



**Measuring the impact of eTwinning activities on teachers' practice and competence development**

**Monitoring eTwinning Practice Framework**



**Erasmus+**

**EN**

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European Schoolnet  
(EUN Partnership AISBL)

Rue de Trèves 61  
1040 Brussels - Belgium

[www.europeanschoolnet.org](http://www.europeanschoolnet.org) - [info@eun.org](mailto:info@eun.org)

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**Author:** Irene Pateraki

**Editors:** Irina Defaranou, Santi Scimecca, Anne Gilleran

**Design:** Jessica Massini

**Translation  
coordination:** Danosh Nasrollahi

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# 1. INTRODUCTION

## 1.1. What is eTwinning?

eTwinning – *The Community for schools in Europe* – is an action for schools funded by the European Commission under the Erasmus+ programme. It involves teachers from 36 European countries (eTwinning) and 8 neighbouring countries (eTwinning Plus).

eTwinning is a vibrant community that has involved, in its 13 years of existence, more than 600,000 teachers working in almost 200,000 schools. More than 80,000 projects\* have been run, involving more than 4,500,000 students across the continent. It operates on a safe digital platform, available in 28 languages, providing a range of activities from joint projects for schools at national and international level, collaborative spaces and professional development for teachers.

eTwinning offers a high level of support for its users. In each of the participating countries (currently 44) a *National Support Service (NSS)* or a *Partner Support Agency (PSA)* is entrusted to promote the action, provide advice and guidance for end users and organise a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the *Central Support Service (CSS)* which is managed by European Schoolnet (a consortium of 34 Ministries of Education), on behalf of the European Commission. The CSS liaises with the NSS and PSA and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize\* Event\*, which awards teachers and students for their involvement in outstanding projects.

.....

The terms with \* are explained in the Glossary.

In the public area of eTwinning, visitors can access a range of public information about how to become involved in eTwinning, explaining the benefits the action offers, some highlights, and providing inspiration for collaborative project work.

The main area of eTwinning, called eTwinning Live, is restricted to registered users, mainly teachers, and comprises of a range of communication and collaboration features. In this area, registered users, called eTwinners, have the opportunity to find and interact with other members of the community, take part in professional development activities such as Online Courses (lasting six weeks), Learning Events (lasting two weeks) and Online Seminars (one hour webinars), collaborate and exchange best practices in thematic Groups\* and find partners for their projects in the Partner Forums.

Finally, when teachers work together in a project, they and their pupils have access to a private collaborative space, which is unique to each project, called the TwinSpace.

In eTwinning, recognition, for work done by teachers and pupils, also plays an important role. eTwinning projects can receive a National Quality Label\*, a European Quality label and participate in National and European competitions. In 2018, in order to recognise the eTwinning work done at school level, the eTwinning School Label\* was introduced.

In this publication, the term “eTwinning” encompasses the whole initiative, that is both eTwinning and eTwinning Plus.

## 1.2. eTwinning monitoring activities

eTwinning monitoring activities are comprised of two main strands, each carried out every other year:

1. **A quantitative large-scale survey** of eTwinners' teaching practices and professional development activities and needs (*eTwinning's Monitoring Survey*)
2. **A qualitative activity** tracking the progress of teachers' competence development while taking part in eTwinning activities (*Monitoring eTwinning Practice- MeTP activity, which is the subject of this report*).

This two-fold approach allows on the one hand the large-scale monitoring of a sample of eTwinners, and on the other, the possibility of exploring in more depth the conditions behind certain trends.

The eTwinning monitoring strategy has a long-term perspective, guaranteeing the possibility of investigating and analysing progress over time, tracking trends and informing the pedagogical direction of eTwinning in the coming years.

The first edition of eTwinning's Monitoring Survey results were published in the 2015 monitoring report: [eTwinning 10 years on: Impact on teachers' practice, skills, and professional development opportunities](#) and the second edition results were published in the 2018 monitoring report: [eTwinning Twelve Years On: Impact on teacher's practice, skills, and professional development opportunities, as reported by eTwinners](#).

This current report is based on the activities implemented around the improved larger-scale version of the pilot "MeTP Maturity Model" organised in 2016. The results of the pilot were published in the 2016 monitoring report: [Monitoring eTwinning Practice – A pilot project guiding teachers' competence development](#).

### 1.3. Rationale for further developing the Monitoring eTwinning Practice (MeTP) into a 2.0 Framework

The MeTP pilot activity of 2016 was an experiment in the use of self-assessment tools as a way of tracking the progress of teachers' competences development while carrying out eTwinning projects. It was targeted only to teachers who were beginners in eTwinning and were involved in their first project. The results, presented in the above mentioned Report, illustrated that:

- All participating teachers reported making progress and track their competences development by using the MeTP model during the implementation of eTwinning projects.
- MeTP provided eTwinners for the first time with a set of reflective tools and processes that not only guided and encouraged teachers' competence development, but also helped them track their progress.

This second edition of Monitoring eTwinning Practice was designed taking into consideration the following recommendations of the 2015 pilot MeTP activity:

- The need for the activity to be implemented **over a longer period of time** (the pilot ran for only 4 months)
- The benefits of **integrating the collaborative\* competence** into the MeTP Maturity Model 2.0 (the pilot dealt only with digital\* and pedagogical\* competences )
- To design and implement a model which could **involve more users** (only 35 teachers participated in the pilot), giving the opportunity to every interested

eTwinner to reflect on their practice also by guiding their competence development and by tracking their progress

- To include a **more flexible and automatic support system** for participating teachers (support in the pilot was based on peer-reviewing, which is a methodology very difficult to scale up).
- To go beyond 'projects' and **assess the impact of other eTwinning activities** (The pilot allowed teachers to self-assess and peer review the progress of one another's competence development only while carrying out eTwinning projects).

In the MeTP 2.0 Framework, all eTwinning activities were taken into consideration such as projects, Learning Events, Online Seminars, courses, groups. In addition, in the pilot MeTP, participants had to peer-review each others' work and make suggestions for improvement. As this demands more time and resources, in MeTP 2.0 was replaced by a special and customised page to provide all the information that teachers need to improve their competences by taking part in eTwinning activities.





## 2. METP METHODOLOGY AND AIM

### 2.1. The MeTP 2.0 Framework

The MeTP 2.0 Framework was developed to measure the perceived impact of eTwinning activities on teachers' practice and competence development, as reported by themselves. As indicated in the previous section, the aim of MeTP 2.0 was more extensive than the original pilot activity. The MeTP 2.0. Framework was composed of the following elements:

- A pre-questionnaire with some demographics questions<sup>1</sup>
- The results of the questionnaire (global score and score by competence)
- The feedback page based on the results of the pre-questionnaire
- A post-questionnaire with additional questions on the use of eTwinning resources and activities.
- The connection among the above-mentioned elements as a way of tracking teachers' competence development while participating in eTwinning activities.

Teachers were asked to identify their starting level in relation to each of the three competences (digital, pedagogical, collaborative) by completing an online questionnaire where they had to reflect on level descriptors and accompanying self-assessment statements. According to their results, they were directed to a feedback page with suggested eTwinning activities that could help them improve. Each page was customised according to the results of the questionnaire and was updated with new eTwinning activities as they became available on the platform. Eight to ten months later (depending on when the teacher completed the first questionnaire), they were

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1 The pre-questionnaire of the monitoring activity is the only available questionnaire addressed to all eTwinners. The post-questionnaire is no longer available, as it was used only for the monitoring purposes of this report.

asked to complete the same questionnaire to check whether their perception on their level of competence had changed. The MeTP 2.0 activities were implemented over a period of 10 months, starting in November 2017 and ending in September 2018.

The MeTP 2.0 Framework's specific elements are:

**COMPETENCES:** The current version of the model which was used for this activity is based on 3 competences: digital competence, pedagogical competence and collaborative competence.

**LEVELS:** Each of these competences can be implemented and experienced by a teacher at different levels; level 1 being at the lowest and level 5 at the highest level of maturity. A 'competence descriptor' describes each competence at each level, in terms of the required knowledge, skills and attitudes.

**INITIAL QUESTIONS:** In the first questionnaire, teachers are asked to reply to 9 demographic questions and in the second questionnaire they are asked to reply to 8 questions regarding the usefulness of MeTP 2.0 activity and their participation in eTwinning activities since the first questionnaire.

**OVERALL SCORE:** Once the participating eTwinners complete the questionnaires, they get an overall score and a score for each of the 3 competences from level 1 being at the lowest and level 3 at the highest level of maturity.

**FEEDBACK PAGE:** The feedback page is within an eTwinning group with 9 different pages: 1 for each level for each of the 3 competences. In each page, the teachers can find eTwinning resources and suggestions that can help them improve the level of their competences.

How the MeTP 2.0 Framework was used and implemented is described in more detail in chapter 3 of this report.

## 2.2. Building on existing frameworks (MENTEP)

The objective of MeTP 2.0 was not to design a new competence framework for teachers, but rather to build upon existing validated frameworks, which were simplified and adapted to the purposes of the MeTP 2.0 activities.

Regarding the **digital and pedagogical competences**, the MeTP 2.0 used the existing framework that was created for the MeTP pilot activity with minor changes. The pedagogical competence model was particularly inspired by the *Australian*

*Professional Standards for Teachers*. The Australian Professional Standards for Teachers comprise seven interconnected standards, which outline what teachers should know and be able to do. They are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

For the MeTP 2.0 **digital competence model**, the self-evaluation statements are based on those used in *The Teacher Mentor for Digital Competence*, developed by the Norwegian Centre for ICT in Education. The Teacher Mentor is a free, online service for teachers aimed at guiding teachers in their self-reflection about how they use technology for teaching and learning. It is based on the *Self-Review Framework* offered by the UK National Association of Advisors for Computers in Education, as well as Hooper and Rieber's *Teaching with Technology Model (1995)*. The Teacher Mentor self-assessment tools has four areas: Pedagogy and ICT; Digital Production; Digital Communication; and Digital Judgement. The MeTP 2.0 digital competence model uses statements from all four areas under each of its levels.

The examination of **collaborative competence** used a tool based on one developed during the MENTEP (Mentoring Technology- Enhanced Pedagogy) project, a European Policy Experimentation funded by the European Commission via the Erasmus+ programme. MENTEP addresses the need in EU policies for teachers able to innovate using ICT and for improved data on their digital competence. It also tackles the need to enhance the uptake of ICT in teaching and learning, to promote stronger coherence between different EU and national transparency and recognition tools and strengthen the professional profile of the teaching profession. MENTEP aims to develop a reliable, user-friendly and sustainable tool for teachers to self-assess progress in Technology-Enhanced Teaching (TET) competence, in 4 areas: digital pedagogy- content use and production- collaboration and communication – digital citizenship. TET- SAT tool aims to trigger teachers' self-reflection, identify learning needs and initiate actions develop. TET-SAT is an online self-assessment tool that aims to help teachers:

- Develop digital pedagogical competence
- Engage more actively in reflecting on their pedagogical practice using ICT, stimulated by a structured self-assessment exercise providing feedback according to five levels of progression
- Self-direct their learning and develop their competence whenever they want, at their own pace, extending professional development opportunities to informal online learning environments
- Establish a personal competence profile which can be compared to other teachers
- Access a tailored ecosystem of European and national training resources to further develop their competencies according to need or interest.



## 3. THE PROCESS

### 3.1. Steps and scoring system

As already mentioned the MeTP 2.0 Framework is composed of a pre-questionnaire, an assessment results' page, a feedback page and a post-questionnaire. The URL to access the tool and questionnaires is: <https://metp.etwinning.net>. eTwinners can login using their eTwinning credentials (username/password).

The MeTP 2.0 Framework I is available in 6 languages: English, French, German, Italian, Polish and Spanish.

The pre-questionnaire consists of:

- 9 initial demographic questions
- 9 questions regarding the digital competence
- 8 questions regarding the pedagogical competence
- 8 questions regarding the collaborative competence

The 25 questions related to the 3 competences include self-evaluation statements associated to competence levels ranging from 1 to 5. Each statement gets a score and the sum of these scores is their global score. Then the global score translates into a one of the 3 levels: if a teacher scored between 1-33, their score is considered as low level, between 34-66 as medium and 67-100 as high. It should be highlighted that since this is a self-assessment score, so there is no bar set as "Pass". All scores encourage teachers to better understand the self-assessment process.

Initial Questions		Digital Competence		Pedagogical Competence		Collaborative Competence			
<	Question 10	Question 11	<b>Question 12</b>	Question 13	Question 14	Question 15	Question 16	Question 17	>

How do you use ICT with your students?

I do not feel confident when I use computers in the classroom with students. It is sometimes difficult to get the students to do what I want them to do. I am also uncertain about the learning outcome for the students.

I sometimes feel that it is difficult to maintain control when the students use computers in the classroom, but I think that it is relevant, and would like to learn more about how best to incorporate technology into teaching and learning.

My students and I have become used to using ICT for teaching and learning, and we find that this constitutes a good supplement to traditional teaching methods.

