



Co-funded by
the European Union



SKILL NEEDS ANALYSIS

VIDEOTEACH

Developing innovative video competencies for teachers of the
Green Industry



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 2021-1-DE02-KA220-VET-000032990]

Index

1. Introduction	2
2. The reason of the skill needs analysis.....	3
3. The use of the skill analysis in the PR1.	4
4. Questionnaire and data results.....	5
Block I: National and European Frameworks of Digital Competencies for Educators	6
Block II: Content of European documents	9
Block III. Proficiency level by country	26

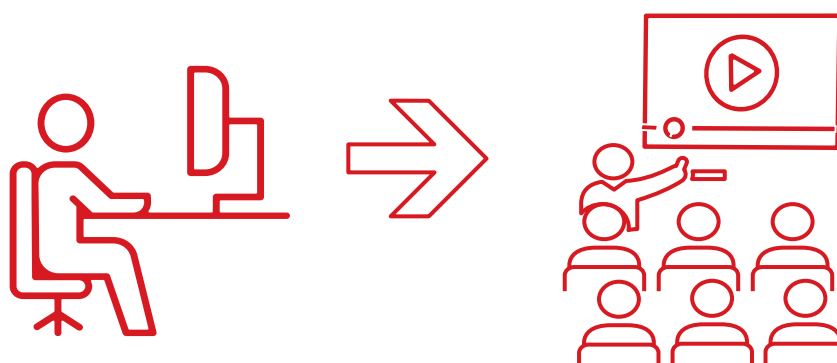
1. Introduction

In EU, from June to September 2020, EC launched an open public consultation (2700 contributions of VET centres and teachers) on the Digital Education Action Plan 2021-2027. In the results (Resetting education and training for the digital age), majority of respondents affirmed having sufficient digital skills for online teaching, however, 75% of them wanted to improve their digital skills and competences in the future, being the "creating digital content" the request for 48% of these teachers.

On the other hand, when requested about the most important measures to implement in the centres, 71% teachers answered "to ensure that teachers have the relevant digital skills and competences", with more than 50% of teachers requiring steps to assess their digital skills and competences.

Country by country, results of teachers surveys show a clear trend to continue using the online training after COVID crisis, but teachers request:

- Reinforcement of digital skills and assessment, recognition of the competences.
- To increase competences in managing existing information (finding and filtering), and creating own digital content.
- To receive further uniform guidelines, plans and visions for integrating technologies in education.



Video education is growing in importance in the informal education at any level of the society. Formal VET has to move quickly to cover an increasing demand on the video education modality, but VET has to fill all the existing errors of this current education, providing quality video education, creating formal structures which integrate the teaching in CVs, taking care of pedagogical aspects and promoting recognition of existing competences.

Need analysis confrontation

VIDEOTEACH wants to move VET towards qualified video education, providing teachers with structured education following EU standards. VideoTeach provides tools to achieve this, working on 3 levels:

- Assessment of competences and recognition.
- Identification of skill gaps and training following the online and face-to-face training.
- Evaluation of quality results, self-observation process, peer review among teachers.

Even if partners already have knowledge about the Teachers skill needs, and the green industry necessities, at regional and national level. A process of consensus and deeper research has been done.

2. The reason of the skill needs analysis

In order to assure a strong link between the Project Results and the world of work, partners have analysed their national skill needs, based on their experience and professional opinions, and using existing EPALE reports, interviews and surveys, and using the VET Experts Network.

