started TET-SAT at home. It took one hour *(Teacher 8, India).*
- I used TET-SAT at home. Maybe I would try to reduce the questions and maybe try to summarize some of the questions in one because it actually took me nearly 1 hour, about 40 minutes. Probably at the end, I answered very quickly and maybe not appropriately, just to finish the test *(Teacher 9, Italy).*

3. Ease of use of TET-SAT

- I also tried to show TET-SAT to my colleagues but they find the tool a bit much. To read all this was a bit complicated for teachers that are not so experienced. For them it was confusing that they needed my explanations because my colleagues are very traditional *(Teacher 2, Slovakia).*
- The tool is more for motivated teachers *(Teacher 2, Slovakia).*

- The tool was clear and easy to easy, for me at least (*Teacher 3, Romania).*
- For me it is hard to evaluate the tool because some questions are really targeted at public school teachers. They refer to educational environment at school so for me it is a bit different, as I am teaching adults online. Probably because of my different working context I could not really relate to some of the items and then it was more difficult to be motivated to finish *(Teacher 4, Italy).*
- I tried the TET-SAT and I was very curious to know what it is about. It is an easy test to do, some questions were easy to understand. It does not take much time. It is wells structured, so that you can have a clear idea of your level *(Teacher 5, Greece).*
- TET-SAT was very interesting because it helped me to focus and to bring my attention to some things that I never think of. I do not think that it takes long time. I liked to do it and really enjoyed it *(Teacher 10, Italy).*

4. Clarity of the TET-SAT competence descriptions

- In general, the 5 different statements were very clear. However, some terms such as digital identity or cyber security that I think you supposed that teachers know but which are not so clear. It should be helpful to have a link or pop-up window with some explanation of what it is. If you are not sure if the teacher knows what it is, it is difficult to answer and maybe also the answer does not correspond to the reality *(Teacher 4, Italy).*
- It is good that the statements are in a mixed order. Like that, teachers have to be honest to themselves. However, for one question I was a little bit confused and had to think about the differences between the answers, because I did not know the topic so well. At this point, I was looking for the lower level but I was not sure which one it was. That was strange *(Teacher 4, Italy).*
- There was a degree of difficulty. The answers were mixed so while answering you couldn't know if you were in the middle. You had to be very good at linguistics because sometimes the answer option said that you would like to do this which means you do not actually do it or I have already done that. There are many colleagues want to be in the middle. I answered truly but my question in the forum was how can we be sure that someone will reply by saying the truth? How can we 100% sure? *(Teacher 5, Greece).*
- The statements are very clear. Obviously, and thank goodness they are very general. Every teacher has a different way of doing their work. So I guess that we just have to adapt ourselves and try to understand the question. The questions were very straight forward and easy to understand. Yes, I could relate the statements to my own teaching. There are a few towards the end that were a bit more complicated probably because we do not use them so much in our teaching *(Teacher 9, Italy).*
- What I discovered is that the different answer options to each question helped me to improve. By looking at the other levels, I can see what I still need to improve *(Teacher 10, Italy).*

5. TET-SAT's general approach to digital competence

- I think that the main feature is that you approach the digital teaching as a part of the teaching experience and for me it is not really a part but it is the base. I know that it is hard because most schools do not feel like digital education is a good thing and do not really know what it brings to the students but I think that the power of digital education is also to see digital education as a whole, as the main teaching experience and not just part of something else. Sometimes, I felt like it was perceived as something to integrate in the lesson to add some activities and not something that can really be the basis of the lesson. I think that maybe the TET-SAT is more concentrated on the tools and the media and not on the content. There are more questions about do you know how to use technology in the classroom. Even if I know how to use the tool it does not mean that I know how to make it an educational tool. The tool lacks a bit of a focus on media literacy *(Teacher 4, Italy)*.
- There were some questions where I consider that it is not for every teacher to be at a high level. My level was proficient and the lowest score I received was in Digital Content use and Production, Copyright and licences. It think that an English teacher does not have time to speak about such topics or topics like device protection. ICT teachers should discuss these topics with their students *(Teacher 7, Ukraine)*.

