



National Workshop report Lithuania

Vilnius
November 2017



MENTEP National Workshop report Lithuania

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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 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 Lithuanian national workshop took place on 8 November 2017 at the Education Development Centre in Vilnius. 22 participants attended, including representatives from European Schoolnet (2), the research institute for the evaluation of public policies IRVAPP (1), the MENTEP partner organisation Education Development Centre (6), the Ministry of Education of Science (5), the Centre for Information Technology in Education (3), Vilnius University (1), the Panevezys J. Balcikonis Gymnasium (2) and the Kupiskis P. Matulionis progymnasium (2) Giedrė Tumosaitė, the MENTEP national partner, Education Development Centre, chaired the workshop.



Presentations & Discussion

This national Discussion Workshop Report summarises the conclusions reached in the national workshop in Lithuania. 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 Lithuania and the impact of TET-SAT.

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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 Lithuania

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

Katja Engelhardt, 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, also 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. 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.



Further, the Education Development Centre presented the [Lithuanian national resources page](#) to which the TET-SAT feedback links. Preparing this resource page led to the realisation that not so many resources are available yet for the area “Digital Citizenship”, and no resources on the environmental aspects of using digital devices. Further, still few online resources suitable for distance learning are available.

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, workshop participants discussed how to make the selection of relevant resources in the ecosystems more user-friendly for teachers, and the possibility to link TET-SAT to an eportfolio. Further, participants commented on the tool itself, it’s further use (see ideas on sustainability, p.8) and asked about it’s relation to other frameworks and tool such as selfie.

On the tool itself

- One participant (Ministry of Education) proposed to present the 5 level statements in a progressive instead of a mixed order, as otherwise it looks like a test where users have to guess the ‘best answer’. Other workshop participants disagreed.
- It is important to think about the levels more concretely: Teachers could be asked to provide evidence for their levels, or more illustration could be provided to show what a level looks like.

Link between the tool and relevant training resources

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- The tool can help teachers to identify the training that they would like to follow (Vilnius University).
 - The issue is not so much the quantity of resources; but how to help teachers to find the resources that are most relevant to them. It would be good, if users could get more direct information e.g. on the quality of the resources.
 - Other organisations could also be invited to add their courses.
 - Resources could also be made searchable according to the levels 1-5.



3. a Presentation: The Research design of the policy experimentation



Davide Azzolini (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?**

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

3. b Discussion: The Research design of the policy experimentation

One workshop participant (Ministry of Education) asked if any information was collected on how common self-assessment is in general. Davide Azzolini clarified that this question was not asked to teachers, but checked with partners.

4. Presentation: Results of the experimentation - national descriptors

Davide Azzolini (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 Lithuania, 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 Lithuania 86,2% of them did.

4.2.a Presentation: Characteristics of MENTEP teachers

In Lithuania, 50 schools participated in the MENTEP project. 1519 teachers of these 50 schools were invited to fill in the Benchmark Survey. The 812 teachers that accepted this invitation are the MENTEP sample teachers.



General characteristics



In Lithuania, the percentage of female teachers is with 90% higher than the overall average of 75%. Teachers in Lithuania are on average older; 54% of teachers in Lithuania (39% overall) are older than 50 years. Also due to this fact, Lithuanian teachers were on average older when they first used ICT: 31,3% of Lithuanian teachers were 30 - 39 years old (16,7% teachers overall). However, 22,4% of Lithuanian teachers use ICT more than 3 hours/day (11,5% of all MENTEP teachers).

Teachers' self-assessed TET-ability, use of ICT and attitudes

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.

Teachers' self-assessed TET-ability

Teachers' self-assessed ability in Lithuania is generally quite high, close to the overall average, except for the item "(re)design ICT applications in view of a specific educational setting". Overall, 71% of teachers agree that they are able to do this; in Lithuania, this percentage is slightly smaller (57%).

Teachers' self-assessed TET-ability. Percentage of teachers that agree with the proposed statements

I am able to...	Agreement	
	Overall	Lithuania
Stimulate students to use ICT in a critical manner	90%	91%
Support students in searching information by means of ICT	95%	96%
Support students to communicate with ICT in a safe, responsible and effective way	90%	91%
(Re)design ICT applications in view of a specific educational setting	71%	57%
Select ICT applications effectively in creating a learning environment	77%	73%

Views on ICT in teaching

Teachers' views on the use of ICT in teaching are generally quite positive. For instance, 94% of teachers in Lithuania agree that ICT helps students to consolidate and process information more effectively.



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

Using ICT at school	Agreement	
	Overall	Lithuania
Enables students to access better sources of information	94%	97%
Helps students to consolidate and process information more effectively	84%	94%
Helps students learn to collaborate with other students	75%	80%
Enables students to communicate more effectively with others	64%	70%
Helps students develop greater interest in learning	76%	74%
Helps students work at a level appropriate to their learning skills	76%	80%
Helps students develop skills in planning and self-regulation of their work	65%	62%
Improves academic performance of students	60%	65%

Actual use of ICT

On the actual use of ICT, e.g. 98% of teachers in Lithuania use ICT to present information through direct class instruction. Teachers' use of ICT to communicate with students outside the classroom is with 84% in Lithuania well above the overall average (61%), as well as the item "assigning written tasks/ exercises/ homework to students" with 96% in Lithuania (77% overall).