I am well acquainted with the use of ICT for pedagogical purposes, as are most of my students. Technology has changed the way I both organise and implement my teaching. Most students use computers in a goal-oriented manner both when I am in charge in the classroom and when they work on their own or in collaboration with others.

I see that the inclusion of ICT has had an impact on my teaching as well as my relationship with my students, and has allowed me to help change practices in my school for the better. ICT plays an important role in everyday life at my school, both directly in teaching and learning, as well as more generally for management and other purposes.

<a href="#" style="color: white; text-decoration: none;">◀ Previous question</a>	<a href="#" style="color: white; text-decoration: none;">Next question ▶</a>
Last save 21/JUNE/2018 @ 18:13	You have completed 1 / 34 Questions
<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"> <div style="width: 2%; height: 10px; background-color: white; position: absolute; left: 0;"></div> <span style="position: absolute; right: 0; bottom: 0; color: white; font-size: 8px;">2%</span> </div>	

Figure: an example of the questions and the statements participants were asked to select to answer.

According to which of the statements teachers selected, they received an overall score and a score per competence, ranging from level 1 to level 3. An explanation was provided for each result to help teachers better understand their level. Additionally, teachers could click on the link provided, to find some eTwinning resources and activities that could help them improve in each of the 3 competences.

## MeTP 2.0



Based on the answers you provided, your overall score is: 36%

36%

### What does your score mean?

**Digital Competence** (refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life)

**Level 1:** You believe that you cannot use ICT in your subject or you do not know how to start. You also face difficulties in finding the suitable resources and tools and you are not familiar with the use of multimedia in your class.

**Make the best out of eTwinning and improve your competence!**

You can find **some suggestions** that can help you improve your digital competence level.

**Pedagogical Competence** (refers to a sound, broad and current knowledge within the subject area, as well as dedication to gaining knowledge of student learning and subject-based teaching and learning issues.)

**Level 2:** You sometimes try new teaching methods and ways to deal with your students working on different learning paces.

**Make the best out of eTwinning and improve your competence!**

You can find **some suggestions** that can help you reflect on your teaching practice and improve your level of pedagogical competence.

**Collaborative Competence** (refers to working with others in the pursuit of common missions, vision, values, and mutual goals. Places team needs and priorities above individual needs. Involves others in making decisions that affect them. Draws on the strengths of colleagues and gives credit to others' contributions and achievements)

**Level 2:** You already collaborate with your colleagues in different projects but you want to learn new techniques in order to motivate your students to work in groups.

**Make the best out of eTwinning and improve your competence!**

You can find **some resources** that can help you improve your collaborative competence level.

### Legend

Level 1 (0-33%)

Level 2 (34-66%)

Level 3 (67-100%)

### Digital Competence (Score: 29%)

Digital Competence

29.0%

### Pedagogical Competence (Score: 38%)

Pedagogical Competence

38.0%

### Collaborative Competence (Score: 40%)

Collaborative Competence

40.0%

Figure. The feedback page provided after the submission of the questionnaire

The resources were hosted in an open eTwinning Group (no registration is needed to access it): <https://groups.etwinning.net/46362/>. The Group consists of 9 different feedback pages:

- Digital Competence Level 1, 2 and 3
- Pedagogical Competence Level 1, 2 and 3
- Collaborative Competence Level 1, 2 and 3

According to their level, the teachers could find suggestions for eTwinning activities and resources that could help them improve their competence level such as:

- Self-teaching material\*
- eTwinning Kits\*
- eTwinning Groups
- Publications\*
- Recordings of Online Seminars

- Ambassadors\* Events
- Learning Events
- Online Seminars

In addition, teachers who visited the feedback pages had a privileged access to specific Learning Events aimed at improving one or more of the mentioned competences.

The feedback pages were updated regularly to inform eTwinners of new professional development activities in eTwinning.

At the end of the process, participants were encouraged to take a post-questionnaire with the same questions of the previous one, plus some questions related to the eTwinning activities they carried out.

### 3.2. Phase 1: pre-questionnaire, self-assessment and feedback

In November 2017, the MeTP 2.0 Framework was introduced to **all eTwinners** through [an article](#) published on the eTwinning Portal, an announcement in the December eTwinning newsletter and on eTwinning Live and posts in the eTwinning social media (Facebook and Twitter). They were invited to self-assess their competence development by completing the MeTP 2.0 pre-questionnaire, visit the personalised feedback page, participate in the proposed activities and take the post-questionnaire again after 8-10 months.

To complete the self-assessment pre-questionnaire participants:

1. Had to login to <https://metp.etwinning.net> with their eTwinning username and password and complete the **self-assessment questionnaire** to check their level on pedagogical, digital and collaborative competence. They could go through the questions in any order they liked and they could take their time to complete and finalize the session, as their answers were auto-saved.
2. Once they completed the questionnaire, they could see their overall score and the score for each competence and visit their personalised feedback page.
3. According to their interest and their availability, they could go through the resources and take part in the proposed activities.

In April 2018, a mail was sent to all teachers (a mailing list was created) who completed the pre-questionnaire between November 2017 and January 2018 to remind them they could visit the feedback page, as there were updates about new professional development activities.

### **3.3. Phase 2: Post – questionnaire, self-assessment and feedback**

In July 2018, an email was sent to the teachers who participated in the first questionnaire between November 2017 and January 2018 to invite them to complete the post-questionnaire. This second questionnaire included the same questions regarding the 3 competences but the initial demographic questions were replaced with questions related to the use of the tool, the use of the feedback page and the eTwinning activities participating teachers took part the previous 8-10 months.

Participants were asked to complete the questionnaire by the first week of September 2018. Three reminders were sent over this period to ensure the participation of a sufficient number of teachers. The aim was to compare the results they got the first time with the results they got the second time, in relation with the activities they did over the period of the last 8-10 months.

The feedback page provided was the same as no new professional development activities were being organised over the summer period.

### **3.4. Case studies: Rationale**

In addition to the results of the two MeTP 2.0 questionnaires and in order to identify different patterns in eTwinners' teaching practices and professional development, a number of eTwinners were contacted after the end of the post-questionnaire.

The teachers selected were among those who participated in both questionnaires and had visited the feedback pages, but who had not necessarily carried out all the activities proposed.

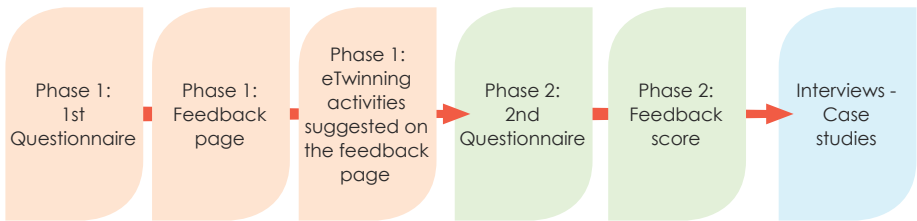
Through the case studies, teachers had to further elaborate on why they took part in MeTP 2.0 and what were their expectations. In addition, they explained how they used self-reflection and where they felt their levels of competence where, and how MeTP helped them to finally understand what they wanted to improve. A side effect



of this process was, as it turned out, that in most cases it boosted their self-efficacy<sup>2</sup>.

According to the *Self-Efficacy Theory of Behavioural Change*, people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set themselves challenging goals and maintain strong commitment to them. The people with high sense of self-efficacy, visualise success scenarios, while those who doubt their efficacy, visualise failure scenarios and concentrate on the many things that can go wrong. People motivate themselves according to their self-efficacy and they form beliefs about what they can do by setting goals for themselves.

In the following case studies, the MeTP 2.0 Framework gave the opportunity to the teachers to understand where they stood and set their future goals through classroom and eTwinning activities.



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2 Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes (Bandura, 1994).



## 4. QUANTITATIVE ANALYSIS

### 4.1. MeTP participants' profile: pre and post-phase

In MeTP 2.0, all teachers registered in eTwinning were invited to participate and benefit from such an activity that would guide them to self-assess themselves on the 3 competences. Any teacher, regardless the level of his/her involvement to eTwinning, could offer interesting insights and different backgrounds.

#### PARTICIPANTS' COUNTRIES

1,371 teachers from 39 countries participated in the pre-questionnaire of the MeTP 2.0 activity. 407 teachers out of the initial 1,371 teachers decided to further participate in the post-questionnaire. The quantitative analysis is based on the 407 participants. These **407 participants** represented **32 countries**. Italy was the country with the most respondents (124 respondents – 30% of all participants), followed by Greece (35 respondents) and Spain (32 respondents), as displayed in the table below:

PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
COUNTRY	NUMBER OF PARTICIPANTS	COUNTRY	NUMBER OF PARTICIPANTS
Albania	25	Albania	4
Armenia	28	Armenia	6
Austria	7	Austria	3
Azerbaijan	39	Azerbaijan	9
Belgium	10	Belgium	3
Bosnia and Herzegovina	11	Bosnia and Herzegovina	5

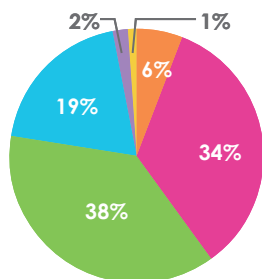
PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
COUNTRY	NUMBER OF PARTICIPANTS	COUNTRY	NUMBER OF PARTICIPANTS
Bulgaria	15	Bulgaria	3
Croatia	44	Croatia	15
Cyprus	3	Cyprus	2
Czech Republic	11	Czech Republic	1
Denmark	2		
Estonia	1		
Finland	2	Finland	1
Former Yugoslav Republic of Macedonia	8	Former Yugoslav Republic of Macedonia	3
France	41	France	8
Georgia	5	Georgia	2
Germany	22	Germany	4
Greece	80	Greece	35
Hungary	5	Hungary	2
Ireland	1		
Italy	<b>333</b>	Italy	124
Latvia	8	Latvia	1
Lithuania	18	Lithuania	6
Malta	2		
Netherlands	2		
Norway	3		
Poland	86	Poland	16
Portugal	68	Portugal	23
Republic of Moldova	6	Republic of Moldova	1
Romania	75	Romania	28
Serbia	36	Serbia	19
Slovakia	7	Slovakia	4
Slovenia	6	Slovenia	4
Spain	<b>116</b>	Spain	32

PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
COUNTRY	NUMBER OF PARTICIPANTS	COUNTRY	NUMBER OF PARTICIPANTS
Sweden	4		
Tunisia	27	Tunisia	8
Turkey	<b>183</b>	Turkey	29
Ukraine	21	Ukraine	4
United Kingdom	10	United Kingdom	2
<b>Total</b>	<b>1,371</b>	<b>Total</b>	<b>407</b>

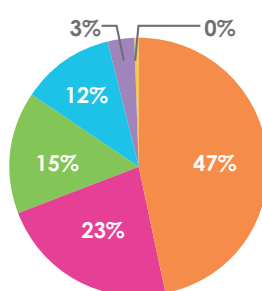
## PARTICIPANTS' AGE AND TEACHING EXPERIENCE

As aforementioned, out of the initial 1,371 participants 407 teachers contributed to the post-phase of the monitoring process, by completing the post-questionnaire of the MeTP activity.

Graph 1: Participants' age range



Graph 2: How long have you been teaching?

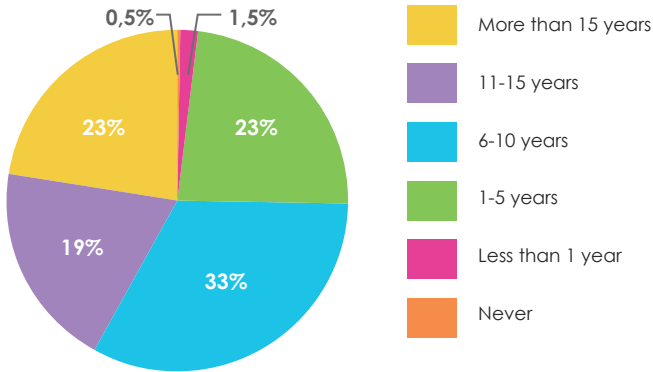


These MeTP participants represent a very experienced group of teachers. 72% of them are aged between 40 and 59 years old, and 80% have been teaching for over 16 years.

Considering a typical working week in school, 68% of the respondents spend on average more than 17 hours on teaching students in school (either whole class, in groups or individually), and 63% of the participating teachers spend more than 2 hours a week on an eTwinning activity with their students. Additionally, 42% of the

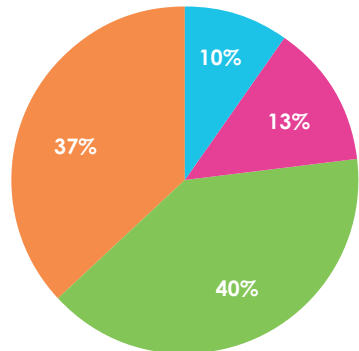
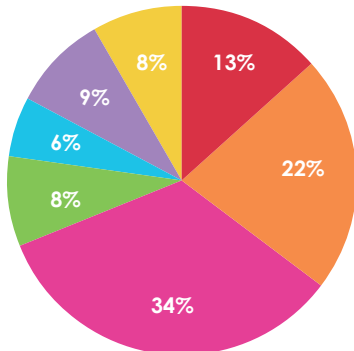
participants have more than 11 years of experience in using ICT for educational purposes in teaching and learning.