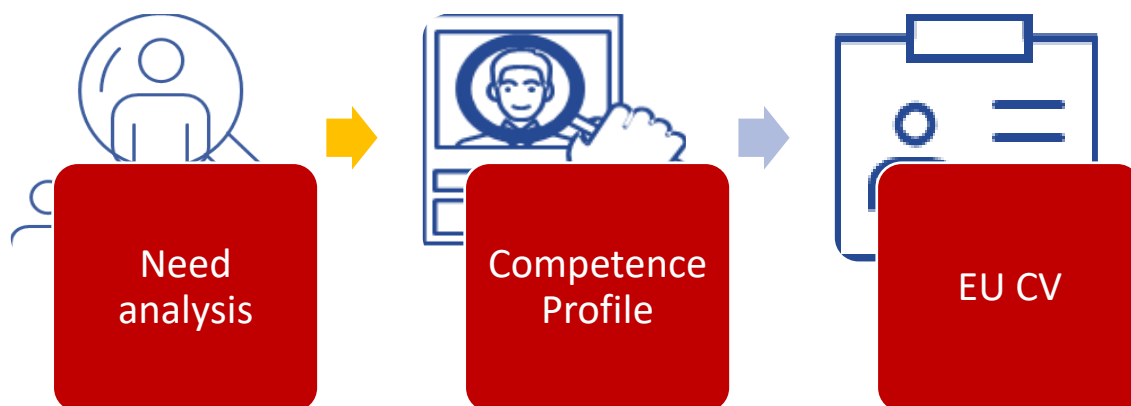


Using the synthesis report of skill needs per region, a general consensus has to be reached in order to define the more general attributes and skill required for the Competence Profile.

The definition of the CP and EU CV, will consider ECVET and EQAVET European references, so it provides better understanding and comparability of qualifications across countries, improving labour market mobility.

In the process of CP and CV creation, the main source of information will be every partner experience, together with the feedback at regional level from Green Industry sector and the final consensus reached by the consortium. This analysis of skill needs per region will both help to target the exact necessities of each Green industry, but will also contribute to define the more general attributes and skill set necessary on a European level in terms of competences, allowing the design of an EU Competence profile in the domain.

The partners will follow a similar methodology for reaching a consensus in the national skill needs, comprised by different level of analysis: the macro level analysis through desk research methodology, the micro level base on the partners experience, and the micro-level validation through interviews (qualitative analysis) and questionnaires (quantitative analysis).

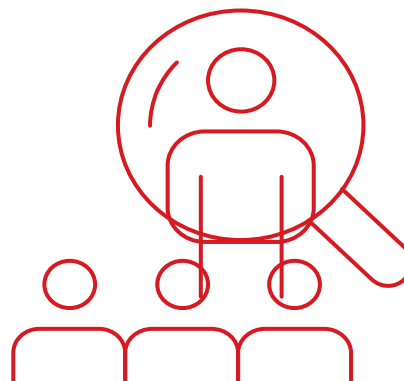


The present document is the summary of the answers and data gathered by partners through an online questionnaire, and will be used by partners in the definition of the skill needs analysis and CP definition.

3. The use of the skill analysis in the PR1.

Competence Profile.

The Competence Profile will describe the existing training needs, focusing on promoting the European Digital Competence Framework (DigComp-JRC) main areas and elements of educators digital competence, applied to the video education for green industry teaching.



The structure of the Competence Profile on Video Teacher for Green Industry is developed including EU Qualification Structures (EQF, ECVET, etc.), quality principles (e.g. EQAVET), and following the classification of European Skills, Competences, Qualifications and Occupations (ESCO).

DigComp will be also the base for building a consensus on the main areas and elements of video educators’ digital competence.

Based on the skill needs analysis, where the organizations and professionals from green industries, VET centres and teachers will ratify the skill needs analysis that the partners have identified in their previous experiences, the competence profile for the Video Teacher for Green Industry will be developed.

The Competence Profile (CP) will describe the required skills of future Video Teachers, based on the existing training needs, focusing on filling the gaps of the teachers, and covering the specific necessities of the Green industry teaching. The CP will cover the knowledge missing in the current teachers competences, at the same time that keeping the technical standards required in the green industries.

Some existing references provide many structures for CP, more extended in a table with difference fields (columns) which have to be filled for each of the defined competences (displayed in successive lines).

Competence Area	Assignments (tasks)	Sub-tasks	Competences	Skills	Knowledge	EQF level
Areas and competences to be covered, to be gathered from DigCompEdu	Learning units which will later cover this competence		To be competent at....	To be able to.....	Knowledge of / about	

European CV.

Together with the CP, the European Curriculum Video Teacher for Green Industry will standardize the skill set for the teacher willing to record video contents in a Green industry.

The European Curriculum is created as a summarized collection of the structure and contents of the European module (training units). Similar to the CP, the EU CV structure is developed including EU Qualification Structures (EQF, ECVET, etc.), quality principles (e.g. EQAVET), and following ESCO.