Teachers' actual use of ICT in teaching and learning. Percentage of teachers that agree with the proposed statements

I used ICT to support this activity	At least in some lessons	
	Overall	Lithuania
Presenting information through direct class instruction	95%	98%
Providing remedial or enrichment support to individual students or small groups of student	77%	90%
Enabling student-led whole-class discussions and presentations	74%	94%
Assessing students' learning through written tests	56%	65%
Providing feedback to students	76%	89%
Reinforcing learning of skills through repetition of examples	85%	91%
Supporting collaboration among students	75%	81%
Mediating communication between students and experts or external mentors	31%	32%
Enabling students to collaborate with other students (within or outside school)	56%	49%
Collaborating with parents or guardians in supporting students' learning	56%	82%
Supporting inquiry learning	76%	75%
Assigning written task/ exercises / homework to students	77%	96%
Facilitating / supporting individual or collaborative oral presentation by students	82%	92%
Communicating with students out of the classroom	61%	84%

4.2.b Discussion: Characteristics of MENTEP teachers

On the high share of female teachers in Lithuania

- According to the OECD, it is a big problem that most teachers are female.



On the communication with students

- There are several platforms in Lithuania that enable school/teacher communication with students and their parents (MENTEP national partner).

On the high share of teachers using ICT for written tasks/ exercises/ homework to students

- The fact that 96% of Lithuanian teachers use ICT for “assigning written tasks/ exercises/ homework to students” triggered some discussion, as workshop participants found this figure surprisingly high. Workshop participants discussed what practices this statement includes: Maybe this statement refers to how teachers assign the homework to students, and not the homework itself. It could also refer to students preparing presentations. Is using ICT for homework transferring the task from paper to the computer or using different pedagogies? The statement covers three different aspects that are not necessarily related. All schools in Lithuania have electronic diaries and every teacher uses computers, but that does not necessarily mean that they use digital tools in their teaching.

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

Number of teachers using TET-SAT

1 out of 3 encouraged teachers used TET-SAT (34,9% in Lithuania, 33,8% overall). Encouraged teachers that did not use TET-SAT were asked for their reasons at the FUS: Overall, 32% (39% in Lithuania) stated that they were unaware of it, followed by time constraints (30% overall, 31% in Lithuania). Most teachers that started TET-SAT (930 overall, 89 in Lithuania) completed it (78,9% overall).

Teachers’ satisfaction with TET-SAT

On average, Lithuanian teachers have graded TET-SAT 8.1 (7.5 overall) on a scale from 1 (low) to 10 (high). A large share of teachers finds TET-SAT useful, e.g. overall 74% of Lithuanian teachers agreed that “TET-SAT helped me to assess my competence” (64,% overall). 78% of Lithuanian teachers overall think that “TET-SAT helped me to re-think my use of ICT in teaching” (61,6% overall).

Teachers’ feedback score

Observed score ranges between 25% and 95%

Score	Overall	Lithuania
Overall score TET-SAT	53.2	58.0
Score by area		
Digital pedagogy	53.8	60.7
Digital content use and production	50.5	48.5
Digital communication and collaboration	47.8	55.5
Digital citizenship	55.3	56.0

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

On the probability of using TET-SAT

- One workshop participant asked, if TET-SAT completion rate of 26,7% was high enough to get reliable research results. Davide Azzolini confirmed that this was the case. He added that a low take-up rate is not necessarily a bad thing, since TET-SAT has been designed as a voluntary tool for teachers.
- The take-up rate of TET-SAT is higher in Slovenia than in other countries, since teachers there are used to use technology (Ministry of Education). Maybe Slovenia also took a different approach in encouraging the use of the tool (Education Development Centre).
- Those teachers that did not use TET-SAT did not see how it was meaningful to them, as the tool itself was too complicated (MENTEP teacher, test group).
- The question is whether this experiment reflected real life and how to motivate teachers to use TET-SAT in the future.

On the culture of self-assessment in Lithuania

- The take-up rate of TET- SAT also depends on the school culture - the tool works if there is a culture of challenge and change.
- In Lithuania, self-assessment is personal and not a school culture. For people, it is important to self-assess their competence (Ministry of Education).
- We need to help teachers to learn how to progress in their professional career, because they lack reflection skills. We should already start at school to develop these skills (Vilnius University).
- In principle, Lithuanian teachers are ready for self-assessment. However, most teachers are older and less ready to try out new things. As long as this is the case, it will only be possible to implement small changes.



