



MENTEP

MENTORING TECHNOLOGY-ENHANCED PEDAGOGY

National Workshop report Cyprus

Nicosia

October 2017



MENTEP National Workshop report Cyprus Nicosia, October 2017

The aim of the national workshops was to discuss and interpret at country level the results and data analysis from the MENTEP field trials with National Public Authorities. In particular, the objectives were for national stakeholders to get acquainted with the results at national and European level, to interpret them within the national policy and practice context, but also to develop the implications and next steps for teacher training and the adaptation and sustainability of the technology enhanced self-assessment tool TET-SAT.

Each MENTEP partner that participated to the field trials organised a workshop in its own country (Cyprus, Czech Republic, Finland, France, Greece, Estonia, Italy, Lithuania, Spain, Portugal, Slovenia). MENTEP partners were asked to invite between six and fifteen participants with a core interest in the project: policy makers, researchers, teachers, representatives from teacher training organisations, teacher training curriculum authorities and inspectorates.

The Cypriot national workshop took place on 20 October 2017 at the Cyprus Pedagogical Institute in Nicosia. 15 participants attended, including representatives from the Ministry of Education, the Inspectorate, the Director of the Pedagogical Institute, head teachers, and teachers from both the experimental and control group.

Presentations & Discussion

This national Discussion Workshop Report summarises the conclusions reached in the national workshop in Cyprus. It consists of the following sections, each time summarizing the key points of the presentation and the discussion afterwards, both with a particular focus on the most striking findings evolving from the data analysis within the context of Cyprus and the impact of the TET-SAT.

1. About the MENTEP project
2. The new self-assessment tool TET-SAT
3. The research design of the policy experimentation
4. Results of the experimentation - national descriptors
 - The response rates to the Follow-Up Survey (FUS)
 - The characteristics of the MENTEP teachers
 - Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score
5. Results of the experimentation - the impact of the TET-SAT
6. National and international developments in relation to TET-SAT, competence assessment and certification.
7. Context & next steps in Cyprus



In the morning, European Schoolnet set the scene with two presentations on the rationale of the MENTEP project and the newly developed self-assessment tool TET-SAT, which was tested during the field trials.



1. Presentation: About the MENTEP project

Anja Balanskat, the MENTEP project manager, European Schoolnet, presented the rationale of the MENTEP project: As a policy experimentation, it is not “just” a project but the aim is to test an intervention resulting in reliable evidence based on a strong methodology. European Schoolnet coordinates the project, with 15 partners from 13 countries.

Find out more [here](#); Presentation available [here](#)

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

Katja Engelhardt, European Schoolnet, introduced workshop participants to the new self-assessment tool [TET-SAT](#) that the MENTEP consortium developed, with the help of experts, on the basis of existing tools and frameworks. The TET-SAT aims to trigger teachers’ self-reflection, identify learning needs and initiate actions to further develop their competences. The tool assesses four dimensions of digital competence: digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship. Teachers are invited to position themselves for each competence choosing the one of 5 statements that most closely describes their practice. After answering the 30 questions, teachers receive personalised feedback, including links to national and European ecosystems of training resources mapped against the competence areas of the tool.

Try out the [TET-SAT](#) here; Presentation available [here](#)

For further information: [MENTEP Brochure 2017](#)

2.b Discussion: The new self-assessment tool TET-SAT

After the presentation, one workshop participant commented that the TET-SAT helps teachers to understand what their current competence level is, but not how to improve their skills. Others commented that the TET-SAT might be in particular interesting for Computer Science Teachers and that not all teachers in Cyprus can benefit from using the tool, due to insufficient technical infrastructure in schools.



Finally, workshop participants also made concrete suggestions on how to improve the TET-SAT.



Possible target group for TET-SAT use:

- The tool could be in particular interesting for Computer Science teachers, as they are using ICT all the time for learning.
- It is difficult to include all teachers in Cyprus in the use of such tools as Internet access and access to technology is a problem in schools. The basic equipment usually is only one computer and one projector per classroom. The conditions for the effective use of ICT in class are not there, according to a head teacher from a MENTEP test group school. As a teacher of chemistry with 12 students, it is easier to use technology, but impossible for a Greek literature teacher with 25 students.

Suggestions how to improve the TET-SAT

- It could be good if teachers can chose only one area and get feedback already after filling in that area; as teachers receive a lot of feedback after completing all areas (MENTEP national coordinator).
- More visualisation aids might help teachers to understand better how the tool works (national MENTEP partner).

3. Presentation: The Research design of the policy experimentation

Daniela Piazzalunga (IRVAPP, responsible for the MENTEP evaluation) presented first the evaluation question, the counterfactual approach, the experimental design and the data collection plan. The evaluation question of the policy experimentation was: **What is the impact of the Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT) on teachers' TET competences?** Workshop participants had no particular comments on this presentation.