Graph 3: How long have you been using ICT for educational purposes in teaching and learning?



Graph 4: Time spent on average on teaching students in school (either whole class, in groups, or individually)

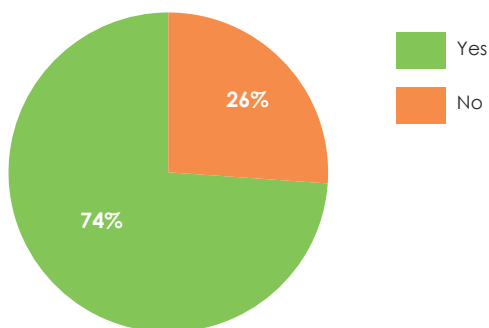
Graph 5: Time spent on average on working in school on an eTwinning activity with your students (either whole class, in groups or individually)



In the post-questionnaire the respondents were also asked if they were participating in any other online or onsite training, apart from eTwinning. The vast majority (74%) responded 'Yes', which shows that the sample of the eTwinning population which agreed to fully engage in the MeTP activity is composed of teachers who are very

interested in and dedicated to improving their competences. This is confirmed in all the case studies presented in this Report: teachers mentioned that they take part in different professional opportunities offered in national or European time, although some of them have not the time to implement all this new knowledge to their lessons.

*Graph 6: Since the completion of the self-assessment tool (questionnaire) have you participated in any other online or onsite training to help you develop your 3 competences, apart from etwinning?*



## 4.2. Analysis of users' answers to the questionnaires

### TEACHERS' PROGRESS – COMPARING PRE- AND POST-QUESTIONNAIRES

In order to quantitatively assess teachers' perceived progress, we start by comparing the global scores across the three competences of their first self-assessment (pre-questionnaire) to the ones from their second self-assessment (post-questionnaire). It is important to note here that regarding the scores, for the sake of simplicity, the scale of 100 was divided into three parts: from 1 to 33 was considered as low, 34-66 as medium and 67-100 was considered as high. However, in the results there were no scores from 1 to 33, ergo the lowest scores were found in the medium level 34-66.

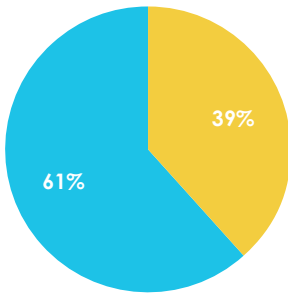
The most interesting findings are listed below:

- Most MeTP participants scored over 67/100 in both their pre (61%) and post-questionnaire (77%) global scores. 67/100 was the threshold which was considered as 'high' score. We can say that most participants were globally already quite confident in the three competences, but also that an additional 16% were more confident in the post-questionnaire.
- 39% of the participants scored between 37 to 66 on the pre-questionnaire and 23% of the participants scored between 33 and 66 on their post-questionnaire. This means that many of the ones who had a relatively low score improved their perception between the two phases.

- The lowest score in the pre-questionnaire was 37/100, whereas on the post-questionnaire the lowest score was 33/100 (4 points lower). This may connect to a better understanding of one's levels of competence at the end of the process. This was also reported during the interviews with a number of teachers, as presented in the case studies.

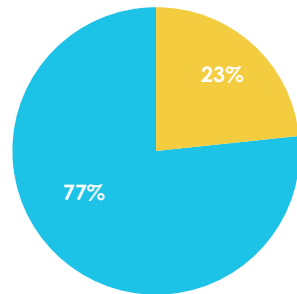
Graph 7: Percentage of high global scores on the pre questionnaire

Score above 67      Score between 37-66



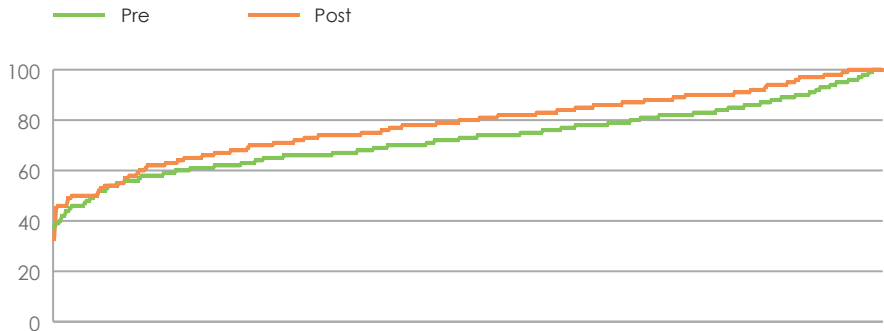
Graph 8: Percentage of high global scores on the post-questionnaire

Score above 67      Score between 37-66



An overall evaluation of the comparison between the global scores in the pre- and the post-questionnaires also shows other noteworthy patterns.

Graph 9: Participants' perceived improvement based on pre and post global scores



As already mentioned, the vast majority of respondents' scores showed that the participants acknowledged an improvement in their competences as a whole (global scores). Very few remained at the same level and a few had a 'negative progress'.

Interestingly, participants who had a score between 55 and 97 generally increased their perceived level of competence in comparison to users below 55 or over 97. This may mean that eTwinners, whose perception was already very low or very high, were impacted by the MeTP process, in a sense that such teachers re-evaluated their competences with a more realistic and cognisant approach in their second self-assessment, which then determined an equal or even lower score. This is not surprising: some case studies confirmed the assumption, already found in other similar research<sup>3</sup> that the questionnaire itself does have an impact on the self-assessment of teachers, especially in the ones who are particularly demanding (high scores) or have a limited knowledge of the self-assessment techniques (low-scores). For example, in one of the case studies, Emanuela Boffa was not expecting that her post-questionnaire results would be lower than the ones of the pre-questionnaire, and she then explained that she feels that the post-questionnaire scores actually reflect more accurately where she stands in the three competences.

Even though the participants with a negative progress is a minority, they represent a very interesting finding regarding the self-assessment process. Some of the case studies in this report were chosen to further elaborate on how their self-reflection was affected by MeTP, and in particular by what happened between the pre- and the post-questionnaire. Within this framework, the suggested eTwinning activities and resources they received from the MeTP feedback page not only helped them engage in eTwinning- and in most cases, when they indeed got involved in them, improved their perceived competences - but also allowed them to better assess themselves. This is confirmed, for example, in the case study of Georgia Maneta, who mentioned that after having visited the feedback page she paid more attention to the post-questionnaire and was stricter with her self-assessment.

Similarly to the global scores, all the 'per competence' scores show an increase in the post-questionnaire results. It is interesting to notice that:

- In the **pedagogical competence self-assessment**, 79% of teachers initially had a high score (more than 67/100), which went up to 87% of teachers in the post-questionnaire. Although it may be considered expected for teachers to score very highly in their pedagogical competence self-assessment, 'pedagogy' being their area of expertise as teachers, it is also

.....

3 "The main experimental results show that the TET-SAT made teachers using it revise slightly downwards their beliefs about their own competence in using ICT for teaching and their views on whether ICT is useful in teaching and learning." And "we conclude that the downward revision of perceived TET-ability and views is a sign of the fact that the TET-SAT triggered self-reflection on respondents' practices, helping them to adjust in a more informed way their prior assumptions about ICT in education and their own TET competence."



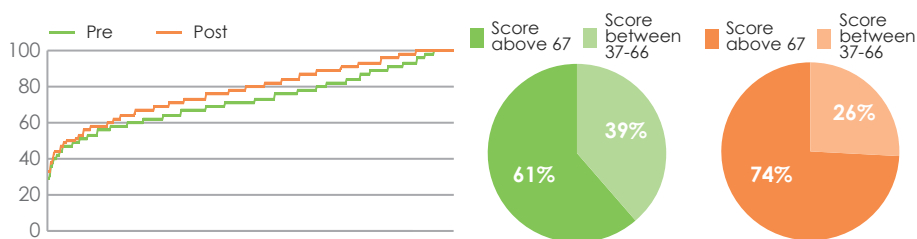
interesting to consider that this competence is the area where the teachers scored higher both at the pre and post-questionnaire.

- In the **collaborative competence self-assessment**, 45 % of the respondents scored highly (more than 67/100) initially, compared to 61% and 79% in the other two competences. Nevertheless, this is the competence in which the biggest increase/improvement was noted. 21% of the respondents, who initially got a medium score, got a high score in the post-questionnaire, meaning that the initial 45% of high scoring teachers became 66%. Exceeding this threshold (from medium to high scores) shows that the collaborative competence had the biggest potential in terms of improvement (starting from quite low) and the fact that this is where teachers had the highest increase probably demonstrates that most teachers felt more confident after having taken part in eTwinning activities, most of which deal with collaboration.

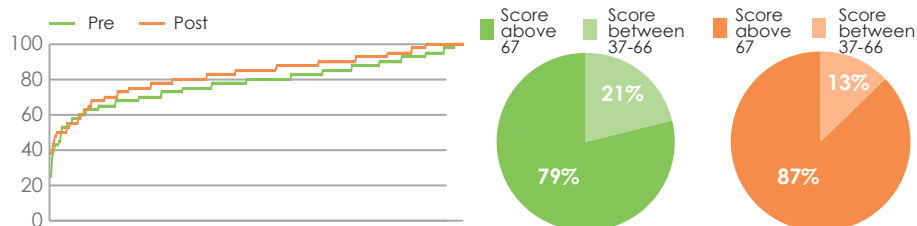
The data presented above confirm that teachers feel initially most secure and confident in their area of expertise (pedagogy), but they are open and willing to improve with the help of eTwinning activities, supported by the meta-reflections triggered by the questionnaires. This is shown in general by the high increase of their perceived competence between the pre- and post-questionnaires.

The graphs below describe in more detail the participants' scores and their perceived progress in the three competences assessed through the MeTP 2.0 questionnaires.

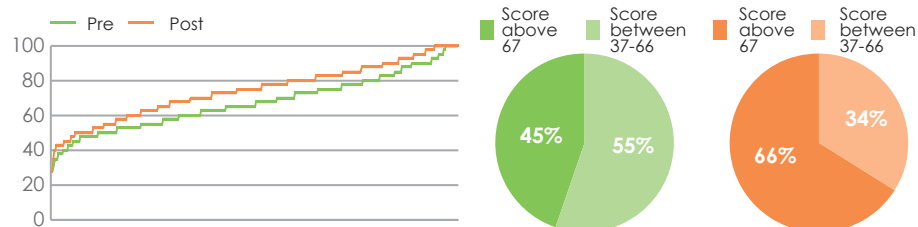
Graph 10: Participants' perceived improvement on **Digital Competences** based on pre and post scores



Graph 11: Participants' perceived improvement on **Pedagogical** Competences based on pre and post scores



Graph 12: Participants' perceived improvement on **Collaborative** Competences based on pre and post scores



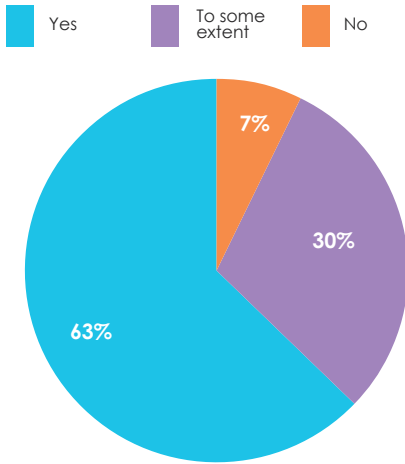
### 4.3. Teachers' practice resulting from the participation in the MeTP activity

In addition to the results on the self-assessment scores, it is interesting to further look into the participants' qualitative feedback on the MeTP tool, including the questionnaire, the scores and the feedback page.

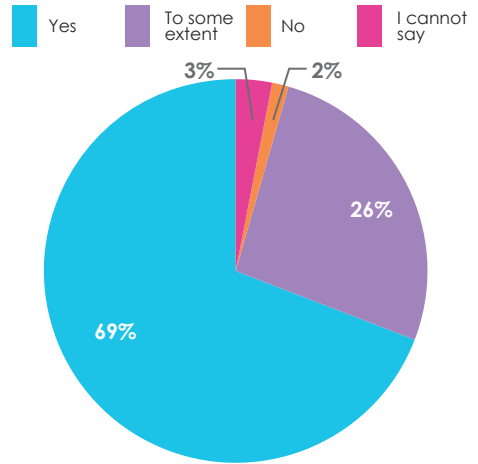
The graphs below show the respondents' evaluation of motivation, and positive change in their work and their activity on eTwinning, after their self-assessment experience.

When asked if the self-assessment tool helped them feel motivated to participate in more eTwinning activities, 63% responded "Yes" and 30% "To some extent". Most importantly, when assessing if there was a positive change in their teaching practice after receiving feedback from the MeTP tool, 69% reported back "Yes" and 26% "To some extent".

Graph 13: Did the self-assessment tool (questionnaire), help you feel motivated to participate in more eTwinning activities?

