

National Workshop report Finland

Helsinki
November 2017



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

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

The Finish national workshop took place on 1 November 2017 at the Finish National Agency for Education. 23 participants attended, including representatives from European Schoolnet EUN (2), the research institute for the evaluation of public policies IRVAPP (1), and representatives from the Finish National Agency for education (7) the MENTEP partner. Other important stakeholders present were representatives from the Ministry of Education and Culture (3), researchers from the university of Tampere, Turku and Jyväskylä (4), local authorities representatives (3), a teacher from a school (1), a representative from the Finish national evaluation centre (1) and a representative from a teacher training institution (1).

Tuula Nousiainen, national MENTEP project coordinator at the Finnish National Agency for Education and national coordinator responsible for the MENTEP field trials and the national ecosystem chaired the workshop.



Presentations & Discussion

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

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

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

1. Presentation: About the MENTEP project

Patricia Wastiau, Principal Advisor for Research (EUN) presented the rationale of the MENTEP project: As a policy experimentation, it is not "just" a project but the aim is to test an intervention resulting in reliable evidence based on a strong methodology. European Schoolnet coordinates the project, with 15 partners from 13 countries.

Workshop participants had no particular comments on this presentation.

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

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

Anja Balanskat, MENTEP project manager (EUN) introduced workshop participants to the new self-assessment tool [TET-SAT](#) developed by the MENTEP consortium with the help of experts based on existing tools and frameworks. The TET-SAT aims to trigger teachers' self-reflection, identify learning needs and initiate



actions to further develop their competences. The tool assesses four dimensions of digital competence: digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship. Teachers are invited to position themselves for each competence choosing the one of five statements that most closely describes their practice. After answering the 30 questions, teachers receive personalised feedback, including links to national and European ecosystems of training resources mapped against the competence areas of the tool.

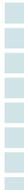
Try out the [TET-SAT](#) here; Presentation available [here](#)
For further information: [MENTEP Brochure 2017](#)

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

A representative from the MoE asked about the underlying rationale of the tool and the logic of the levels. The ministry currently looks into identifying the most scientific grounded theoretical models to design competency frameworks. EUN explained that going for developing a self-assessment tool was the most acceptable way of evaluation supported by all MENTEP partners. The design of the tool was a truly collaborative process with some countries wanting to further develop existing tools, and others, who wished to develop a new tool.

The TET-SAT levels were designed based on a variety of descriptors each illustrating a specific key areas of technology- enhanced teaching. These descriptor relate to:

1. **the learning and teaching processes** (e.g. the type of pedagogy which is supported with ICT, the level of impact of TET practices on teaching and learning)
2. **the role of the teacher** (e.g. the level of familiarity with ICT, the capacity to work autonomously with ICT and train others)
3. **cognitive processes** (referring to Bloom's taxonomy, *remember, understand, apply, analyses, evaluate, create*) and associating it with elements from the SAMR model describing stages of technology use
4. **stages of technology use** relate to the type of task ICT supports, from substitution to redefinition of tasks and processes.



The association of the different types of descriptors from a variety of models aimed to add clearness in the logic of the levels and reducing unnecessary practical complexity. They should serve as reference stages of competence development for teachers, which are motivating and understandable for teachers to grasp the



main concepts for the different stages. In this sense, the SAMR model was useful as one element in association with others for the development of TET-SAT levels especially to illustrate the stages of use of ICT by teachers.

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

3. Presentation: The Research design of the policy experimentation



Giovanni Abbiati (IRVAPP, organisation responsible for the MENTEP evaluation) presented first the evaluation question, the counterfactual approach, the experimental design and the data collection plan. The evaluation question of the policy experimentation was: **What is the impact of the Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT) on teachers' TET competences?**

Workshop participants had no particular comments on this presentation.

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



4. Presentation: Results of the experimentation - national descriptors

Giovanni Abbiati (IRVAPP) then presented first results: in particular the context of the experimentation:

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

Presentation available [here](#)

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

In Finland, the response rates to the MENTEP Follow- Up Survey is lower (60, 9%) than the overall completion rate (75, 7%), but still satisfactory. After the BS, there were 847 MENTEP teachers, the Finish sample, 516 teachers of those teachers also filled in the FUS.