More information about the research methodology [here](#); Presentation available [here](#)



4. Presentation: Results of the experimentation - national descriptors

Daniela Piazzalunga (IRVAPP) then presented first results: in particular the context of the experimentation:

- a. The response rates to the Follow- UP Survey (FUS)
- b. The characteristics of the MENTEP teachers
- c. Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score

Presentation available [here](#)



4.1.a Presentation: Response rates to the Follow-Up Survey

In Cyprus, response rates to the MENTEP Follow- Up survey were above average: overall 75,7% of teachers that had replied to the Benchmark Survey also replied to the FUS; in Cyprus 85,5% of them did.

4.1.b Discussion: Response rates to Follow-Up Survey

- The support the National Coordinator provided for teachers and school heads with carrying out the different surveys was crucial to reach such a high participation rate of teachers.
- Teachers are not very willing to fill out surveys, according to several workshop participants.

4.2.a Presentation: Characteristics of MENTEP teachers

The sampled teachers participating in the Benchmark Survey showed a good familiarity with ICT, self-assessed their TET ability as very high and had very positive views about ICT in teaching & learning. The share of Cypriot teachers with high self-assessed TET ability and very positive views is higher than the cross-country average.

Self-assessed TET-ability

For instance, 96% of teachers in Cyprus (90% overall) agree that they are able to use ICT to stimulate students to use ICT in a critical manner.

Actual use of ICT

On the actual use of ICT, e.g. 95% of teachers in Cyprus use ICT to present information through direct class instruction. Teachers' use of ICT to communicate with students outside the classroom is with 57% slightly lower in Cyprus than the cross -country average (61%).



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

I used ICT to support this activity	Agreement	
	Overall	Cyprus
Presenting information through direct class instruction	95%	94%
Providing remedial or enrichment support to individual students or small groups of student	77%	81%
Enabling student-led whole-class discussions and presentations	74%	86%
Assessing students' learning through written tests	56%	70%
Providing feedback to students	76%	88%
Reinforcing learning of skills through repetition of examples	85%	92%
Supporting collaboration among students	75%	85%
Mediating communication between students and experts or external mentors	31%	39%
Enabling students to collaborate with other students (within or outside school)	56%	49%
Collaborating with parents or guardians in supporting students' learning	56%	41%
Supporting inquiry learning	76%	91%
Assigning written task/ exercises / homework to students	77%	85%
Facilitating / supporting individual or collaborative oral presentation by students	82%	83%
Communicating with students out of the classroom	61%	57%

Views on ICT in teaching

Teachers' views on the use of ICT in teaching are generally quite positive. For instance, 82% of teachers in Cyprus agree that ICT can help students to develop skills in planning and self-regulation of their work.

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

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

Collaboration with other teachers

Further, 73% of teachers in Cyprus (56% overall) stated that they work together with other teachers on improving the use of ICT in their classroom.

4.2.b Discussion: Characteristics of MENTEP teachers

After the presentation, workshop participants provided in particular explanations on the figures regarding Cypriot teachers' use of ICT in teaching and their views on it, but also on the relatively high level of collaboration with other teachers.

On teachers views on ICT in teaching

- In Cyprus, 82% (65% overall) of teachers think that using ICT at school helps students to develop skills in planning and regulation. One workshop participant commented that this can be interpreted as an optimistic view of teachers, without them actually being able to implement this with their students yet, as in most Cypriot schools there is no sufficient number of devices available in the school for such tasks.
- In Cyprus, 95% of teachers have used ICT presenting information through direct class instruction. One workshop participant commented that this high percentage makes sense as most classrooms are equipped with one computer. Hence, teachers use this approach to save time.

On teachers' use of ICT to communicate outside the classroom

57% (as compared to 61% overall) of teachers in Cyprus use ICT to communicate outside the classroom. Workshop participants provided several interpretations for this figure:

- One explanation provided was that different cultures as to how teachers communicate with students exist across countries. However, this cannot be the full explanation.
- Teachers are not used to using such tools, especially older ones and do not dare to use them because they are not trained (MENTEP national coordinator).
- There is no safe platform for teachers to use that is officially endorsed by the Ministry of Education. There are several tools available but teachers will not use them, if the Ministry does not provide guidance on their use (MENTEP national partner). Here, looking at the figures of countries that provide a virtual learning environment could provide a useful comparison.
- The problem should not be the lack of devices of students at home, since usually they are equipped at home (Ministry of Education, Cyprus).
- Several teachers at the workshop commented that teachers do not want to communicate with students outside school (because they do not want to use their free time to communicate with students).
- One Computer Science teacher commented that she creates groups via messenger to talk to her students. She puts the big number of students and lack of equipment in schools forward as barriers.



On teachers collaborating with others

- 73% of Cypriot teachers (56% overall) state that they work together with other teachers on improving the use of ICT in classroom teaching. One possible explanation is that teachers collaborate together, because they do not have enough training or other support available. It could mean that they need the help from ICT teachers. (National Coordinator). The MENTEP Computer Science teacher added that colleagues come to ask for her help, when they have to use ICT, some also expect her to do the work for her, instead of learning how to use the tools themselves.
- There is a high level of self-assessed ability for collaboration at the BS, but teachers have low scores in the TET-SAT, to be further investigated.

