



Situation analysis - Teachers' digital pedagogical competence SHOW-VET project

This survey aims to map VET teachers' current digital pedagogical competences. The results lay the foundation for the next stages of the SHOW-VET project. In the survey, you will assess your digital pedagogical competence and the implementation of digitalisation in your teaching. By digital pedagogy, we refer to the teacher's ability to combine pedagogical solutions, the content and teaching technology into an entity that supports learning.

Your responses will have an important emphasis when planning and implementing appropriate training for teachers during the project. It is important that you answer to the questions honestly based on your current skills and competences. The survey has 18 question areas and answering them will take about 20 minutes.

The answers are confidential and anonymous. No personal data will be collected in the survey, and any indirect personal data will also be removed before the results are published. The collected material will be analysed and stored in accordance with the general EU data protection regulations, the Finnish Data Protection Act, and in accordance with the instructions of JAMK University of Applied Sciences, electronically, password protected on JAMK's server during the project and for two years after the end of the project. After that they will be destroyed. The results of the survey will be reported in the project's report and in forums focusing on learning.

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The survey is available until XXXX

For further information xxxxx

Warm thank you for your replies.

Begin the survey by ticking the box below indicating that you have read the text and are aware how the information given will be used and stored. *



Mandatory fields are marked with an asterisk (*) and must be filled in to complete the form. I give permission to use my answers in the above mentioned research.

Country *

- Finland
- Italy
- Netherlands
- Spain

Name of the institution / organization

- Apro Formazione
- EfVET
- Departament d'Educacio - Generalitat de Catalunya
- Kpedu
- SEDU

Field of teaching/working

- Digital
- Beauty & Wellness
- Business; Chemistry
- Nature Guidance
- Animal Care
- Healthcare
- Special programmes for adults
- Tourism
- Mechanical Engineering
- Production Technology
- Other, please specify
- Don't know

Age group

- below 25 years
- 26 – 35 years
- 36 -45 years
- 46 -55 years
- over 55 years
- do not want to share

Gender

- Female
- Male
- Other
- Do not want to share



Teacher experience in years

- under 5 years
- 5 – 10 years
- 10 – 15 years
- 15 – 20 years
- over 20 years
- Do not want to share

Experience in online / hybrid teaching in years

- under 2 years
- 2 - 5 years
- 6 - 10 years
- over 10 years
- Don't know

Please, assess honestly your current digital pedagogical practices by responding to the following statements.

1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	5= don't know
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1. Knowledge of the organisation's technological learning environment

- I use my organisation's learning environments and electronic teaching tools (e.g. technology in classrooms, online meeting systems, learning management system [LMS], and other supported tools)
- I follow my organisation's general methods and strategies (e.g. digital strategy, etc.)
- I am familiar with national objectives and policies related to digitalisation

2. Searching for and utilising digital materials

- I utilise the national databases of libraries
- I utilise the international databases of libraries
- I utilise freely usable ready-made material available online
- I critically assess material found in different sources
- I guide students to sources of authentic information

3. Copyright competence

- I am familiar with the principles of Creative Commons licensing
- I use Creative Commons labelled materials in my teaching and/or as teaching materials
- I know my country's copying license system and use it accordingly
- I know how I am allowed to use photos, videos or recordings as part of teaching or as teaching materials.



4. Web Content Production

- I produce multi-channel, structurally clear online and digital material to support learning
- I master software programmes and tools for producing online content and/or digital learning material
- I can choose the presentation format that best suits the situation and that supports learning
- I engage students in producing learning material
- I create digital teaching material with my colleagues

5. Planning online teaching

- I am able to plan the pedagogical script of a learning process
- I know how to schedule online work appropriately
- I recognise the special features, requirements and limitations of digital environments and tools in planning teaching sessions
- I can select supportive technological solutions to different stages of a learning process
- I implement different learner-centred and collaborative teaching methods in a digital environment
- I build networks and co-operate actively with companies in the field
- I take the needs of the working life into account in my online teaching
- I use interactive teaching materials such as Mentimeter, H5P, quizzes
- I use collaborative digital tools in my teaching e.g. shared online boards, joint writing