FuS completion rates

Our three groups			Number of teachers			Response rate (FUS/BS)
			BS	FUS	Lost (FUS-BS)	
Controls	Non-encouraged schools	Non-encouraged teachers	380	253	-127	66.6%
	Peers	Encouraged schools	176	118	-58	67.0%
Treated	Encouraged schools	Encouraged teachers	291	145	-146	49.8%
Total			847	516	331	60.9%

4.2.a Presentation: Characteristics of MENTEP teachers

In Finland, participating teachers are very similar to those of the cross-country average. As regards the familiarity with ICT it is noteworthy that a higher proportion of teachers (21, 9%) were 9 years or younger when they first started to use a PC (average 6, 9%) and 59% use ICT at home 1-3 h/day, which is more than the average (38, 7%).

ICT familiarity at BS

	Individual characteristics	Overall	Finland
Age first use PC	9 years/younger	6.9 %	21.9 %
	10-19 years	37.0 %	43.0 %
	20-29 years	33.2 %	28.7 %
	30-39 years	16.7 %	5.0 %
	40 years/older	6.2 %	1.4 %
ICT devices at home	Tower PC	53.7 %	39.3 %
	Portable PC	87.4 %	84.2 %
	Tablet	58.5 %	78.9 %
	Internet connection	93.6 %	93.3 %
	Cellphone (internet)	82.6 %	92.6 %
	Printer	72.9 %	61.2 %
	Ebook reader	15.0 %	4.8 %
ICT time at home	0-60 min/day	49.8 %	32.2 %
	1-3 h/day	38.7 %	59.2 %
	3+ h/day	11.5 %	7.9 %

Self-assessed TET-ability

The self-assessed ability is very high with Finish teachers (and in line with the cross-country average).

Self-assessed ICT ABILITY at BS

I am able to...	Agreement*	
	Overall	Finland
Stimulate students to use ICT in a critical manner	90%	84%
Support students in searching information by means of ICT	95%	94%
Support students to communicate with ICT in a safe, responsible and effective way	90%	88%
(Re)design ICT applications in view of a specific educational setting	71 %	71 %
Select ICT applications effectively in creating a learning environment	77%	70%

* "Agreement": percentage of teachers who slightly agree, agree, totally agree

Actual use of ICT

- 89% of teachers use ICT to assign written tasks/exercises/homework to students
- 99% of teachers use ICT to present information through direct class instruction (at least in some lessons)

Views on ICT in teaching

Teachers' views on the use of ICT in teaching is also high in Finland, especially when it comes to the capacity of ICT *"to enable students to access better sources of information"*. Finnish teachers' views are less high than the average in some areas, when it comes to the belief that *"using ICT at school improves academic performance of students"*, *"ICT helps students to consolidate and process information more effectively"* and *"ICT helps students develop skills in planning and self-regulation of their work"*.

Views on ICT in teaching & learning at BS

Using ICT at school	Agreement*	
	Overall	Finland
Enables students to access better sources of information	94%	91%
Helps students to consolidate and process information more effectively	84%	70%
Helps students learn to collaborate with other students	75%	68%
Enables students to communicate more effectively with others	64%	70%
Helps students develop greater interest in learning	76%	80%
Helps students work at a level appropriate to their learning skills	76%	60%
Helps students develop skills in planning and self-regulation of their work	65%	47%
Improves academic performance of students	60%	43%

* "Agreement": percentage of teachers who agree and strongly agree

Teacher collaboration on the use of ICT in teaching

ICT and collaboration of teachers at the Benchmark Survey is rather high in Finland in comparison to the cross country average: 71% of teachers *observe how other teachers use ICT or work together with other teachers on improving the use of ICT in classroom teaching (72%)*

ICT & collaboration at BC

	Yes	
	Overall	Finland
I work together with other teachers on improving the use of ICT in classroom teaching	56%	72%
I collaborate with colleagues to develop ICT based lessons based on the curriculum	42%	55%
I observe how other teachers use ICT in teaching	48%	71%
I work with other teachers on cross-curricula projects involving ICT	38%	42%

4.2.b Discussion: Response rates FUS

In Finland there also exists a national tool (Opeka) which regularly asks teachers about their attitudes towards and use of ICT. In general, teachers in Finland are confronted with many surveys, and it was especially the case in the year of the MENTEP policy experimentation.