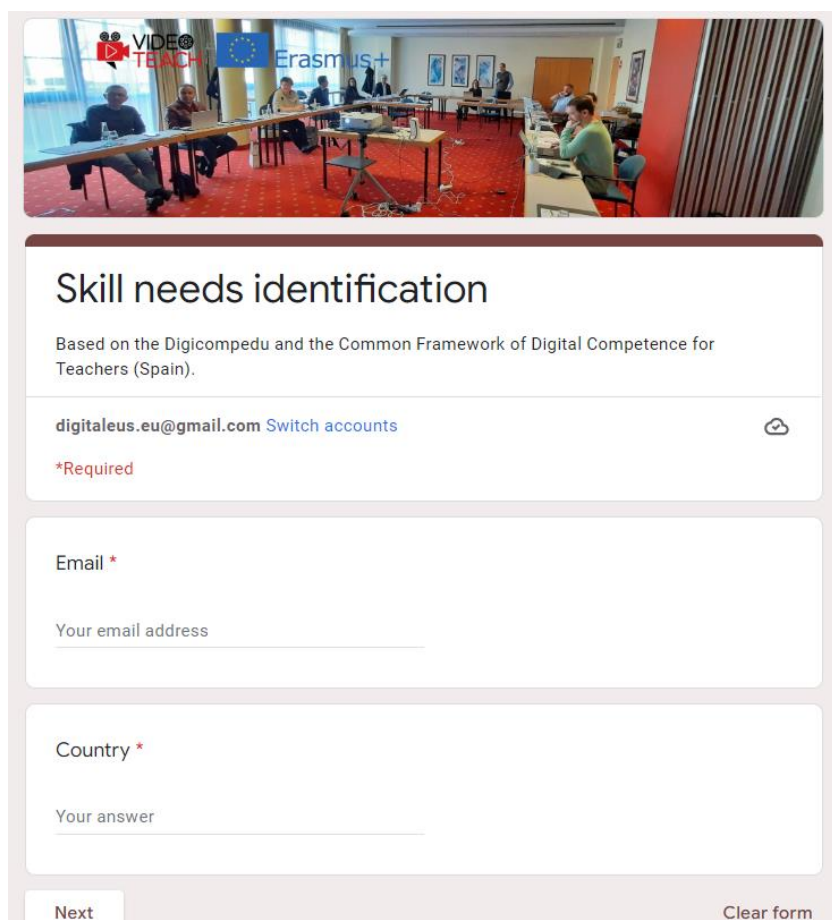
Similar to the CP proposal, some existing references provide many structures for CV, more extended in a table with difference fields (columns) which have to be filled for each of the defined Modules (displayed in successive lines).

MODULE / AREA	TRAINING MATERIAL			
	UNIT	SUB-UNIT	SHORT DESCRIPTION	HOURS

4. Questionnaire and data results

Each partner has worked on the different national documents covering the digital skills of teachers, comparing them with the EU documents, such as DigicompEdu, in order to provide a common approach to the EU skill needs.

The consortium launched a questionnaire with more than 50 questions which has allowed a structured gathering and analysis of the EU data. The results are shown and summarized in the following poages.



Skill needs identification

Based on the Digicompedu and the Common Framework of Digital Competence for Teachers (Spain).

digitaleus.eu@gmail.com [Switch accounts](#)

*Required

Email *

Your email address

Country *

Your answer

Next Clear form

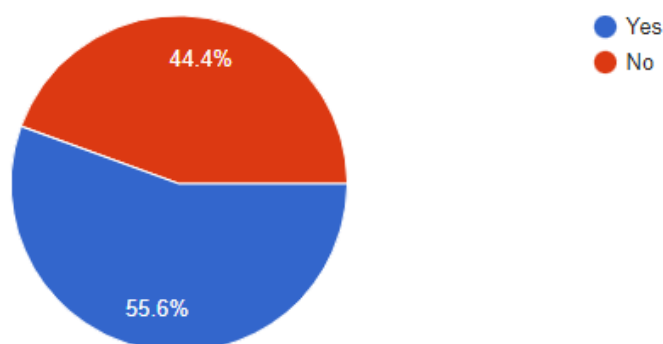
The questions were displayed in 3 blocks, in order to cover all the required fields:

- ❖ Block I: National and European Frameworks of Digital Competencies for Educators
- ❖ Block II: Content of European documents
- ❖ Block III. Proficiency level by country

Block I: National and European Frameworks of Digital Competencies for Educators

In your country, is there a national document that defines the digital competencies that teachers/trainers/coaches should have?