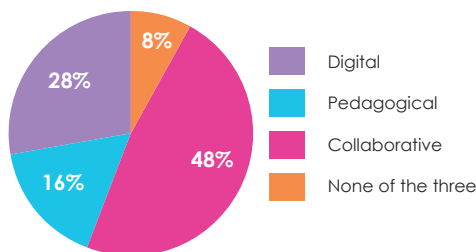


Graph 14: Do you feel that there was a positive change in your teaching practice after receiving feedback from the self-assessment tool (questionnaire) ?



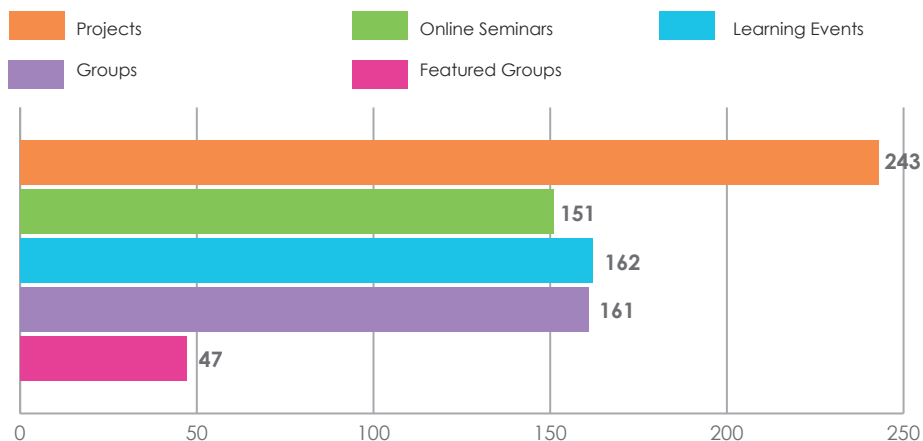
It is interesting but not surprising to mention that the respondents indicated they felt the need to work more on the collaborative competence (48%), which is much more than what they reported for the pedagogical competence (16%) and the digital competence (28%). This may be due to the fact that 75% of the respondents have worked with technology for between 6 - 16 years whereas collaboration is less familiar to them. This pattern is consistent with the results presented in the previous paragraph where the initial scores for the collaborative competence were quite low but greatly increased in the post-questionnaire. eTwinners feel they are quite good in pedagogy but need an extra boost in collaborative (and partially in digital) competence, and this is the trigger for their involvement in the activities proposed by the feedback page.

Graph 15: Which was the competence you felt that you needed to work more on?



On this note, the emphasis on the collaborative competence was also evident when the respondents were asked about which were the eTwinning activities they chose following the completion of the MeTP self-assessment. 243 participants joined projects, an activity closely related to the collaborative competence, and the next two most popular choices were Learning Events (joined by 162 participants) and Groups (joined or created by 161 participants).

*Graph 16: Since the completion of the self-assessment tool (questionnaire), you have created or joined:*



This shows that joining or creating projects is the answer to users' need to improve their collaborative competence, but also that professional development activities in a way are considered worthwhile to address their perceived weakness in the collaborative area. And, indeed, all teachers in the case studies participate in projects and many stated that through their project work they feel that they have improved the collaborative competence.

## 4.4. User Segmentation

### USER GROUPS BASED ON AREAS: PROJECTS / PROFESSIONAL DEVELOPMENT / COMMUNITY

To better understand the participants' feedback, MeTP 2.0 participants were also categorised in groups according to the areas of activities offered by eTwinning that they took **for the first time**. This segmentation of users into groups is therefore related to eTwinners who were relatively new in eTwinning and were eager to experiment in new activities, also as a result of their involvement in MeTP 2.0.

In the table below four different segments are presented: one regarding participants only focusing on projects, one regarding participants only focusing on community activities, one on professional development activities and one regarding participants who decided to focus on more than one area.

projects	12%
community	19%
PD	28%
Users who combine eT activities	34%

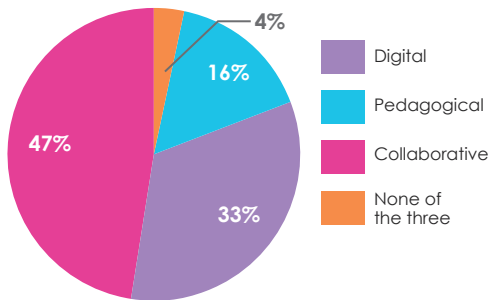
Regarding the latter group, eTwinning activities refer to various combinations of Learning Events, eTwinning Groups, Projects and Online Seminars.

### User needs based on eTwinning activities

The following graphs display the specific need of each user group.

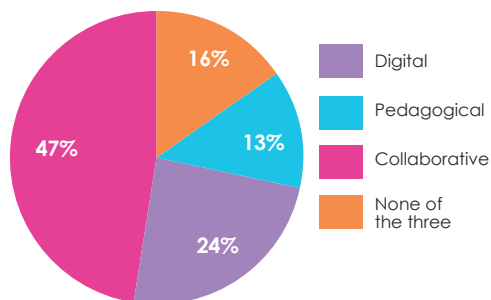
In general, **almost 50% of each group feels they should work more on their collaborative competence.** This is consistent with the results presented in the previous chapter: no matter what users would like to focus on, they all have a need to improve in this area.

Graph 17: Users who do **projects** feel they need to work on:



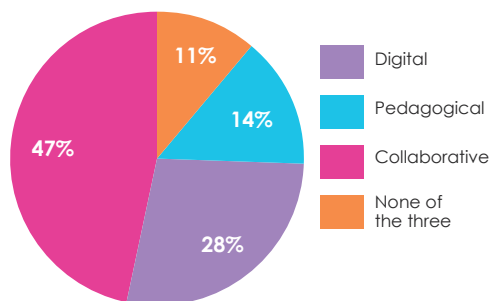
For participants who chose projects: 33% feel they need to also work more on their digital competence, and 16% on their pedagogical competence. It looks like engaging in projects is seen by this group as a way to mostly increase their digital competence – of course in addition to collaborative, rather than the pedagogical one.

Graph 18: Users who join **groups** feel they need to work on:



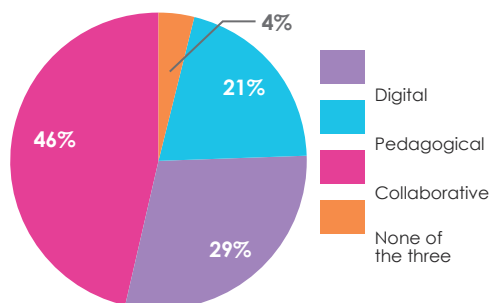
For users who chose to join Groups, 24% feels they need to also work more on their digital competence, 13% on their pedagogical competence, and 16% on none of the three competences. The latter percentage shows that this segment feels confident in all the competences and probably would like to share with other colleagues their expertise.

Graph 19: Users who focus on **professional development** feel they need to work on:



For users who chose professional development activities: 28% feels they need to work also more on their digital competence, 14% on their pedagogical competence, and 11% on none of the three competences.

Graph 20: Users who **combine eTwinning** activities feel they need to work on:



For users who chose to combine different activities: 29% feels they need to work also more on their digital competence, 21% on their pedagogical competence, and 4% on none of the three competences. Also in this case, the combination of the activities chosen is an answer to improve the collaborative competence. It is interesting in this case to notice that a very small percentage (4%) is confident in all the areas.

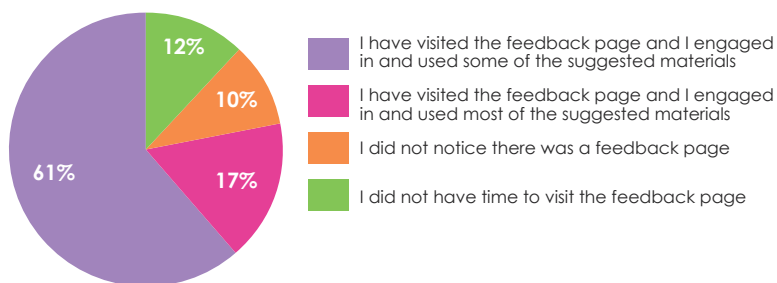
As already mentioned, it is clear that, regardless of the user group, all participants prioritise their competence improvement needs in the same way: first the collaborative competence and then the digital, the pedagogical, and last in all groups the 'none of the three' option.

## WHAT ACTIVITIES DID USERS CARRY OUT? COMPARISON OF DIFFERENT GROUPS BASED ON THEIR NEEDS

Participants were also categorised based on the competences they felt they needed to work more on and which activities they actually chose to do after consulting the feedback page. This shows whether they found eTwinning activities addressing their perceived needs and whether they actually engaged in such activities.

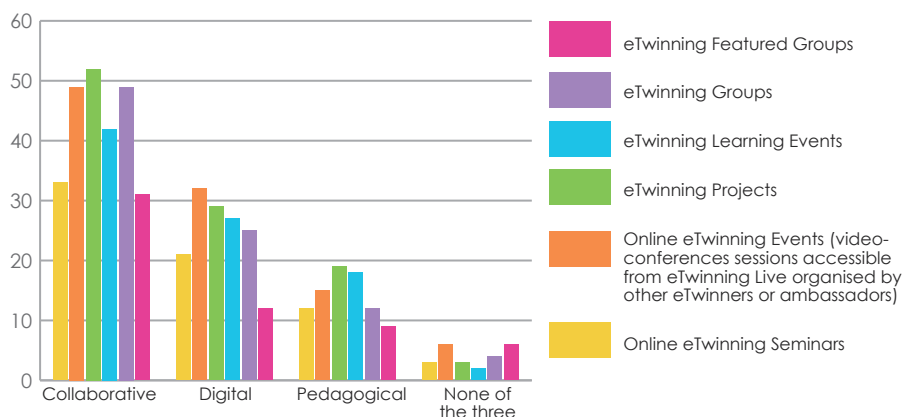
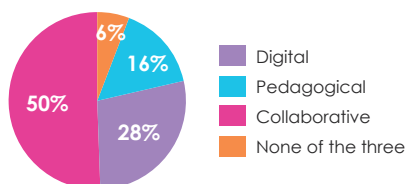
Based on the graph below, the majority (61%) of the respondents visited the feedback page and used SOME of the material.

Graph 21: Participants' feedback page consultation



Within this group, 50% of the respondents felt the need to work more on their collaborative competence – 28% on the digital, 16% on the pedagogical and 6% on none of the three.

Graph 22: I have visited the feedback page and I engaged in and used some of the suggested materials - I need to work more on:



More specifically, this graph shows which eTwinning activities the respondents chose to join based on consulting the feedback page and the competence they need to work on.

The most popular activity varies slightly according to the needed competence: projects for the collaborative one, Online Events for the Digital, projects for the Pedagogical and again events for 'none of the three'.

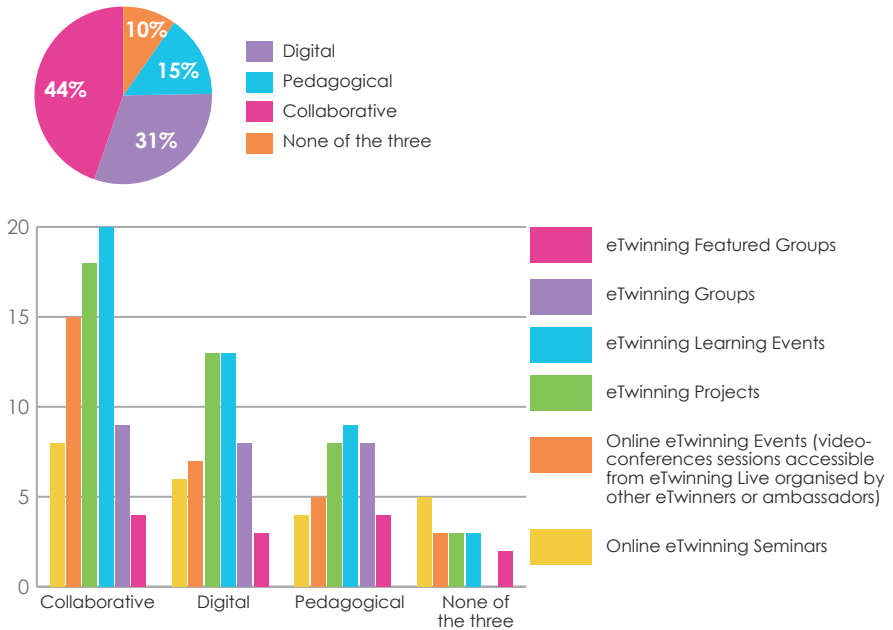
The connection between the pedagogical competence and projects is quite obvious, however, it is interesting to notice that users willing to improve their digital competence felt that the various online events offered by other users in eTwinning Live were an answer to such need.

Following the same logic, the next graph is showing users from the two least prevalent responses ("I did not have time to visit the feedback page" and "I did not notice there was a feedback page"). It is clear that even though these respondents (22% of the total number) **did not consult** the feedback page, they feel like the respondents of the most popular user group: mostly the need to work on their collaborative competence,



some of them on their digital, fewer on their pedagogical and even fewer on none of the three. Therefore, the competences pattern is the same. Nevertheless, when it comes to the activities they chose, the Learning Events rank higher than the previous group, which shows that professional development activities in eTwinning are very popular and they are recognised as an answer to the perceived weakness in all the three competences.