6. General context for TET-SAT use

Teachers' interest in technology

- Some teachers are interested in using technology, but only if they see the benefits, as integrating technology in your teaching takes time and is hard work. When other teachers see that my students are satisfied, then they get interested. They I can explain them what I do. Teachers also struggle with other issues and are afraid of new things. 80 or even 90% of our teachers do not really know how to use technologies. They do not know what it means to be digitally competent, a digital citizen, not even what digital materials means. "They look at me and ask what does it mean." Teachers are just traditional. It is difficult to change their thinking because they are still just in front of their students talking and talking and that's it *(Teacher 2, Slovakia)*
- Some teachers are reluctant to use technology because it requires some knowledge of English *(Teacher 3, Romania)*

Teachers' interest in self-assessment

This is a tool that helps you if you do not have a problem to show your "dark side". (Teacher 10, Italy)

- Self-assessment is a very good path but teachers also need assistance and some explanations. It is similar to using it with students; for some of them self-assessment can be a first step of their development. The question is how to motivate teachers to do the next step *(Teacher 2, Slovakia)*.
- In Romania, every teacher has to do a paper based self-assessment at the end of each year, to which also the board and colleagues contribute, and on the basis of which we receive a score. The idea of self-assessment is not new but it is a good idea to offer self-assessment online, then everyone can see it (*Teacher 3, Romania).*

- Self-assessment is going on all the time in India, we are not afraid of self-assessment. I have meetings with other heads of departments for self-assessment, and demo sessions between ourselves *(Teacher 8, India)*.
- I think that self-assessment is very important to improve your own teaching. Since a couple of years, I am asking my students at the end of the course to assess it (teaching methods, content). I know you fear the reaction of the students, but you also appreciate the positive feedback, and also negative feedback helps to improve. I have been changing school every year, a lot of my colleagues do not use these methods, they should *(Teacher 9, Italy)*.
- I think that teachers will be reluctant about self-assessment. Self-assessment can be very helpful if you want to try to improve but if you are afraid to demonstrate your limits or that you do not know something, self-assessment is not good. This is a tool that helps you if you do not have a problem to show your "dark side" *(Teacher 10, Italy)*.

7. Usefulness of TET-SAT

This tool helped me to understand that even if I use technology in every teaching I need to know about issues this can raise such as copyrights laws. (Teacher 9, Italy).

- For me, TET-SAT was very helpful. Taking TET-SAT helps you to realize what you should do. I realized that I have a lower score in Digital Citizenship, so now I know what I will focus on next year and then take TET-SAT again *(Teacher 2, Slovakia)*.
- The TET-SAT questions were fine and I also used the training resource, which was really nice *(Teacher 2, Slovakia)*.
- Yes, TET-SAT had an effect on me. This is why I am here and this is why I follow MOOCs to enhance my skills. I took my score into consideration and keep on trying to improve my skills *(Teacher 5, Greece)*.
- The questions were very interesting. I looked through them because I want to improve my teachers' competences. I will highly recommend other teachers in the Ukraine to use TET-SAT in their work *(Teacher 7, Ukraine)*.
- TET-SAT test is very interesting because it shows it shows us our strengths and also our weaknesses. So it gives us a great hand in underlining in the things that we do not have a great language of. For instance, I should improve the part about data privacy. This tool helped me to understand that even if I use technology in every teaching I need to know about issues this can raise such as copyrights laws. *(Teacher 9, Italy)*.
- I think that the TET-SAT is complete. It touches upon all the main areas. I found it so fascinating and I found the result very useful to start and to improve my preparation. I am looking to propose it to my colleagues. It is not generic but very specific and helps you to reflect. All teachers speak about ITC but to focus on something specific is not easy and I think that this tool helps *(Teacher 10, Italy)*.

8. TET-SAT Feedback Page & Feedback Score

When I saw my score, I was not very happy because my colleagues always say that I am very good at ICT and this is the demonstration that I am not and that I need to improve. But it is ok, that is what TET-SAT is there for (Teacher 10, Italy).