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



The effects of TET-SAT are reported on the overall sample. Given the number of teachers by country, country-level estimates of the impact of TET-SAT cannot be given. The impact evaluation results show that using TET-SAT leads teachers to develop more informed and critical assessments of their TET competence. After using 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 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. The data suggests that the feedback score is really crucial. Being too generous with the score would run the risk of further increasing teachers' over-confidence. The feedback score only partly explains why teachers revise their views on ICT after using TET-SAT. Another possible explanation is that the use of TET-SAT made teachers more critical and aware of the role of ICT in teaching and learning; their revised view could be a more informed one. *Workshop participants had no particular comments on this presentation.*

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

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

After the presentation, possible explanations for the results, as well as the scalability and possible use of these results was discussed.

Possible explanations of results

The research question

- Workshop participants asked what the final answer to the MENTEP research question was. Davide Azzolini (IRVAPP) replied that the question was very wide and teachers' competences are rather diverse and complex to assess. However, the project managed to detect changes on a sub-set of competences, namely teachers' opinion of their own TET ability and views. It is not possible to comment on a possible change on teachers' behaviour. Davide stressed further, that the results from these field trials can be generalised to the entire country.

Scalability & possible use of the results

- One workshop participant asked Davide Azzolini about his opinion about possible barriers to the national roll- out of the tool. He replied that since MENTEP was a field experimentation, its results can be scaled up.
- The 28% of teachers that overestimated their abilities with ICT could be asked to explain why these differences came out.
- Do teachers simplify what they understand by using ICT in teaching and learning? Views are effected by something else - what could be embedded in the tool to reduce this?
- We should use this data in a formative manner to improve the situation. Probably, if teachers had had more time to improve themselves in the four areas, the results would have been more positive. Self-assessment is a continuous process (Ministry of Education).

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

Roger Blamire, European Schoolnet, 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.

7.a Presentation: context and next steps in Lithuania

Continuous Professional Development of Primary School Teachers

Introducing Informatics to Primary Education in Lithuania

Giedrė Tumosaitė, Education Development Centre presented the preliminary national plan for the use of TET-SAT in teachers' continuous professional development - which was still subject to final approval. The plan is to train 5500 primary teachers to strengthen their digital competence by 2020. The process for content development is currently piloted at 10 schools; it is planned to expand this pilot to 100 schools. A national professional development program for primary school teachers is being prepared. Online courses will be offered consisting of 4-6 modules (e.g. digital citizenship, digital pedagogy, virtual communication, digital technology). In addition, a pool of course moderators capable to reach each region will be trained. TET-SAT will be adapted allowing primary school teachers to self-assess their competences. The idea is that after having filled in TET-SAT, teachers will be able to select course modules based on their training needs.

Presentation available [here](#)

7.b Discussion: context & next steps in Lithuania

The national context

- Teachers' professional development is a priority, as teachers' competence is directly related to the curricular renewal.
- A new legislation document with a description of a set of competences that each teacher should have is currently in preparation. The first draft of this document makes an explicit reference to the ability to self-reflect.

Ideas on sustainability

For the further use of TET-SAT, it is important to consider the following aspects:

- Should the use of TET-SAT be voluntary or obligatory? Do we need a certification for the use of TET-SAT?
- How does TET-SAT connect to other competences?
- Can TET-SAT be connected to eportfolios, badges etc.?

The use of TET-SAT could be linked to:

- The planning of a nation wide in service program, with some funding associated to it. CPD providers (teacher education centres etc.) can design programs around this; with teachers have funding for CPD and selecting a course (Ministry of Education).
- The [ATS 2020 framework](#)
- Swiss ECASS platform

Other considerations:

- TET-SAT could also be interesting for student teachers, and for head teachers (to discuss teachers' performance and training needs).
- How does the tool relate to student achievement, how do we know if a high level teacher has high student learning outcomes/ achievements? Does a teacher with high TET ability also have students with higher academic results?
- The framework of the tool could also be used to assess other competences, e.g. social and emotional learning.

Conclusions

"In order to put the new Continuous Professional Development Plan for teachers that is currently being prepared into practice, TET-SAT could be one relevant puzzle piece". *Giedrė Tumosaitė, Education Development Centre*

It is important to create the right framework conditions for the use of TET-SAT:

- Teachers need to be motivated to (re) assess their competences using TET-SAT. Policy makers should encourage teachers' self- motivation to self-assess, but not dictate the use of the tool.
- It is very important for policy maker to realise that a self-assessment tool is only one component to improve teachers' competence: It is also necessary to put this tool in the right place, but also to look at e.g. at student achievement and school evaluation.
- It is important to allocate resources for that idea. The Ministry of Education should bring together funding to support joined work in this area.
- It is necessary to include all levels, including the regional and local level in this discussion.
- Related trainings for teachers should not try to cover all areas but just focus on 1,2 specific aspects such as the use of iPads (school head).
- TET-SAT could be used at any educational level to foster self-reflection, possibly also for other competences.

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