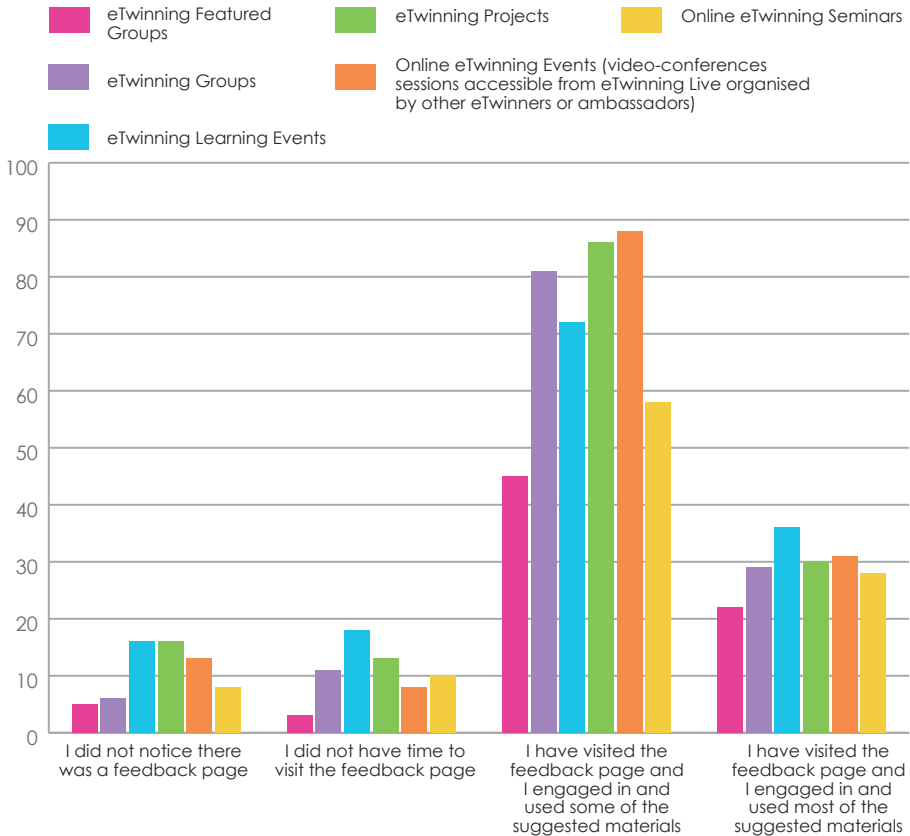
*Graph 23: I did not have time to visit the feedback page - I did not notice there was a feedback page - I need to work more on:*



The graph below describes the **activities users joined on eTwinning, depending on whether they consulted or not the feedback page**, regardless of the competence the respondents choose to work more on. On this graph, it is interesting to note that:

- Learning Events were the most popular activity for three of the four groups.
- The online eTwinning Events (video-conferencing sessions accessible from eTwinning Live organised by other eTwinners or Ambassadors) was the most popular activity for the group related to "I have visited the feedback page and I engaged in and used some of the suggested materials".

Graph 24: Which eTwinning activities the participants chose in relation to the feedback page



The activities which participants carried out after visiting the feedback page (and regardless of what competence they wanted to improve) tell us that:

- Professional development activities are a driver for such users who did not have the opportunity to look at the feedback page but, apparently, are well aware of this kind of activities offered by eTwinning.
- Projects are very popular in the group of users who engaged in some activities, and in general the second most popular choice in all groups.
- Featured Groups are less popular, but this may be related to their limited number and their specific topics, or to the fact that teachers often do not have the time to take part, as mentioned in the case studies.
- Generic user-driven eTwinning Groups are more popular when users are engaged in only some activities, but they are probably not seen as an activity which is perceived as a driver to increase users' competences (and

it is not unusual, provided that normally only power-users feel confident to engage in online communities)

- Among the various professional development activities, Online Seminars are the least popular, which is probably due to the choice of topics and the specific format still not perceived as a training opportunity (differently from the Learning Events).

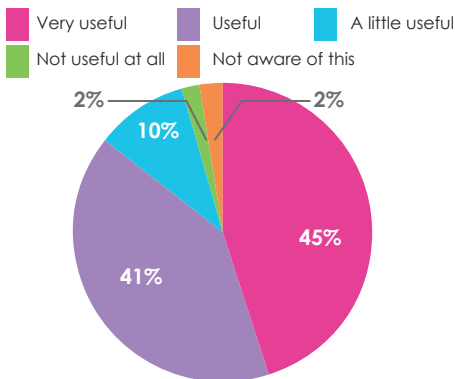
## 4.5. Evaluation

### USEFULNESS OF THE METP 2.0 FRAMEWORK

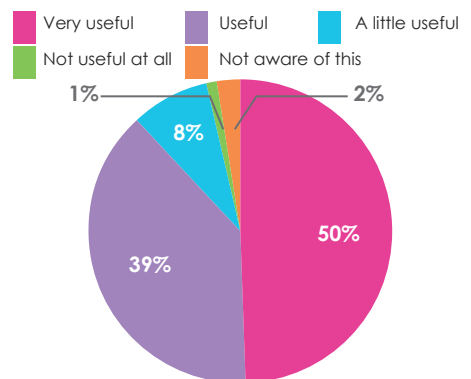
In the post-questionnaire of the MeTP 2.0 Framework, the 407 respondents were also asked to provide their feedback regarding how the various tools of the MeTP 2.0 Framework were for their self-assessment. The results tell us that:

- The **global score** provided to them via the tool was perceived useful or very useful by **86%** of the respondents
- The **score per competences** was also perceived useful or very useful by **89%** of the respondents
- The **Feedback page** with suggestions was found useful or very useful by **87%** of the respondents.

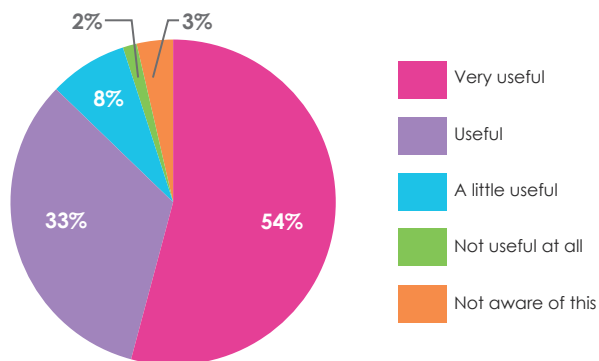
Graph 25: Global score usefulness



Graph 26: Score per competence usefulness



Graph 27: Self-assessment tool usefulness according to participants



The data confirm that the vast majority of users appreciated the three elements of MeTP 2.0 (global score, score for competence and feedback page) and this can be considered a good indication to continue with this approach in the future. Most of the teachers in the case studies, confirmed that they plan to visit the feedback page and check any updates that can be helpful for their work at school.



## 5. CASE STUDIES

In order to better present and support the results of this study, in combination with the above quantitative results, several interviews were conducted to discover in depth the perceptions of teachers regarding the MeTP self-assessment tool and their eTwinning activities. Out of these, **eight interviews** were chosen to be presented in the report as case studies.

### 5.1. Selection criteria and patterns

The selection of the teachers to be interviewed was based on the **following criteria**:

- **The teachers' progress** between the first and the second interview (using their competences scores as indicators): teachers with different levels of progress, initial scores and differences among the three competences were considered.
- **The teachers' activity on eTwinning**, as it was important to identify teachers who focused on different opportunities offered by eTwinning: project-based, professional development and community-focused activities.

It is important to mention at this point that all the interviewed teachers had one thing in common: they are all very active in projects and most of them believe that this is where their need for professional development begins. They are all experienced but they have different levels of experience. Some teachers also had in common their focus and interest in the topic of eSafety and copyright issues and pointed out the importance of the eTwinning school Label, and how this label should be used to increase collaboration among schools in order to achieve improvement and support.

The case studies have been categorised as follows:

- **Project-focused profiles:** Even though all participants are involved in projects, some of them, like Jean-Noel and Georgia, focus only on projects, because they believe that this kind of activity meets their pedagogical, collaborative and professional development needs more than anything else.
- **Community-focused profiles:** Some participants, like Emanuela and Monica, put the emphasis on finding the partners they need for their projects, on collaborating more efficiently with them, their colleagues from school and the parents of their students.
- **Professional development and classroom focused profiles:** Learning Events (LEs) and Online Seminars (OSs) offered by eTwinning can help many teachers discover new tools and teaching practices. Some participants, like Najoua and Leila, choose to bring all the new knowledge from the LEs and OSs straight to their classroom.
- **Professional development and Teacher Training profiles:** Other teachers, like Rosa Luisa and Kristina, choose to focus more on their Teacher Training, because they want to help their fellow teachers improve their competences and skills.

The results of all the interviews revealed a pattern which was used to structure the case studies:

1. **Identification of needs.** Each teacher had a different starting point in terms of expectations, and this is described in the first part of the case study. The question addressed was “why did I choose to take the MeTP questionnaire? What did I expect out of it?”.
2. **Impact of the MeTP tool.** The statements in the questionnaire made teachers address their current teaching and learning practice and triggered a self-reflection on processes which were sometimes taken for granted. This allowed them to take some distance from their work and put it in a wider perspective. The results of the questionnaire were summarised with a score on the perception of the three competences which mostly confirmed but sometimes challenged their initial self-perception, especially after the 2<sup>nd</sup> time they took the questionnaire.
3. Based on the different scores resulting from the questionnaire, teachers were offered a **customised feedback** offering eTwinning activities which would help them focus in their weaker points and improve their competences. Teachers engaged in such activities to a various degree depending on their availability, skills, time and willingness to improve. Each case study describes which activities were carried out and which were the competences tackled. This part is where teachers find out ‘how’ they can benefit from eTwinning activities.

4. When teachers took the second questionnaire after a few months, they could finally test the **impact of the whole process**. The results of the second questionnaire sometimes confirmed their perception of having improved in one of more competences, but more often offered a different way of looking at their own practice and triggered reflections which in all cases strengthened their self-efficacy and their ability to match their initial question (why) with the practice put in place (how). What is important is not whether teachers improved the scores between the first and second questionnaire (as we have seen in the initial chapter this happens quite often but not always) but rather the stimulation to improve by taking part in different activities.

## 5.2. Analysis of the case studies



EMANUELA BOFFA

Emanuela Boffa is a **primary teacher** at the **ICS di Andorno Micca in Biella, Italy**. Her eTwinning projects involve subjects such as Art, Citizenship, Cross Curricular teaching, Foreign Languages, History, Informatics/ICT, Language and Literature, Music, and Primary School Subjects. She has been an **eTwinning Ambassador since 2016** and was one of the **winners of the European Prizes\* 2018**. Her school received the **eTwinning School Label in 2018**.

### “MeTP helped me define where to focus on my learning and teaching”

Emanuela wanted to understand how good she was on the three competences described by MeTP. When she took the second MeTP self-assessment round she was not expecting that the results would be lower than the first round. But, after all, this makes sense, in her view: **“I feel the results of the second time really reflect where I actually am because by then I was more conscious, and I now realise that I need to learn more about the digital and collaborative competences”**, she pointed out. “These days teachers need to be able to get involved with so many different topics and activities: self-assessing through MeTP twice helped me better define where to focus on my learning and on my teaching”.

### How MeTP helped her self-reflect

Emanuela is a teacher who recently changed school. However, she doesn't seem to let this affect her work, regardless of the difficulties she may encounter with colleagues,

who use more traditional methods of teaching. She considers herself lucky as in both schools she had the support from her head master. Encouraged to reflect on her own work, she focused more on the collaborative competence. **“MeTP helped me because instead of mapping myself among my colleagues at school, I see where I stand compared to teachers from all over Europe.** And this is one of the things I enjoy most in eTwinning. Even if collaborating with your colleagues is difficult, **there is always a way to find a partner or join an online group and make your projects happen!”**

### **eTwinning activities on digital and pedagogical competences**

The feedback page of the questionnaire directed Emanuela towards Online Seminars and Learning Events focusing on improving her digital competence. Given that her time was limited, she did not go through all the options offered. Emanuela felt that, since it was pointed out that she needs to improve her digital competence, she should join different online events and groups focusing on this area. For this reason, she attended a few online events as part of eTwinning Groups' activities: a live event about “Bringing eSafety into eTwinning projects”, another on “integrating games in the classroom” and one about “Robotics and Coding”.

**“I usually bring what I learn from my eTwinning activities straight to the classroom,** and not only with my young students, but also when involved in teacher training. We now have a new project about Art, where I can implement in my classroom all the tools, like Thinglink, I came across in my participation in the Groups”. She spoke about her teacher training activities and how she uses materials from eTwinning with other teachers. “When I have a teacher training session, I bring my favourite self-teaching materials that I use with the other teachers, like the one on ‘How to Achieve Quality’. Good collaboration is very important to me and to our work”, Emanuela explained.