- It is a very interesting tool for me because I used the TET-SAT to discover my real level of competence and I discovered that my real level of competence is not as high as I thought. This was very important because in this way by the answer to the very precise question that I found in the test I acquired a more precise idea about my knowledge in ICT. *(Teacher 1, Italy)*
- The different areas that we can find in the feedback are very relevant for the new vision for teachers in Italy. Italy spent a lot of time and money for teachers to acquire skills in digital content production. There my score was lower. So I asked myself why I did not have a higher level after having spent so much time on this area already. Other teachers had the same level or less *(Teacher 1, Italy).*
- Now I really see all these online safety issues that I am not good at. Yes, I was disappointed with myself but I realized that the test was right. My expectations were a bit different but yes there are a lot of thing that I should do and that I don't *(Teacher 2, Slovakia).*
- When I did the test, I received a score of 63%. It was a good score for me but it still needs to be improved. To improve, I will have to collaborate with other colleagues from the eTwinning platform. The tool was very clear and it was an accurate tool to assess my competences. The comparison with others was a good feature *(Teacher 3, Romania).*
- The feedback score was more or less as I thought. It was not so surprising but it helped me to focalize what exactly I have to improve. Maybe I know in general where I am weak and where I am strong but it helps me to understand some actions that I can take. I looked at the general description and the possibility to compare with others was most interesting. It helped me to understand if it a low score in a specific area was only a problem of mine or a general one. I found the link to resources really useful. For example, I arrived to the platform about cyber security which was really interesting and of good quality. I was already focusing on cyber security and digital identity. I will focus on it more and look at the resources and courses that are part of the ecosystems. The others are more difficult for me because my context is more different *(Teacher 4, Italy).*
- My feedback score was not a surprise. I expected to be somewhere in the middle but not that high. I liked how it feedback was presented. It is very good that the feedback is not only a score but also comments about your level and what you can do to improve your skills. It is a test that is friendly. I would like to test it again in 1 or 2 years, to see how much I improved (*Teacher 5, Greece).*
- I mainly looked at the overall score; I did not see the link to the resource pages. I did not realize that my score would be that high. I think that feedback is quite important and I think if you look at feedback you can look at it as a critical friend. We all want to improve so we need that critical friend. That is TET-SAT. Feedback is vital, and also not just to have a score. Not everyone is going to enjoy that feedback. You have to be realistic. Yet, they are willing to start something small. TET-SAT feedback score helps you realize this is where I am now and this where I want to go. Teachers have to be ready for that feedback and take it on board *(Teacher 6, Ireland).*

- I was rather safisfied with my score *(Teacher 7, Ukraine).*
- My score is 79%. I would like to make a few changes because the statements might not cover everything. The feedback should be also subject specific *(Teacher 8, India).*
- Obviously, there are areas where I got a good score and others where I should improve. My score was 68%. I do not think that it is 100% correct because to some questions I answered hastily. Before giving the test, I would advise to give better instructions what you will receive at the end. The score is ok with me because I absolutely agree with the areas I should improve *(Teacher 9, Italy).*
- The feedback helped me to focalize some areas. For example, my worst point is assessment with ICT. This is something that I never think about, probably also because I work in primary school. But this is something that I want to improve. My general score is 55%. When I saw it I was not very happy because my colleagues always say that I am very good at ICT and this is the demonstration that I am not and that I need to improve. But it is ok, the TET-SAT is for this. As I said before I disovered some areas that I never considered as assessment with ICT. In other cases, I have the feedback that in some areas I am quite confident and then better score was in the area where I normally give attention, the collaboration and sharing, and health and environment. These 2 areas are important for me not always for ICT but also in teaching and life. *(Teacher 10, Italy).*

9. Research results: Impact of TET-SAT
a. Teachers who used the TET-SAT have a slightly more critical perception of their level of their TET competences.

- The objective feedback of TET-SAT gives you a more realistic idea of your own level. In many cases, the idea you had before the test is not the right one. The tool allows you to compare yourself with the general medium of this competence *(Teacher 1, Italy).*
- It means that they had high expectations before; I do not know why. With me it was different. I had low expectations and then I was surprised that my score was quite high. However, some of the answer options are very close, which might give teachers the impression, that the result is somewhat random and they would get a different result if they did the test tomorrow again *(Teacher 2, Slovakia).*
- I think there are some topics you do not even think about when you speak about digital competence. Not everyone thinks that cyberbullying is part of digital competence or copyrights. Maybe not everyone understands how important it isto know the law and to know how to use the contents. The tool is really detailed and can give you the entire perspective *(Teacher 4, Italy).*
- Teachers entering to take TET-SAT think that they can use the internet to do research and work with word documents. However, did they have a skill based perception of the digital competence? *(Teacher 6, Ireland)*

b. Teachers who used the TET-SAT have a slightly more critical view on ICT in teaching and learning.