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

Number of teachers using TET-SAT

In Cyprus, about half (53,3%) of the encouraged teachers used the TET-SAT, compared to 33,8% of encouraged teachers overall. Encouraged teachers that did not use the TET-SAT were asked for their reasons at the FUS: Overall, 32% (21% in Cyprus) stated that they were unaware of it, followed by time constraints (30% overall, 33% in Cyprus). Most teachers that started the TET-SAT (930 overall, 112 in Cyprus) completed it (78,9% overall, 87,5% in Cyprus).

Teachers' satisfaction with TET-SAT

On average, teachers have graded the TET-SAT 7.5 (7.3 in Cyprus) on a scale from 1 (low) to 10 (high). A large share of teachers finds the TET-SAT useful, e.g. overall 64,4% agreed that the "TET-SAT helped me to assess my competence" (71,8% in Cyprus). 61,6% of teachers overall think that the "TET-SAT helped me to re-think my use of ICT in teaching" (68% in Cyprus).

Teachers' feedback score

Observed score ranges between 25% and 95%

Score	Overall	Cyprus
Overall score TET-SAT	53,20%	50,90%
score by area:		
Digital pedagogy	53,80%	49,50%
Digital content use and production	50,50%	51,00%
Digital communication and collaboration	47,80%	45,20%
Digital citizenship	55,30%	53,50%

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

On the probability of using the TET-SAT:

- The fact that the teachers' age is one of the factors that does not have any impact on the probability to use the TET-SAT triggered a lot of interest and discussion.

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

- Regarding the question why some teachers that replied in the FUS stated that they were unaware of the TET-SAT, opinions were divided between workshop participants. Teachers are not used to checking their e-mails (MENTEP national coordinator, ICT teacher); and reaching out to schools via phone or face-to-face meetings would have been much more efficient (national coordinator). Another issue discussed was that the different nature of BS, TET-SAT and FUS was not necessarily clear to teachers. Finally, there is still a need to cultivate with teachers the necessity to participate in research (MENTEP national partner).

5. Presentation: Results of the experimentation - The impact of the TET-SAT

The effects of the TET-SAT are reported on the overall sample. Given the number of teachers by country, country-level estimates of the impact of the TET-SAT cannot be given. The impact evaluation results show that using the TET-SAT leads teachers to develop more informed and critical assessments of their TET competence. After using the TET-SAT, teachers tend to have a more critical perception of their level of TET competences. Their self-assessed ICT ability decreases (especially among older teachers and women). Moreover, teachers who used the TET-SAT showed slightly more critical views on ICT in teaching and learning, especially those who started with a very high self-assessed TET competence.

Workshop participants had no particular comments on this presentation.

Presentation available [here](#); More information available [here](#)

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

Anja Balanskat, MENTEP project manager (EUN), gave an overview of international and European initiatives related to the development of competence frameworks and tools for teachers including an update of the work by UNESCO, JRC and ISTE.

Presentation available [here](#)



7. Context & next steps in Cyprus



MENTEP follow - up in the school year 2017/2018

The [Cyprus Pedagogical Institute](#), the national MENTEP partner in Cyprus, launched a call for “any” teacher to participate in a workshop to take place on 21 October 2017. The approach of this pilot is to merge approaches from the two policy experimentations MENTEP and [AT2020](#). The teachers are to go through a learning cycle. In the beginning, they fill in the TET-SAT and develop, based on their feedback, a strategy on how to get to the next level that they share on Padlet. During the school year, they receive feedback from their coach. At the end, they fill in the TET-SAT a second time, to assess if they reached their goals. At the same time teachers also make their students go through a learning cycle (identify what they already know, discuss goals with teachers, self-assessment at the end), from the ATS 2020 policy experimentation.

Ideas on sustainability

- Present the TET-SAT during teacher training days
- Ecosystem is crucial: The EUN resource page could be an aggregator website for other resource pages. Different resources according to subjects would be helpful (Computer Science teacher).
- Teachers could share TET-SAT results with the ICT coaches at school.

Conclusions

“If we are really convinced that this is really important we should put in an extra effort. There are innovative and enthusiastic teachers and we should support them. We know it is not the majority but we are optimistic. Solid research results are really important. We were the first ones.”

Anastasia Economou, Cyprus Pedagogical Institute

- The idea is to sustain the TET-SAT and to link it with other tools for teachers, schools and students (national ones but also the SELFIE tool, which is currently being piloted in Cyprus).
- Promotion should take place in a systematic way. Teachers have to know about the tool, they will not just start using it like this. Inspectorates should present the TET-SAT for different subject areas and plan meetings with school heads.
- The Ministry announced that schools should have an action plan, but they have to be supported with tools to do so and the TET-SAT is one of those tools.

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