6. Building interaction and teamwork

- I use different team building methods in digital environments e.g. Eduteams etc.
- I can activate students in digital environments
- I master digital tools and programmes that support teamwork
- I use digital technologies to communicate with students (e.g. email, Moodle etc.)
- I select different communication methods and channels depending on the group's needs, context and learning objectives.
- I am available to students in digital learning environments and respond quickly to their questions
- I provide my students with regular feedback on completed learning assignments in digital learning environments
- At the planning stage, I aim to take into account the elements of participation of a learning environment
- I use different methods to create the feeling of participation in digital learning environments

7. Guidance in hybrid and online learning environments

- I use multi-channel methods in my guidance practices
- I use online communication tools to support the guidance of individual students and groups (e.g. chats, forums, video calls, web recordings)
- I understand the importance of timely guidance in supporting the online learning process
- I utilise learning analytics as part of guidance
- I encourage students to peer guidance
- I integrate digital tools into my teaching that help students plan, monitor and reflect on their own learning e.g. online diaries, e-portfolios



8. Learning tasks

- I consider the individuality of learners in planning and implementing learning tasks
- I use digital tools to prepare individual learning tasks (taking learning difficulties into account)
- I plan meaningful, collaborative and work-oriented learning tasks
- I know different types of learning tasks and utilise them diversely
- I can select a digital environment for a learning task that supports my pedagogical approach and enables its
- completion (e.g. software, online services, tools)
- I plan and prepare digital learning tasks together with my colleagues
- I create digital learning tasks with students
- I assess students' technological and other skills in planning learning tasks (e.g. lack of digital skills, slow network)

9. Feedback and assessment

- I give multi-channelled feedback (text, audio, video)
- I can utilise peer feedback and assessment as part of students' competence assessment
- I utilise monitoring data accumulated in digital environments and tools for the assessment of student work
- I utilise digital tools for students' formative and summative assessment
- I use an interactive tool for assessment, self-assessment and co-assessment e.g Co-Rubics
- I utilise digital technologies to support work practice (e.g. give instructions or feedback to students)
- I use digital technologies to give feedback e.g. pre-scheduled comments

10. Information security and data protection

- I recognise information security risks and take them into account in my teaching and selection of tools
- I familiarise myself with the user instructions of any external (ie. not offered by my organisation) online services and tools I use
- I take care of the security of my mobile devices
- I use and store user IDs and passwords securely
- I process personal data and confidential information only with secure means
- I take care of the teacher's privacy protection
- I am familiar with the requirements of EU's The General Data Protection Regulation (GDPR) for hybrid and online teaching

11. Developing and sharing my own digital competence

- I maintain my digital competence through national and international teacher networks and I follow experts in the field
- I regularly use digital technologies to communicate with colleagues
- I use digital technologies to communicate with other educational institutions and representatives of the
- I share my skills and competences in the work community by supporting my colleagues in their work
- I systematically collect feedback from students and develop my work based on it



- I develop my digital pedagogical competence regularly e.g. by taking online courses and/or participating in contact training on digital pedagogy

12. Using and developing activating teaching methods

- I do not know activating teaching methods suitable for online environments
- A Massive Open Online Course (MOOC) about activating methods would be interesting
- I would be happy to create a MOOC about activating methods
- I use some activating methods in my online teaching
- I know different types of activating methods and use them diversely in my online teaching

13. Gamification as an activating teaching method in online learning environments

- I do not know how to use gamification in my teaching
- I would be interested in learning about gamification in teaching
- I use some gamification in my online teaching
- I know different types of gamification and use them diversely in my online teaching

14. In your opinion, how confidently you use the following tools

1 = I use it daily	2= I use it weekly	3= I use it now and then	4= I use rarely	5= I don't use
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- O365
- Teams
- Zoom
- Moodle
- Miro
- Flinga
- Jamboard
- Panopto
- Breakout rooms
- other, which one?

15. How would you assess your current competences as an online /hybrid-teacher?

- Very good
- Fairly good
- Neither good nor bad
- Fairly poor
- Very poor
- I cannot assess

16. How would you like to develop your competences as a digital teacher?

17. What would you need from your educational institution to develop your digital pedagogical competences

18. What else would you like to share?