Emanuela also talked about **her pedagogical competence in the way she collaborates with parents and how eTwinning helped her with this.** “It is so important to involve the parents in primary schools. It is a completely different climate in the classroom. That was one of the first things eTwinning helped me with: how to involve parents in projects and lessons”. On this note, Emanuela explained that **Project-Based Learning, which she perfected in eTwinning, is, according to her the best way to make students improve their working in groups skills, and she emphasized that parents also enjoy it a lot.**

### **Adaptation as a sign of self-confidence**

When asked to think about the MeTP questionnaire in detail, Emanuela felt she didn't have much to say in the beginning; she felt that the questionnaire was easy to answer. However, very soon she started explaining that she felt the questionnaire was meant for all types of schools and ages of students in Europe, so she realised it was important to adapt it to one's own reality. And in this sense, it became easy to fill it in. “For



example, my students are too young, so in some questions there was a limited number of statements for me. I knew I could not choose something that is not possible to happen with such young pupils. I felt very confident that the statements I chose were the best I can do in my school and with this age of students. I do not care to choose for myself the statement describing a very advanced and unrealistic situation, because it doesn't feel right", she added.



**MONIKA SCHWARZE**

Monika Schwarze is a **Mathematics** and **Informatics** teacher at **Pestalozzi Gymnasium in Unna, Germany**. Her eTwinning projects involve subjects as Biology, Mathematics, Geometry, Media Education and Natural Sciences. She teaches students **between 10 to 18 years old** and in 2018 her project got a **European Prize**. Her school has also been awarded with the **eTwinning School Label 2018**.

### **"I tried MeTP as I wanted to see what it was about"**

Monika did the self-assessment tool as an experiment. She is motivated as a teacher to try different activities and she wanted to explore this tool and see where she stands as a teacher according to the results. As she mentioned: "I use the partner-finding forums to look for experienced partners. I focus on contacts that I can collaborate with in my projects both eTwinning and Erasmus+ (KA2)." As she said, she is a teacher who is always looking on ways to improve her lessons and through projects she can get new ideas from her colleagues. She organises **eTwinning and KA2 projects** but has also participated in many in-service training opportunities. "Sometimes, I feel that I'm more active in projects and give more to my colleagues, but I suppose this is part of the game", she claims. She cannot really distinguish which of all of her Erasmus+ activities have contributed more to her development; it is a combination she admits. However, **for all her activities, the collaborative competence is her biggest priority**.

### **How MeTP helped her self-reflect**

Monika felt, at the beginning, that she failed when she saw her results in the MeTP tool. "I did not pay much attention to all the questions as I didn't find them all related to what I'm looking for in eTwinning. Some were simpler and some not so relevant". The second time she took the questionnaire, she tried to understand better how to respond to the statements and chose accordingly. She feels that her "collaborative competence has increased during the last two months as I'm taking an active in the Group for eTwinning Schools. I'm also participating in the course for the eTwinning Schools. I tried to join two more groups, but they are not as active as I wanted them to be".

## eTwinning activities on collaborative competence

**"Yesterday, I got a Quality Label for my project "Math, Art and Real Life." That was the best collaboration I ever had in a project.** We exchanged so many ideas with my colleagues that will also be useful for my work in class. I like to take others ideas, adjust them for my students and then evaluate them and see if they worked well" she says. Through projects, she also had the opportunity to improve her French and she is always eager to have French partners. "With my French partner, we were speaking in French, writing in English and I was thinking in German", she explained.

Monika supported the idea that **a project has added value for her students when it is embedded in the curriculum. The students do all the activities they have to do but also come into contact with students from other countries.** This is the added value!". When we use collaborative tools like Google Docs, my students tell me that this way of working will be useful for them when they will start working as professionals. **Also, now they think more how it will be to visit, study or work in other countries"** she said.

## Next steps to involve more colleagues

**Monika's school is an eTwinning School** and as she says "By Christmas, my plan is to involve 3-4 new colleagues in projects, and in the staff meeting I'm going to present eTwinning to all my colleagues. **I hope that one-quarter of our staff will register with eTwinning in the next 6 months"**. She also mentions that she has the support of parents who believe that these projects open a window to Europe for their children. "Parents are supporting me a lot to promote eTwinning and KA2 projects to my head teacher as they are very satisfied with the work we are doing in the class. They always have a good word to say or they are always asking if we will run a project in the new school year". She also promotes her work in the local press and tries to involve her head master as well. She believes that if her head master is well informed of all the activities they organise in their project, he can also better promote the work of their school, which is one of the 16 eTwinning Schools in Germany.



**JEAN-NOËL PÉDEUTOUR**

*Jean-Noël Pédeutour is working at the **Lycée Saint Cricq**, a **secondary school** with 1600 students, which includes a vocational department, where he teaches electronics, maths and science to **17-18 years old students**. His projects involve subjects such as Biology, Environmental Education, Mathematics / Geometry, Natural Sciences, and Technology. He is also an **eTwinning Ambassador since 2012**.*

## **“eTwinning projects helped me improve my pedagogical skills and my digital and collaborative competences”**

Jean-Noël learnt about eTwinning during a course on “Opening to Europe” in the IUFM (ESPE now) in Bordeaux in 2008 and found it very interesting. After a year at school, having to deal with all the difficulties a new teacher has to face, he decided to join eTwinning. Ten years later, he organises at least three projects per year with all his classes. Jean-Noël believes his participation in projects helped him to improve his skills in comparison with other colleagues that are not registered in eTwinning. He has run forty projects on topics related to the subjects he teaches, ranging from Astronomy to Drones and Robotics, and has won National and European Prizes. **Through these projects, he discovered new collaborative tools, tried new pedagogical methods like flipped classroom and improved his collaborative competence with the help of his partners.** He thinks that the collaboration also depends on the partners he has every year and he found the feedback page suggested material very useful for his work. He read about MeTP in the portal and he found it a good idea to check it as a tool, to see if involvement in projects truly helped him improve his pedagogical, digital and collaborative competences. At the same time, he said: **“I took the MeTP questionnaire as I also thought that I could help to improve eTwinning in some way through this monitoring activity. Apart from me benefiting personally, I could also give back a small part of what eTwinning has done for me.”**

### **How MeTP helped his self-reflection**

During his self-assessment, Jean-Noël reflected on his project work over the past decade and how this has evolved. His most recent project this year, which won a National Prize in France, was about Astronomy. This was the same topic as his first project ten years ago, and with the same partner. “There is no comparison between the two projects”, he explained, “In my first projects, we did simple activities, didn't have a structured plan and we didn't collaborate as much as we do today. I also see the difference with the classes that we do not organise eTwinning projects”. **After all these years, he knows better how to manage a project, starting the planning from the summer, how to plan the different steps, how to involve his students in more collaborative activities and how to evaluate their work.**

### **eTwinning activities on pedagogical competence and Erasmus+ (KA2) projects**

The feedback page of the questionnaire directed Jean-Noël towards Online Seminars and Learning Events focusing on improving his digital competence. However, he admits that he has no time to take part in professional development activities in eTwinning and he prefers the onsite national and European conferences, the professional development Workshops that give him the opportunity to get in touch with other teachers, exchange and learn new methodologies, ICT tools and activities. **Peer learning is one of the assets of eTwinning. “Every day, I learn something new from**

my colleagues and our students in our projects”, he pointed out.

Jean-Noël has just been awarded funding for an Erasmus+ KA2 project and he thinks that his work in eTwinning has helped him a lot in matters of project management and planning of his work with his partners on the demanding application for Erasmus+ and finally achieve their goal. Jean-Noël underlined as well **the importance of having the head master's support**. “We do all the projects we want and that's the best part: to be free is all the support that I want”, he explained focusing on how important it is to work autonomously and try to transmit this to the students as well.

### Raising students' self-confidence

“Especially in vocational education, it is very important to get the parents involved through projects, because it really encourages the students”, he explained. However, he could not say if his students are more enthusiastic when they work on an eTwinning project. What he knows is that only the students, who participated in eTwinning projects even 8-9 years ago, are still in touch with him. “Maybe they feel more empowered by the projects and the specialists they get to meet. **Project work allows us to have a better relationship; I trust them and I give them tasks that they are fully responsible for.** They like it so much! They take ownership of the task and they become even more productive!” He is also very proud that his students are quite advanced on the subjects of electronics as it is part of their curriculum. This way they help their peers from the partner countries on the different activities. That's how **we help them raise their self-confidence and encourage them to work autonomously.**



GEORGIA MANETA

*Georgia Maneta teaches English at **two primary schools in Northern Greece**. One of them is in a rural/remote region in Pilio and has 38 students. Her eTwinning projects involve subjects such as Foreign Languages, Informatics / ICT, Music, Art, Drama, History, History of Culture and Primary School Subjects.*

### “MeTP is a great tool, very analytical; it really helped me self-assess on a deeper level”

Georgia is a teacher who is working in two different schools and the assessment of her work cannot be the same. “I am a bit reluctant to use ICT in all my classes. So far, we use Skype for our online project meetings. **It is important for students in rural areas to communicate and interact with their fellow European peers. In this context, the MeTP tool was very helpful and analytical.** It offers many different options/statements, which

guide me to better find out where I need to pay more attention", she explained. Georgia took the MeTP as she wanted to see where she stood in terms of technology use, pedagogical skills and collaboration. She admitted that the fact that she was asked to be interviewed after taking part in the first MeTP questionnaire made her take the whole exercise even more seriously.

### How MeTP helped her self-reflect

Georgia saw a big difference between her first self-assessment scores and her second. She felt that she maybe was too optimistic the first time and as she said this made her assess her teaching practices in a more serious way the second time. "The MeTP tool helped me assess my digital competence and my collaborative competence, especially on a European level. It also helped me self-reflect on my collaboration skills in the classroom. I am trying to be an innovative teacher in my projects and I know I still have more to offer, but sometimes it is difficult to implement the things I learned. I'm teaching in 9 classes, at 2 schools and it is hard to find the time to implement everything."

Although, she was available for an interview when she replied to the questionnaire, she did not expect that even this activity would help her gain a better insight of herself and value more the effort and work she is doing with her students.

### eTwinning activities on pedagogical competences and data protection in the classroom

The feedback page of the questionnaire gave Georgia **suggestions focusing on improving her digital competence, which she feels that she really needs to work on, because as she said "Things online are changing constantly, and there is a new Data Privacy Regulation now, which we all need to get a grasp of, if we want to continue using the internet with our students!"**. However, she felt that she can also access **very useful materials on this topic through eTwinning Groups**, and she mentioned that she planned to attend an eTwinning webinar in Greek regarding Data Protection in Schools and Education in general. She then admitted that in the past she was more active in Groups and especially the Creative Classroom, however, lately she prioritises projects over Group activity. "I want to have as many students as possible involved in projects. I don't mind if these projects are simple, as long as they are effective. This is why I do not focus on Quality Labels either. I still believe it is a great form of recognition, but in my schools, it is more important to mostly engage the students and their parents in project work. I explain to them how the TwinSpace works, I explain to them about consent, and we are making progress. I see it!"

### Small steps to success!

After Georgia explained the difficulties she is facing in her schools, she felt she wanted to finish with a positive message: **"My goal now is to be as active as possible on the**

**TwinSpace with my students. I want them to learn to use their accounts and gradually involve them and facilitate them to work in mixed nationality groups with their peers** from the other countries. As for me, I do acknowledge that there are many things for me to learn and to develop further my skills and competences. Through my experience with eTwinning projects I gained so much in matters of organizing, planning and guiding different procedures". Georgia, like many other teachers in Europe, felt how strong and efficient she has become regarding her collaborative competence since she joined eTwinning and she feels very proud not only for her work, but also for broadening her horizons in the digital world in order to bring this back to her schools.



**NAJOUA SLATNIA**

*Najoua Slatnia is teaching **Spanish** to students aged **from 16 to 18 years old** at the **Lycée de Grombalia in Tunisia**. Her eTwinning projects involve subjects such as Art, Citizenship, Environmental Education, Foreign Languages, Geography, Music, Philosophy / Logic, Physical Education, Psychology and Technology. She has been an **eTwinning Ambassador since 2016**.*

### **“I want to be an innovative teacher”**

Najoua took the MeTP questionnaires not only for self-assessment purposes but also to get inspired by the statements provided and the feedback page. More specifically, Najoua described her experience with the questionnaire as “good motivation” and even though she mapped herself among her fellow teachers in Europe and beyond, she also dug into the statements in the questionnaire for more advanced teaching methods ideas. As she said, she wanted to be an innovative teacher and her motivation was to improve her competences: “For me, many of the statements in the MeTP questionnaire were ideas, a challenge to do more”.

### **How MeTP helped her self-reflect**

When asked “Which part of the MeTP questionnaire triggered your self-reflection?”, Najoua said that she dedicated more time in the pedagogical competence, because the questionnaire made her rediscover some pedagogical aspects she doesn't usually assess. **“MeTP offered me the opportunity to think about everyday things in my teaching that I usually take for granted.** For example, setting learning goals that provide achievable challenges for some students, with varying abilities and characteristics is something that I would do anyway, and before coming across this statement in the questionnaires I did not really think about it; it was something which came very naturally for me, but now I see that it is very important for the class. **This**

made me feel more confident". She then explained that this has changed the way she prepares a collaborative activity.