- Maybe teachers realize that there is more to know about teaching than just the simple interface. Teachers know how to teach, but they do not know ICT. This could be a reason for their less high opinion about ICT in teaching afterwards *(Teacher 1, Italy).*
- Teachers can be a bit stressed or disappointed about the variety of things they should do. If you are motivated teacher, you will take the result as a motivation to improve *(Teacher 2, Slovakia).*
- I give my students feedback at the end of the year. They say that they have no problem with critical feedback as long as the majority of feedback is still positive. I think that everyone is the same way, also teachers *(Teacher 6, Ireland).*

10. Future use of TET-SAT

"I see this as a starting point and then there is that path that they will just start with training and using ICT" (Teacher 2, Slovakia).

"It is just a matter of getting started somewhere, and TET-SAT is a good way to do that. And then teachers should do some courses and then do TET-SAT again after some time" (Teacher 9, Italy).

- If, I share a new tool with my colleagues, usually they do not want to use it, because they think that it is difficult and they are not sure what this is good for. They need to know first, what the tool is about. How can I get my colleagues more sure to use the too? *(Teacher 1, Italy).*
- *Teacher 2 (Slovakia)* proposed TET-SAT to the regional government of Bratislava region. The region wants to rate teachers' digital competences, and TET-SAT could be a useful starting point. The regional government is considering to have one digital leader in each school. According to teacher 2, this teacher could first take TET-SAT and then explain the tool to his colleagues.
- I want to present the tool to my colleagues from my association. Then I want to propose a study group with interested colleagues and try to reformulate the questions and the answers for our context and content. I would like to get inspiration to make a similar test in my context. I think that it would be really interesting to do this for students. So as a second step I would like to do this test for students. *(Teacher 4, Italy).*
- In my country there is no evaluation system yet, partly because teachers are afraid that their results may lead to a penalty or that they could loose a bonus. If they tried this tool, it would change the situation completely. It would be ideal for me to invite my colleague to try it out. However, my colleagues will ask me what shall I do afterward, since there is no public free training in Greece. *(Teacher 5, Greece).*
- For some teachers, the use of technology is daunting and I would see TET-SAT as a start for them to answer the questions, to see where they are use that as a starting point to engage themselves. Each school should use the tool as a starting point, then continue training lead in-house and then take TET-SAT again and use it as a reflection tool to say ok this is were I was, this is where I am *(Teacher 6, Ireland).*
- One of my teachers, IT and math teacher, is also part of this online course and also did TET-SAT, so we are interested in offering TET-SAT to the other teachers. I am interested to translate the tool into Ukranian *(Teacher 7, Ukraine).*

- I will implement TET-SAT at the school. I will first explain other teachers how it works *(Teacher 8, India)*.
- It is a great tool because it gives you an outline of your skills in technology. It is a great start. From there, schools should organize courses to help teachers and even the Ministry *(Teacher 9, Italy)*.
- As I am the digital expert in my school I think suggest to my colleagues to do it because I find that it helps to reflect and to discover something that for me is not always in a good way. What I think is to propose TET-SAT to my colleagues and to propose a project to work together next year. I want to organize a project where teachers work together in class, a digitally competent teacher together with a not- competent one, and propose teachers to fill in TET-SAT at the end of the year, and find if there are any improvements, and if the collaboration was a good idea. I find very useful that the TET-SAT is in a lot of languages because the Italian version could be for us a big help. However, since I teach in primary school, not all items were so relevant. It would be good to have a modified version of TET-SAT for primary teachers *(Teacher 10, Italy)*.

Guided use of TET-SAT

The teacher from Slovakia shared her experiences with guiding her colleagues in using TET-SAT and her vision on next steps.

I already tried TET-SAT with two of my colleagues, which both had a very low feedback score. They had expected a low score, but receiving a low score is always disappointing. One of them is now quite interested and wants me to show her what she can do

Teacher colleagues that tried out TET-SAT in my presence maybe lied a bit about their competences. Maybe it was a mistake that I was around but without my help the self-assessment was a bit difficult for them. Then I just explained TET-SAT to them (specifying that this exercise is for them) and let them take the tool alone as a next step. It could work to invite teachers to do TET-SAT and each area separately and then to discuss first about digital resources etc. My ideas is to offer trainings based on the training needs revealed by TET-SAT. The tool can be a starting point for discussion and collaboration at school. Teachers could be invited to take TET-SAT again after they did some training based on their training needs identified by TET-SAT.

