


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

 Mandatory fields are marked with an asterisk (*) and must be filled in to complete the form.

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.

Should you wish to check the specific privacy notice, please use the link.

The survey is available until XXXX

Warm thank you for your replies.

More information about the survey by Dr Eila Burns, Senior Researcher and Ms Riia Palmqvist, Researcher. JAMK, School of Professional Teacher Education. Emails: [firstname.surname \(at\) jamk.fi](mailto:firstname.surname@jamk.fi)

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. *

I give permission to use my answers in the above mentioned research.

Country *

- Belgium
 - Other, please specify?
-

Name of the institution / organisation

- Apro Formazione
 - EfVET
 - Departament d'Educacio - Generalitat de Catalunya
 - Other, please specify
 - Don't know
-

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

- Under 25
- 25-35
- 35-45
- 45-55
- Over 55 years
- Do not want to share

Gender

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

Teacher experience in years

- Less than 5 years
- 5–10 y
- 11-15 y
- 16-20 y
- More than 20 years
- Don't know

Experience in online / hybrid teaching in years

- No experience
- Less than 2 years
- 2–5 years

- 6-10 y
- over 10 years
- Don't know

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

1. Knowledge of the organisation's technological learning environment

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow my organisation's general methods and strategies (e.g. digital strategy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with national objectives and policies related to digitalisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Searching for and utilising digital materials

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I utilise the national databases of libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise the international databases of libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise freely usable ready-made material available online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I critically assess material found in different sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I guide students to sources of authentic information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Copyright competence

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I am familiar with the principles of Creative Commons licensing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use Creative Commons labelled materials in my teaching and/or as teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my country's copying licence system and use it accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how I am allowed to use photos, videos or recordings as part of teaching or teaching material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Web Content Production

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I produce multi-channel, structurally clear online and digital material to support learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I master softwares and tools for producing online content and/or digital learning material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose the presentation format that best suits the situation and that supports learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage students in producing learning material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I create digital teaching material with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Planning online teaching

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I am able to plan the pedagogical script of a learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to schedule online work appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognise the special features, requirements and limitations of digital environments and tools in planning teaching sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can select supportive technological solutions to different stages of a learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I implement different learner-centred and collaborative teaching methods in a digital environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I build networks and co-operate actively with companies in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take the needs of the working life into account in my online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use interactive teaching materials such as Mentimeter, H5P, quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use collaborative digital tools in my teaching e.g. shared online boards, joint writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Building interaction and teamwork

1 = Completely	2 = Somewhat	3 = Somewhat	4 = Completely	d/k = Don't
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	disagree	disagree	agree	agree	know
I use different team building methods in digital environments e.g. Eduteams etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can activate students in digital environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I master digital tools and programmes that support teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital technologies to communicate with students (e.g. email, Moodle etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I select different communication methods and channels depending on the group's needs, context and learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am available to students in digital learning environments and respond quickly to their questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide my students with regular feedback on completed learning assignments in digital learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the planning stage, I aim to take into account the elements of participation of a learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use different methods to create the feeling of participation in digital learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Guidance in hybrid and online learning environments

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I use multi-channel methods in my guidance practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use online communication tools to support the guidance of individual students and groups (e.g. chats, forums, video calls, web recordings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I understand the importance of timely guidance in supporting the online learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise learning analytics as part of guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students to peer guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I integrate digital tools into my teaching that help students plan, monitor and reflect on their own learning e.g. online diaries, e-portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Learning tasks

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I consider the individuality of learners in planning and implementing learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital tools to prepare individual learning tasks (taking learning difficulties into account)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan meaningful, collaborative and work-oriented learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know different types of learning tasks and utilise them diversely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan and prepare digital learning tasks together with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create digital learning tasks with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I assess students' technological and other skills in planning learning tasks (e.g. lack of digital skills, slow network)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Feedback and assessment

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I give multi-channelled feedback (text, audio, video)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can utilise peer feedback and assessment as part of students' competence assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise monitoring data accumulated in digital environments and tools for the assessment of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise digital tools for students' formative and summative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use an interactive tool for assessment, self-assessment and co-assessment e.g. Co-Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilise digital technologies to support work practice (e.g. give instructions or feedback to students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital technologies to give feedback e.g. pre-scheduled comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Information security and data protection

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I recognise information security risks and take them into account in my teaching and selection of tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I familiarise myself with the user instructions of any external (ie. not offered by my organisation) online services and tools I use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take care of the security of my mobile devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use and store user IDs and passwords securely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I process personal data and confidential information only with secure means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take care of the teacher's privacy protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the requirements of EU's The General Data Protection Regulation (GDPR) for hybrid and online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Developing and sharing my own digital competence

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I maintain my digital competence through national and international teacher networks and I follow experts in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly use digital technologies to communicate with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital technologies to communicate with other educational institutions and representatives of the business world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share my skills and competences in the work community by supporting my colleagues in their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I systematically collect feedback from students and develop my work based on it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I develop my digital pedagogical competence regularly e.g. by taking online courses and/or participating in contact training on digital pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Using and developing activating teaching methods

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I do not know activating teaching methods suitable for online environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Massive Open Online Course (MOOC) about activating methods would be interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy to create a MOOC about activating methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use some activating methods in my online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know different types of activating methods and use them diversely in my online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I do not know how to use gamification in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be interested in learning about gamification in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Completely disagree	2 = Somewhat disagree	3 = Somewhat agree	4 = Completely agree	d/k = Don't know
I would like to make an online course about gamification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use some gamification in my online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know different types of gamification and use them diversely in my online teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	1 = I use daily	2 = I use weekly	3 = I use rarely	4 = I'd like to know more how to use it	5 = Don't know
O365	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flinga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jamboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panopto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakout rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 1. Very poor
- 2. Fairly poor
- 3. Neither good nor bad
- 4. Fairly good

5. Very good

6. 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?