### eTwinning activities on digital and collaborative competences

The feedback page directed Najoua towards eTwinning resources and professional development activities. Although she felt that she was already very familiar with the activities suggested - being a very active eTwinning member and having already found and used many resources since she joined eTwinning 4 years ago - she felt the need to improve her digital competence and decided to focus on Learning Events and Online Seminars on these topics. As Najoua pointed out during her interview: **"I really value the Online Seminars and Learning Events, because I get more information on the topics I'm interested in, like eSafety, and I make sure to bring this back to the school and share with other colleagues.** I do so via presentations to colleagues and students or via discussions on the positive and negative side of the internet. I feel this is easier for students to share their personal experience and problems that may occur online".

Najoua then noted that after the online seminars **she also felt more motivated to bring different digital tools in her classroom, like Kahoot, emaze and Padlet, and she realized how much enthusiasm these tools bring to the students.** In her latest project, for which her class and their partners in Spain and Ukraine "invented" an extra-terrestrial friend/student, she managed to engage her class. "The students loved it! The project was all about inclusion. They took their alien friend and gave him a tour of each city (of the participating schools) and recorded it. They introduced him to the culture and the educational system of each country and in this way they discovered their own culture and other countries' cultures. Students are so curious! [...] Also, in each class there was one student acting as the alien, and they even created a mask for him! Then all of them created a story board and a short video with all the countries included." Najoua mentioned that **many of the tools her class used for the project, such as Pixton (a tool to create storyboards), were the tools she discovered through the online seminars suggested by the MeTP feedback page on the digital competence section.**

### Impact of eTwinning on self-confidence

At the end of the interview, Najoua felt the need to emphasize that **as an eTwinning member her projects are based on true peer-exchange. This is the source of her motivation and this is what she wants to bring back to her classroom and school.** "Something I learned in eTwinning and I use when I run training sessions with teachers is to play an 'ice-breaking' game. I ask them to share a funny experience they had with technology, for example, and because they all have different backgrounds and different subjects, they feel after this more eager to collaborate and learn, they don't feel estranged. This feeling of making such a difficult task (like facilitating teachers' collaboration) actually happen, makes me feel confident and satisfied with my work and with the activities I choose to make me and my teaching better".



LEJLA HUDJUR

*Lejla Hudjur is a teacher of mathematics at the **High Economic School in Sarajevo, Bosnia Herzegovina**. Her eTwinning projects involve subjects such as Economics, Mathematics, geometry, Philosophy. Her students are **between 15 and 19 years old**. She has been an **eTwinning Ambassador since 2016** and her school received the **eTwinning School label in 2018**.*

## **MeTP as a tool to check my level of competences in my eTwinning journey”**

Lejla self- assessed herself more than two times, as she wanted to check her level after taking part in different professional development activities. She is interested in taking part in all professional development opportunities eTwinning can offer to her, as this can benefit her school and her students. She is member in several eTwinning Groups but she admits that she does not have the time to work in them all. She mentioned that the Creative Classroom group is keeping her informed and provides great ideas that she can use with her students, such as the activities related to the European year of Cultural Heritage and the poster competition on Digital Citizenship.

### **How MeTP help her self-reflect**

Lejla filled in the MeTP questionnaire more than twice as “it helped me think more about the strategies I’m using on learning and teaching”. She visited the feedback page and selected the events that she found more useful. Then, she decided to explore the eTwinning platform, go through the self-teaching material and take part in events that meet her professional needs. “The feedback page is very useful and as long as there is new material there, I will come back to check all the professional development opportunities that will be announced”, she said. She feels she could improve on the digital competence and she admits that “ **I would like to learn more on how to create and use movies as a pedagogical tool, however, I ‘m proud of my students, who know more on the topic and they take an active role during the lesson”**.

### **eTwinning activities on digital and collaborative competence**

After, taking the MeTP, Lejla said: “**MeTP motivated me to research more about Web 2.0 tools and reflect on new pedagogical methods**. This the reason I participated in the Learning Event: “How can current trends in education be utilized in daily teaching and project work?”. This learning event helped her to reflect more on new pedagogies and practices that she could actually implement both into her daily teaching and project work.



Lejla has created two groups but they are not active, as she believes she does not have the knowledge to moderate them. She believes that: "With the right training, maybe a Learning Event, I will feel more confident to moderate an eTwinning group. This will give the opportunity to all the members involved to exchange good practices and tools that we can then use them in our classroom".

### Next goal: collaboration among the eTwinning Schools

**Lejla works in an eTwinning School and she organises projects in collaboration with her colleagues. During breaks, the teachers involved in eTwinning organise seminars for their colleagues at school.** She also takes part in big onsite events, where her students collaborate with students from other schools in her city. At the moment, she is taking part in the course on eTwinning Schools and she hopes to get some new ideas. She thinks that **the next step is "the collaboration among eTwinning schools, where advanced eTwinning schools can support us, the ones we are at the beginning of our journey"**.



ROSA LUISA GASPAR

Rosa Luisa Gaspar is a **primary teacher** at the **EB1/PE da Lombada - Ponta do Sol** in **Portugal**. Her eTwinning projects involve subjects such as Art, Citizenship, Cross Curricular teaching, Drama, Foreign Languages, History, History of Culture, Language and Literature, Media Education, Primary School Subjects, Social Studies and Sociology. She is also an **eTwinning Ambassador since 2014** and her school was awarded with the **eTwinning School Label in 2017**.

### "Self-assessment is key to progress"

Rosa Luisa decided to self-assess her teaching competences and skills through the MeTP questionnaires as **she is a firm believer that assessment is very important in every aspect of teaching**. "I felt I had a lot to learn from this experience. Insisting on evaluation helps me improve myself." Rosa Luisa is a teacher-trainer as well, with many events on the eTwinning platform. For this reason, **she always has self-assessment in mind**: "Especially in face-to-face training, evaluation from other teachers is essential to me". However, aside from assessment, Rosa Luisa values other teachers' work a lot and often draws inspiration from other teachers' ideas, because she is often invited by the Portuguese NSS to help with the evaluation Erasmus+ projects.

## eTwinning activities on collaborative competence and assessment

The results of the questionnaire directed Rosa Luisa towards resources on the feedback page focusing on improving her Pedagogical competence. However, she mentioned that this was only a starting point. Being very curious, she explored many more resources on the platform. **“eTwinning is full of great resources on so many topics,”** she noted, and gave examples of digital tools like Tricider, Socrative, and Kahoot, that she now uses for formative assessment in her classroom.

However, Rosa Luisa pointed out that there is a section within the MeTP tool focusing on the collaboration between schools and other stakeholders e.g. municipalities, NGOs, Organizations etc. **“Schools are a part of a large community”, she explained, “and they need to be in touch with this community”.** Rosa Luisa also explained that **eTwinning facilitates this connection through projects** and she has now a higher chance to collaborate closely with different stakeholders, and invite them as members in her projects to enrich the learning experience of her students. “This collaboration with external stakeholders also motivates my colleagues to work together for a common goal and become more inventive, seeking creative solutions and participating actively in the project work!”

## How MeTP helped her self-reflect

When taking the first METP questionnaire, Rosa Luisa was very happy to see her scores in the pedagogical and collaborative competences, but at the same time she felt she needed to focus more on the digital competence to be able to make a difference in her teaching. She then attended a Learning Event on Virtual Reality (VR) in Education and how to introduce this technology on eTwinning projects. “We can always improve something”, she continued, “even on our pedagogical skills, even on a school level! My school is the only eTwinning School in my region and all the students and my colleagues, we all feel recognized for our hard work”.

When asked “Which part of the MeTP questionnaire triggered more her self-reflection?” Rosa Luisa responded “The statements made me reflect on the process of integrating digital teaching resources into my teaching as part of collaborative activities”. She then spent a lot of time thinking about how she and other colleagues use digital resources in their teaching practice and how they could do even more. **“I do spend considerable time exploring digital teaching resources to determine how they may be incorporated into my teaching. I also share lesson plans and tips regarding good resources with other teachers and adapt my teaching methods to the specific resources. It is important to experiment as well and then reflect and become critical with yourself and with the tools you are using”,** she insisted.

## From self-reflection to inspiration

At the end of the interview, Rosa Luisa felt the need to **emphasise again the need for collaboration between schools and stakeholders**. For this reason, she wanted to send a message to all her fellow teachers in Europe and beyond: **"Every teacher should use the MeTP tool, because it doesn't only help you understand more about yourself and your teaching, but most importantly it helps you understand what else eTwinning offers, what other teachers do and their own practices!** Try to get inspired and improve yourself through this inspiration. It doesn't really matter what score you get, but the reflection on your work".



KRISTINA KAUČIĆ

*Kristina Kaučić is teaching English and German to students aged from **15 to 19 years old** at the **Srednja škola Donji Miholjac** in **Croatia**. Her eTwinning projects involve subjects such as Citizenship, Cross Curricular teaching, Design and Technology, Drama, Ethics, Foreign Languages, ICT, Language and Literature.*

### "I took MeTP to understand at which level I am"

When Kristina decided to self-assess her teaching competences and skills through the MeTP questionnaires, **she admitted it was the first time she had reflected on her teaching**. As she pointed out during her interview, Kristina didn't know how to be objective about herself, and if she would be critical enough when reflecting on her teaching. However, the feedback page based on the level of her perceived level of competences drove her to boost her confidence and gave her suggestions on an area she felt less secure about: her digital competence.

### eTwinning activities on digital and pedagogical competences

The feedback page directed her towards joining groups and taking online seminars. Kristina then felt that she should to be more active within the groups that she had already joined and she also decided to join several online seminars. "I remember well three of the online seminars I had: one on Digital Media and how to use them in eTwinning projects, the one from EUROCLIO on eLearning Activities to use with students for every day collaboration, and the one about Digital Storytelling. I really liked the one with EUROCLIO because everything suggested was very useful and the trainer was available to us all the time for questions". Kristina then noted that **after these online seminars she felt more and more confident to introduce and experiment with different digital tools in her classroom**.

Kristina then talked a bit about her latest project, which won an eTwinning European Quality Label: "I'm so proud! It is the 3<sup>rd</sup> time we have won a Quality Label with the same colleagues from Poland and Spain. I even informed my students from the project, who are now in Universities, and they felt so proud and recognized for their hard work. They also care a lot about the Quality Label".

### How MeTP helped her self-reflect

When asked "Which part of the MeTP questionnaire triggered more her self-reflection?" Kristina responded that her attention was caught by a specific question regarding Ethics in Digital Communication. She said that before answering this question, she discussed it with a colleague, because she felt that she was well-informed about legal issues regarding digital communication (also through eTwinning), but the ethical side of it really made her think. She then explained that **she felt the need to form a team of teachers at her school, which would be responsible for informing the students about the ethical issues of the digital era, before the students join any online project.**

Inevitably, Kristina's pedagogical and collaborative competences became the focus of the conversation. She was thinking back at the MeTP questionnaire, when she commented: "Especially in Pedagogy, the statements made me feel frustrated; I constantly felt in between two statements. What does 'very' mean for each teacher for example? I decided to reflect on and analyse my classes, and I also asked the students to do the same. Yes, in the beginning they said everything was excellent, but I insisted that they should be honest, and then they became more critical. The feedback I received from my students, combined with what I was learning because the **MeTP questionnaire made me feel confident to become a teacher trainer on a school, county and country level!**" So far, Kristina has given five workshops on how to improve digital competence through different subjects based on the curriculum in Croatia and on how to involve eTwinning in vocational education. She also mentioned that she attended a Project-Based Learning webinar on the School Education Gateway, which was so helpful that she is also using it for her own workshops.

### From self-reflection to self-efficacy

Finally, towards the end of the interview, Kristina felt comfortable enough to share something which gave her a big smile: at her school, the teachers have invented a challenge-game; every year two new teachers have to either take up an eTwinning project or online seminar or join a group and put eTwinning in their life and teaching! She also collaborates with eTwinning Ambassadors to motivate her new colleagues. She firmly believes that "**regardless of the limited time teachers have, eTwinning fits perfectly**".



## 6. CONCLUSIONS

### 6.1. Conclusions based on the quantitative analysis

The MeTP 2.0 questionnaires data analysis uncovered various interesting findings among eTwinners. Out of the initial 1,371 teachers who took the pre-questionnaire, 407 (almost a third) from 32 countries engaged in the whole process until the post-questionnaire. The diversity of participants in both questionnaires offer a **sample of experienced teachers, committed to teaching using ICT and pursuing professional development opportunities to bring innovation in their schools**, either with the help of eTwinning or without.

The data show that these 407 **teachers prioritise the need to improve their collaborative competence**, as also confirmed by the case studies (in which the digital competence was also considered highly). The data presented also indicates that even if **teachers feel initially more secure and confident in their area of expertise (pedagogy), they are still open and willing to improve with the help of eTwinning activities**, supported by the meta-reflections triggered by the questionnaires.