4.2.c Discussion: Characteristics of MENTEP teachers

As regards the more critical views on use of ICT in teaching in some areas, it was stated by participants that there is a research based teaching culture in Finland, and there is no evidence of impact of ICT.

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

Number of teachers using the TET-SAT

In Finland, only 16, 5% of the encouraged teachers used the TET-SAT, which is much less than the 33,8% of encouraged teachers who used TET -SAT overall. Encouraged teachers who did not use the TET-SAT were asked for their reasons at the FUS: Overall, 32% (and 35% in Finland) stated that they were unaware of it, followed by time constraints (30% overall, 31% in Finland). From the 48 teachers who started the TET-SAT 35 teachers finished it. There was a low take up of the resources in the national ecosystem.

Teachers' satisfaction with the TET-SAT

Teachers in Finland found it less useful than in other countries, however attitude towards self-assessment is positive for half of the teachers. 70, 8% of Finish teachers thought that the TET-SAT took too much time. However, 61, 8% considered the TET-SAT easy to use. Teachers also did not think the resources were useful to improve their teaching.

Item	Agree	Finland - agree
TET-SAT helped me to assess my competence	64.4%	47.1%
TET-SAT helped me to re-think use of ICT in teaching	61.6%	47.1%
TET-SAT took too much time	38.1%	70.6%
TET-SAT was boring	30.1%	58.8%
TET-SAT was useful	63.2%	41.2%
TET-SAT was easy	74.8%	61.8%
Feedback page useful to assess my competences	69.3%	55.9%
Resources useful to improve teaching	51.1%	32.4%
Overall satisfied	63.1%	35.3%
Self-comparison useful	55.0%	32.4%
I would recommend tool	59.5%	29.4%
Inspired to try new practices in my teaching	54.4%	29.4%
I prefer to use self-assessment tool to other methods of ass.	56.9%	50.0%
Number of respondents	818	34

Teachers' feedback score

TET-SAT competence level for teachers who completed the TET-SAT in Finland is slightly higher than the cross country average.

TET-SAT Score

Score	Overall	Finland
Overall score TET-SAT	53.2	55.2
Score by area		
Digital pedagogy	53.8	57.8
Digital content use and production	50.5	53.3
Digital communication and collaboration	47.8	48.6
Digital citizenship	55.3	56.0

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

Participants highlighted that there is a national tool, the OPEKA tool, in place, which teachers use. It would be interesting to know which schools did use the TET-SAT as pointed out by representatives from the Ministry of Education. Participants also stated as regards the feedback teachers gave on the tool, that Finish teachers are open and critical in general.

IRVAPP commented that overall, one third of invited (encouraged) teachers have used the TET-SAT. The data shows us who are the encouraged teachers (i.e. which type of teachers have used it following the invitation) and allows us to deduct a picture of teachers who have not used it despite the invitation. Thanks to the randomisation, we can truly compare encouraged and non- encouraged teachers.

The calculation of the high self-assessed ability at the BS was investigated by participants as well as how this relates to results of the score of teachers who did the TET-SAT, which was less high than the one in the BS. IRVAPP explained that the self-assessed ability at the BS was calculated by summarising the items in one single score (factor analysis). The items at the BS were different from the items in the TET-SAT. Whilst the TET-SAT confronted teachers with statements for reflection, the BS items were shorter and much more straightforward but investigating the same competencies as in the TET-SAT. The feedback score in the TET-SAT correlates highly to the self-assessed ICT ability at the BS.

Moreover, it was pointed out that in Finland, there is a high focus on students and on student collaboration with teachers, the tool does not fully reflect this emphasis.