9 responses

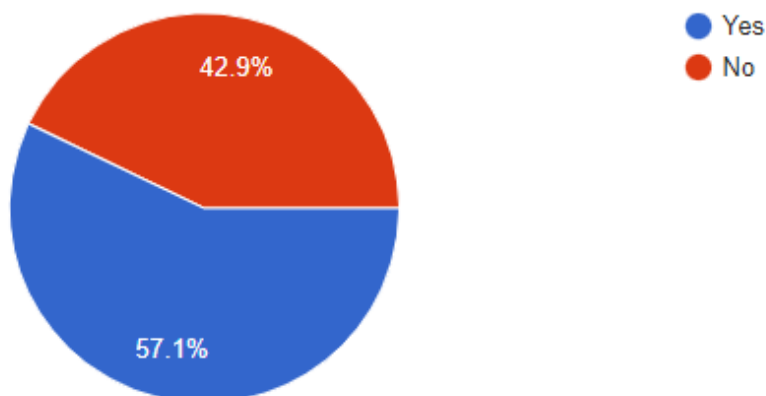


If it exists, paste the link or provide the name of the file and how to locate it.

Country	If it exists, paste the link or provide the name of the file and how to locate it.
Türkiye	No
Cyprus	-
Croatia	n/a
Czech Republic	DIGITAL TEACHER COMPETENCY FRAMEWORK, developed by the National Institute for Education under the auspices of the Ministry of Education file:///C:/Users/msandova/Downloads/Ramec_digitalnich_kompetenci_ucitele.pdf
Germany	https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK_Kompetenzen_in_der_digitalen_Welt_-neu_26.07.2017.html
Germany	https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK_Kompetenzen_in_der_digitalen_Welt_-neu_26.07.2017.html ; https://2020.monitor-lehrerbildung.de/export/sites/default/.content/Downloads/Monitor-Lehrerbildung_Digitale-Welt_Policy-Brief-2021.pdf
Spain	http://aprende.intef.es/sites/default/files/2018-05/2017_1020_Marco-Com%C3%BAAn-de-Competencia-Digital-Docente.pdf
Finland	-
Bulgaria	https://www.niokso.bg/website/display/pageref/28947

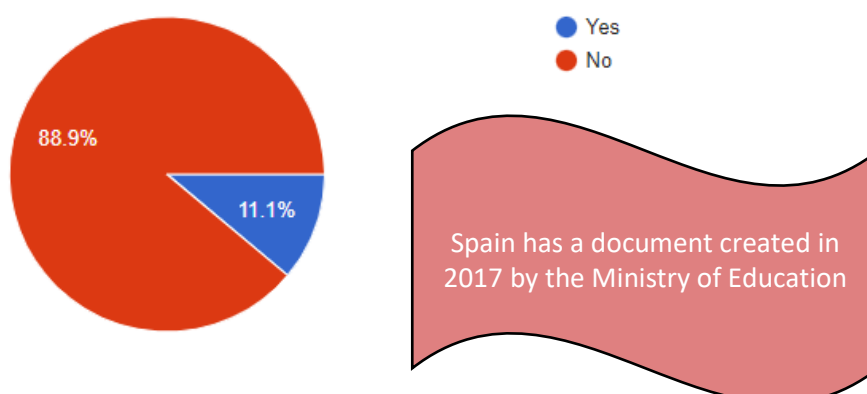
Is it based on the European DigComp and DigCompEdu documents?

7 responses



In your country, is there a national document that defines the competencies of a video training teachers/trainers/coaches ?