I just try to find the right combination of getting other teachers to do TET-SAT voluntarily or with a bit of pressure. Without a little pressure from their school head, many teachers will not use TET-SAT, because teachers are not so curious. Maybe 5% of teachers are motivated, but the others need other kinds of motivation. The TET-SAT results themselves should be private, as this is self-assessment. However, they could get rewards such as trainings or trips. It is very important to persuade head teachers that TET-SAT is a very good tool. If an environment of collaboration in the schools is established based on this, then it is great because some teachers are maybe better in online safety, others in creating resources, so this can help to create a culture of sharing and learning from each other *(Teacher 2, Slovakia)*.

11. Background information about the teachers

- I teach near Rome. I teach mathematics and physics in a secondary high school. My students are 14 to 19 years *(Teacher 1, Italy).*
- I teach in Bratislava, Slovakia at a Hotel Academy, a vocational school. My students are 15 to 20 years old. I teach hotel management, marketing and tourism business. I think that I am quite experienced in using technology but I am the only one in my school. I am also teacher trainer and eTwinning ambassador so I do projects and I use various tools *(Teacher 2, Slovakia.)*
- I am from Romania, from Transylvania. As an Art teacher I use a lot of technology because modern art is based on modern technology *(Teacher 3, Romania).*
- I am from from Italy and joined your course even if I am not a public school teacher. I taught before at a school 16 to 18 year olds, a special program for foreign students. Now I teach Italian to foreigners online. I was interested because I am actually using online tools to teach. I am developing an association here in Italy of online teachers so we are trying to understand how we can test our competences to teach online *(Teacher 4, Italy).*
- I teach French, art and projects in four different primary schools public in the south of Greece *(Teacher 5, Greece).*
- I teach at secondary school level, my students are 12 to 18 years old *(Teacher 6, Ireland).*
- I am from Ukraine. I am a head teacher and English teacher. My teachers are 17 years old *(Teacher 7, Ukraine).*
- I am teaching class 10 to 12. I am the head of the department of computers and I am coordinating 3 schools in India *(Teacher 8, India)*
- I live in Italy and I teach in a primary school, this year with children with 1st class (6 years) and 5th class (10 years). I teach Math and English *(Teacher 10, Italy)*

Annex 1: Online focus group Protocol

3. Introduction

- Introduction: please introduce yourself: which students & subjects do you teach
- Introduction EUN: who we are & purpose of the session
- Your contribution will be treated anonymously.
- The idea that everyone answers to each question.
  Discuss!

4. How did you use TET-SAT

- How did you use TET-SAT?
  - *at home/ at school*
  - *all 30 questions at once or in several sessions*
  - *once or several times*
- How much time did it take you to fill in TET-SAT?
- Why were you interested in the TET-SAT?

5. Ease of use of TET-SAT

- When filling in TET-SAT, what was easy/ difficult?
- Did you have any problems filling in TET-SAT?
- Where did you need more guidance?
- What did you think about the statements describing the 5 levels of each competence? *(clear, too general, in how far related to your teaching)*
- (The TET-SAT took too much time)

6. Usefulness of TET-SAT

- How useful is TET-SAT? Why was it useful/ not so useful?
- What do you think is the main purpose of the tool?
- *Do you think that TET-SAT was useful to understand your competence? Yes, no? How?*
- *Did TET-SAT help you to re-think the use of ICT in your own teaching? Is so, how?*

7. TET-SAT Feedback Page (show)

- How did you like the Feedback page? *(design, easy to use, clear)*
- Which part of the Feedback page did you look at?
- Which part of the Feedback page did you find most useful?
- Did you look at the wording of the text description? Was that sufficient? Or did you want more?
- Did you see that there were 2 links to resources pages? Did you go there?
- If yes, what did you think of the resource pages?

- Was the information on the feedback page enough for you? What additional guidance what you need?
- Were you surprised by your Feedback score? Why?
- Did you think you were higher/ lower? Why? Give concrete examples.

8. Impact of TET-SAT

1. Teachers who used the TET-SAT have a slightly more critical perception of their level of TET competences.
2. Teachers who used the TET-SAT have a slightly more critical view on ICT in teaching and learning.

What do you think, why? Discuss!

9. Use of TET-SAT

- How would further use the TET-SAT?
- Would you do it again? Why?
- Alone/ with others?

Any other comments?