After taking the pre-questionnaire, participants felt **motivated to participate in more eTwinning activities** – especially to improve in the collaborative competence - and, more importantly, felt that the **feedback received triggered a positive change in their teaching practice**.

The comparison between the scores of the pre- and the post-questionnaires shows that the **vast majority of respondents acknowledged an improvement in their competences as a whole** (global scores). Participants in general increased both the lowest scores and the highest scores in all the three areas, which may be connected to a better appreciation of their level of competence. The collaborative competence had the biggest potential in terms of improvement (starting lower compared to the

other two competences) and this is where indeed teachers had the highest increase, perhaps due to their participation in eTwinning activities, by nature connected with this area.

It must be noticed that very **few participants remained at the same level** and a few had a 'negative progress' (as we mentioned earlier, such negative progress was mostly present when participants had very low or very high scores). This is not surprising and may mean, as was also reflected in the case studies, that such participants had the **chance to self-assess more accurately because of a self-reflection process triggered by the pre-questionnaire**.

As already mentioned, after filling-in the pre-questionnaire, participants felt encouraged to engage in eTwinning activities: this is shown by the fact that **the majority (78%) of the respondents visited the feedback page and used/attended some of the suggested eTwinning activities**.

While the most popular activities were projects and Online Events, in general all the suggested activities were considered. **Users who engaged in projects – also in community and professional development activities - were mostly interested in improving their collaborative competence**. Although the connection between collaboration and projects is quite obvious, it appears that eTwinners consider also the other suggested activities as important to improve this competence.

Also, it is interesting to notice that professional development activities seem to be a driver for many eTwinners who did not have the chance to look at the feedback page yet are apparently well aware of this kind of activities offered by eTwinning.

Finally, the data also confirm that the **majority of users appreciated the three elements of MeTP** (global score, score for competence and feedback page) and this can be considered a good indication to continue with this approach in the future. Most of the teachers in the case studies, confirmed that they plan to visit the feedback page and check any updates that can be helpful for their work at school.

## 6.2. Conclusions based on the case studies

The qualitative analysis of the MeTP was based on case studies: specific teachers were identified and interviewed to better understand the impact of the process on their competences and self-efficacy. The aim of the case studies was to understand why teachers took the MeTP questionnaires, which expectations they had, which needs appeared from this exercise, how eTwinning helped them address such needs and whether, by the engagement in eTwinning activities, teachers perceived an

improvement in the three competences.

The case studies group of participants consisted of 3 primary and 5 secondary school teachers, among them, two eTwinning Ambassadors, two teachers in eTwinning Schools and one teacher in a rural area school. Even if all the 8 teachers had significant experience in projects, it was clear that 4 out of 8 teachers felt the need to work more on both digital and collaborative competence. Two teachers pointed out their perceived improvement on their pedagogical competence thanks to the MeTP exercise.

Two teachers expressed how much they wanted to bring innovation in their classroom, and it was also highlighted that it is very important to involve the parents in the school projects, for which eTwinning helps them significantly.

Most of them underlined that they felt more confident after their self-assessment and 3 out of 8 expressed their satisfaction with re-taking the questionnaire because they felt that their input to the second round of self-assessment was more accurate and led to a deeper level of self-reflection.

Finally, two very important messages came out of the case studies:

- First, the fact that the MeTP 2.0 tool does not only help with the self-assessment, but also provides inspiration for future goals on how to become a better teacher.
- Second, one of teachers realised, by her involvement in MeTP, the importance of being open to assessment and feedback in every aspect of teaching.

### 6.3. The added value of the MeTP 2.0 Framework

The MeTP 2.0 framework took into account the recommendations of the MeTP 2015 pilot in the use of reflection tools and processes, facilitating self-assessment as a way of tracking the progress of teachers' competence development: pedagogical, digital and collaborative, while participating in eTwinning activities. By designing a scalable online version and by simplifying the process, all participants got personalised feedback through an online page and had the **opportunity to track their competence development that in most cases boosted their self-efficacy.**

MeTP 2.0 also added **one competence to the previous pilot (the collaborative one)**, which, according to the results and the case studies is considered as the most important among respondents. The majority of the participants stated that they would

like to improve the collaborative competence and they think that this can be done through their participation in eTwinning projects, eTwinning Groups and eTwinning Online Events.

**The personalised feedback page offered all participants the chance to easily, without having to browse the portal, suggestions for activities which would help them improve their competences according to their needs.** These specific activities facilitated their development process and informed them about eTwinning resources that they may not have been aware of.

As also evidenced by the 2016 monitoring survey, which involved 5,900 teachers across Europe, eTwinning encourages teachers to reflect on their own teaching practice and to engage in more multidisciplinary teaching. The added value of the MeTP 2.0 activity was to provide, via the analysis of the pre- and post-questionnaires' results, **evidence about the increased perceived level of competences as a result of the engagement in eTwinning activities. The 8 case studies support the findings of such analysis, and most importantly provided immediate links between the three competences (digital, pedagogical, collaborative) and eTwinning activities.**

The MeTP 2.0 framework remains **available to any interested eTwinners** and deserves further promotion as teachers can benefit from this self-reflective experience, which can enhance their competence development.

## 6.4. Recommendations on the further development of the model

### IMPROVING THE PROCESS

The teachers were invited to take the MeTP 2.0 pre-questionnaire between November 2017 and January 2018 and the post-questionnaire between July and September 2018. Taking into account that teachers are busier at the end and at the beginning of the school year, **it would be advisable to introduce such monitoring activity in October**, where teachers have settled down in their schools and have started taking part in different activities. In that case, the post-questionnaire should be given to them the year later, **in October of the year after**. In that way, we would offer them the opportunity to check their progress throughout the year with a full year to work and experiment on different activities that can help them assess themselves in a more efficient way.

Regarding the MeTP 2.0 questionnaire, it would be advisable **to provide the 5 statements in each question randomly instead of a scale 1-5**. This would limit the misuse of the tool from a number of teachers who may be encouraged to get a high score.



Additionally, it has to be clearly stated in the introduction that the tool was designed to help teachers self-assess their competence level and that it is not an evaluation tool. This would help preventing teachers from over-estimating their perceived scores.

For the first time, eTwinners have a personalised page according to their competence levels that directs them to all eTwinning activities that meet their needs. **The customised feedback page should be automatically updated with all new activities in eTwinning and provide push notifications, so the eTwinners can go back and benefit from the new material added.** eTwinning has a lot of resources and activities and especially beginners need more time to browse and take full benefit of what eTwinning can offer.

During the case studies, it was noted that some teachers do not distinguish between the various activities offered (Online Seminars, Ambassadors Event, Groups or Learning Events). **For this reason the MeTP questionnaire could also provide a FAQ where teacher can find the definitions of the eTwinning activities, as well as answers to questions they have while completing the questionnaire. An online form, where they can pose questions, could also be useful.**

A few participants in the case studies mentioned that in some questions the statements were too long and difficult to understand, especially if they had to use the English version, as it was not available in their own language. The two questionnaires were available in English, French, Italian, German, Polish and Spanish. **In any future version, it should be considered to translate the questionnaire in all 28 languages and give the opportunity to all eTwinners to assess themselves in their native language.** This may also affect their results as they will comprehend the statements better. In addition, the statements could be shortened to facilitate the process for the teachers.

### **MAXIMISING THE METP POTENTIAL**

A relevant point illustrated by the case studies is the assumption that teachers who would like to boost their self-efficacy and improve their competences **should frequently use the self-assessment tool, which is always available to them, aside the monitoring period.** As some of them mentioned, it is important that every teacher takes into account the conditions of his/her school and the school level, while replying to the questions, and set achievable goals.

Furthermore, it is important to also note that further studies and monitoring activities with less experienced eTwinners would provide complementary and valuable insights regarding teachers who don't feel confident yet to map themselves among their European colleagues.

Some key points that arise out of the implementation of the MeTP 2.0 may improve and provide additional elements for its usage by teachers. According to the results, most of the teachers completed the pre- and post-questionnaire in the same day. Taking into account the length of the questionnaire, its complexity in dealing with three different competences and its purpose, **teachers should be encouraged to spend more time to think about the different statements** and take advantage of the option of saving their responses and complete the questionnaire in several sessions, allowing more reflection about their practice.

Going beyond this very report, MeTP 2.0 also gave the opportunity to any teacher registered in eTwinning to self-reflect and gave them the resources needed to boost their self-efficacy after this self-reflection. As a matter of fact, the MeTP 2.0 pre-questionnaire and the feedback page are still used by thousands of eTwinners engaged in the platform (more than 4000 in 2018). **The aim is to keep this specific framework, enrich it and update it in order to offer to the eTwinners a tool they can go back, whenever they want to see where they stand on the level of their competences.**



## 7. GLOSSARY

TERM	DEFINITION
<b>Ambassadors</b>	eTwinning Ambassadors are experienced, enthusiastic teachers who share their passion for eTwinning with the wider teaching community. They offer their experience to other schools and teachers, and support those new to eTwinning both online and in person.
<b>Competence: Collaborative competence</b>	Refers to working with others in the pursuit of common missions, vision, values, and mutual goals. Places team needs and priorities above individual needs. Involves others in making decisions that affect them. Draws on the strengths of colleagues and gives credit to others' contributions and achievements. (As it is defined in <a href="http://metp.etwinning.net">metp.etwinning.net</a> )
<b>Competence: Digital Competence</b>	Refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. (As it is defined in <a href="http://metp.etwinning.net">metp.etwinning.net</a> )
<b>Competence: Pedagogical competence</b>	Refers to a sound, broad and current knowledge within the subject area, as well as dedication to gaining knowledge of student learning and subject-based teaching and learning issues. (As it is defined in <a href="http://metp.etwinning.net">metp.etwinning.net</a> )
<b>Event</b>	<p>The events in eTwinning are onsite and online.</p> <p>Among the onsite events, the most important at European level are the Professional Development Workshops, the Thematic Conference and the Annual eTwinning Conference. National Support Services and Partner Support Services also organise regional and national events, often in collaboration with other Support Services.</p>

**TERM****DEFINITION**

The most relevant online events organised by the Central Support Service are:

- Online Seminars: 2-hour session on any topic
- Learning Events: short intensive online events of one to two weeks' duration, where an expert presents materials in a variety of media, animates discussions and provides learning activities on the topic of the event

**eTwinning School Label**

The eTwinning School Label was introduced for the first time in 2018. The purpose of the label is to recognise and reward the involvement, commitment, and dedication not only of individual eTwinning teachers, but also of teams of teachers and school leaders working together on eTwinning within the same school.

The awarded schools meet certain criteria grouped into four main areas:

- eTwinning and its contribution to developing eSafety awareness in the school
- eTwinning and its contribution to the teaching and learning practices, interdisciplinary teaching and project work
- eTwinning and its contribution as an active and strategic professional development tool for teachers and other school actors
- eTwinning and its contribution to the strategic development of the school

**Group**

**eTwinning Groups** are private online communities of practice, created and animated by eTwinners, to discuss and work together on a specific theme. The aim is to share practice examples, exchange on teaching and learning methodologies and find support for professional development. There are currently more than 3000 eTwinning Groups.

In addition, the '**Featured Groups**' (currently 14, on various topics considered as a priority) are supervised by the CSS and run by an expert eTwinner. Each Featured Group has its own activities and tasks for teachers to collaborate and discuss.

TERM	DEFINITION
<b>Quality Label (national)</b>	A Quality Label is awarded, by NSS/PSA, to teachers and pupils whose project reached certain national and European standards. The project should excel in the following six criteria: 1. Pedagogical innovation, 2. Curricular integration 3. Communication and exchange between partner schools 4. Collaboration between partner schools 5. Use of technology, 6. Results, impact and documentation.
<b>Quality Label (European)</b>	The European Quality Label is the higher mark of success and indicates that the project has reached a certain European standard.
<b>Kit</b>	Ready-made project kits are step-by-step guides to successful eTwinning projects. Project kits can be used as benchmarks for teachers who wish to implement similar projects, or as tools for inspiration for fresh ideas.
<b>Prizes</b>	<p>Teacher can apply for National Prizes in their country and for European Prizes centrally.</p> <p>For the European Prizes, the project is eligible if it has received a European Quality Label. There are 4 age categories: 0-6, 7-11, 12-15 and 16-19.</p>
<b>Project</b>	Teachers from 2 different schools (even from the same country) can register a project and, after the approval of their NSS/PSA, start its activities. A dedicated virtual workgroup (TwinSpace) is available for each eTwinning project. Teachers can add more partners and invite their students to organise collaborative activities on different topics, taking into account their curriculum.
<b>Publications</b>	A specific section in the eTwinning Portal collects and makes available all the books and reports published by the CSS . The books are available in 28 languages.
<b>Self-teaching materials</b>	The Self Teaching Materials section is addressed to newcomers or teachers who want to get involved in eTwinning. This mini website guides users on how to use the platform, what the opportunities within the community are and how they can start a project with their peers.



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