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](#)

5.1. Discussion: Impact of the TET-SAT and the role of the feedback



As regards the downward revision of teachers' views on ICT in teaching and learning participants state that the lower score, and more knowledge about their actual competence level, most probably influences teachers view on the subject in general ("more knowledge more pain") and they now see more critically what can be done with ICT and what not. It also shows the need for new pedagogies for deep learning. The feedback plays a crucial role, one suggestion was to increase the personal relevance of the feedback and provide links to resources that are more closely linked to the feedback. Another suggestion was to encourage teachers more to improve and guide teachers in this process. In order to achieve this, TET-SAT should be part of an overall process, for example part of a training in which teachers are supported to remain positive towards ICT. Already doing the test twice might change the picture. It is obvious that as part of a policy experimentation not all teachers will take the tool, if you make it part of a training process which is recognised, it would allow a better take up rate.

As a future project, it could be envisaged to go for a policy experimentation involving fewer countries (e.g. only 3) and to combine the quantitative with a qualitative approach. Country comparisons based on quantitative data are very difficult.

Participants also mentioned contextual factors, which can have an influence on teachers' views. There are many old computers currently in Finish schools.



The new government initiative foresees to have a teacher tutor for each school to support better the integration of ICT.

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

6.1. International developments:

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, EC-JRC and ISTE.

Presentation available [here](#)

6.2. National developments:

Jarmo Viteli, Research Director, University of Tampere, presented the national self-evaluation tools [OPEKA](#) and ROPEKA for teachers, principals and schools about their digital profiles. The Opeka-Tool for teachers is an online tool with background questions and four questionnaires with different themes. Those themes are Digital operating environment, Attitudes, Organisational culture, Pedagogical activities and Competences. After completing the background questions other questionnaires, including mainly numerical questions can be finished in free order. When at least one of the questionnaires has been finished, the respondent gets his or her own results and feedback compared with other respondents. Opeka has been in use from year 2012 and the reports from every year after that can be compared easily as the data is saved in one single database.

Ropeka is targeted for principals and has been developed in collaboration with a focus group of principals and school leaders. It has been open from January 2017 onwards. The service consists of four themes, each having one so-called rubric question and some statements in 5 points Likert-scale. Each section has also one open-ended question. Opeka and Ropeka together with the ICT-test by Turku provides a unique picture about schools strategies, attitudes, skills, competencies and resources related to schools digital present and future. The data gathered from the tools provides evidence on how schools perform in different municipalities. Some of the lessons learnt when exploiting these tools is that people have to be sure that the information is not used against them and you have to have a culture of trust between teachers, principles, parents and educational decision makers.

Presentation available [here](#)



Suvi-Sadetta Kaarakainen, Project researcher, Research Unit for the Sociology, University of Turku presented the ICT skills test to measure ICT skills of teachers and students. It is a web-based application containing 18 items according to 6 different modules. Each item consists of sub tasks, closed or open-ended questions, based on a real life experience and based on the national school curriculum.

Presentation available [here](#)



Pauliina Kupila and Sanna Vahtivuori-Hänninen from the Ministry of Education and Culture) explained the New Comprehensive School Programme and Teacher Education Forum. The Finish teacher education is research based, the focus is on student centred learning. An innovation centre was just established to do trials with schools.

The Ministry of Education and Culture appointed the Teacher Education Forum in January 2016 to develop and reform the pre-service, introductory and in-service teacher training:

- Nearly 100 members and experts of the TEF and its divisions participated in working on the Teacher Education Development Programme (TEDP)
- The results of the forum and the think tank (N ~ 2000), expert consultations as well as topical research on teachers and teacher education were utilised in preparing the development programme.

The ministry will expand the Model of Tutor Teachers -the teacher guides other teachers to utilise ICTs in education. The development of teacher attitudes and social skills are very important; it is not only about being a specialist of ICT in education.



7. Conclusions & next steps in Finland

Participants agreed that it would be important to identify which data from MENTEP needs to be further investigated at national level. The data gathered from the OPEKA tool, which 10 000 teachers filled in, could provide important contextual data. It also has to be clear for schools, which tools are available, what is their main purpose and what is the main difference between them. There will always be schools who are using these tools and others not. The tools allow educational decision makers to have the big picture of pedagogical training needs for teachers.

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