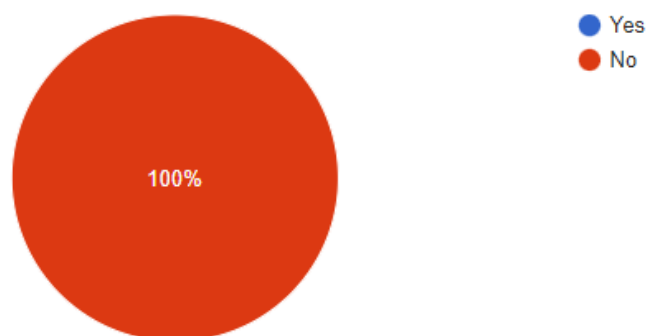
9 responses



Country	If it exists, paste the link or provide the name of the file and how to locate it.
Türkiye	No
Cyprus	-
Croatia	n/a
Czech Republic	Not a document, but list of educational institutions and educational programmes accredited by the Ministry of Education
Germany	
Germany	Could not find such a document
Spain	http://aprende.intef.es/sites/default/files/2018-05/2017_1020_Marco-Com%C3%BAn-de-Competencia-Digital-Docente.pdf
Finland	-
Bulgaria	no

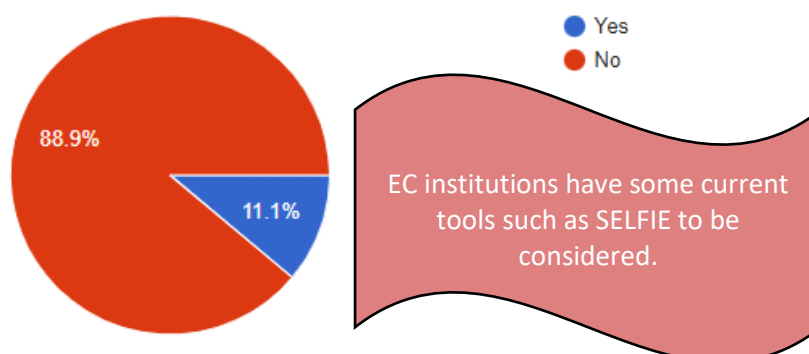
In your country, is there a national document that identifies the characteristics of a good training video?

9 responses



Do you know of any European document that identifies the characteristics of a good training video?

9 responses

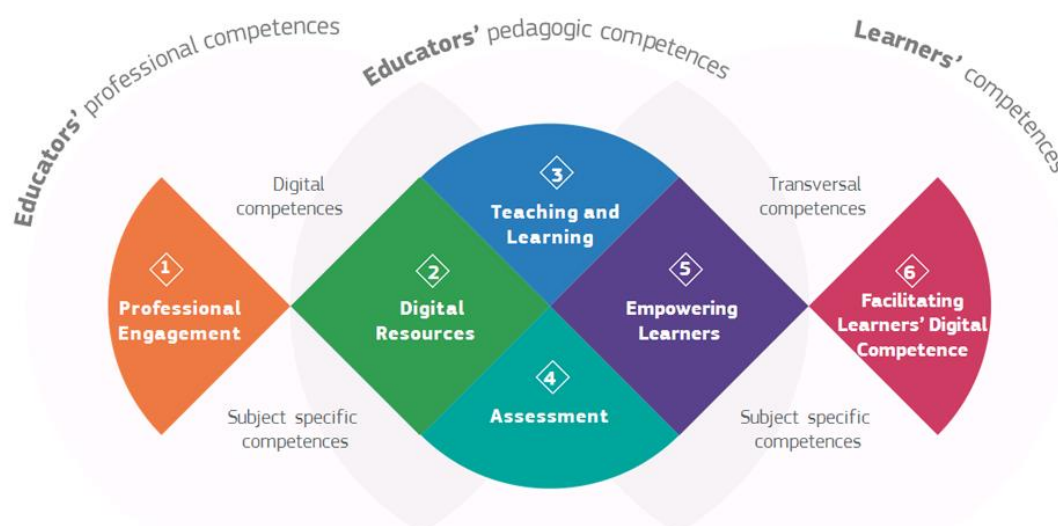


Country	If it exists, paste the link or provide the name of the file and how to locate it.
Türkiye	No
Cyprus	-
Croatia	n/a
Czech Republic	SELFIE is a free, easy-to-use, customisable tool to help schools assess where they stand with learning in the digital age. https://education.ec.europa.eu/selfie
Germany	error
Germany	There are some good examples on the internet how to produce a good training video with some tips and hints about technical equipment and general. But no official document could be identified.
Spain	x
Finland	-
Bulgaria	no

Block II: Content of European documents

VideoTeach has based the main skill needs analysis and comparison in the existing European Framework for the Digital Competence of Educators (DigCompEdu).

DigCompEdu is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts.



DigCompEdu details 22 competences organised in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training.

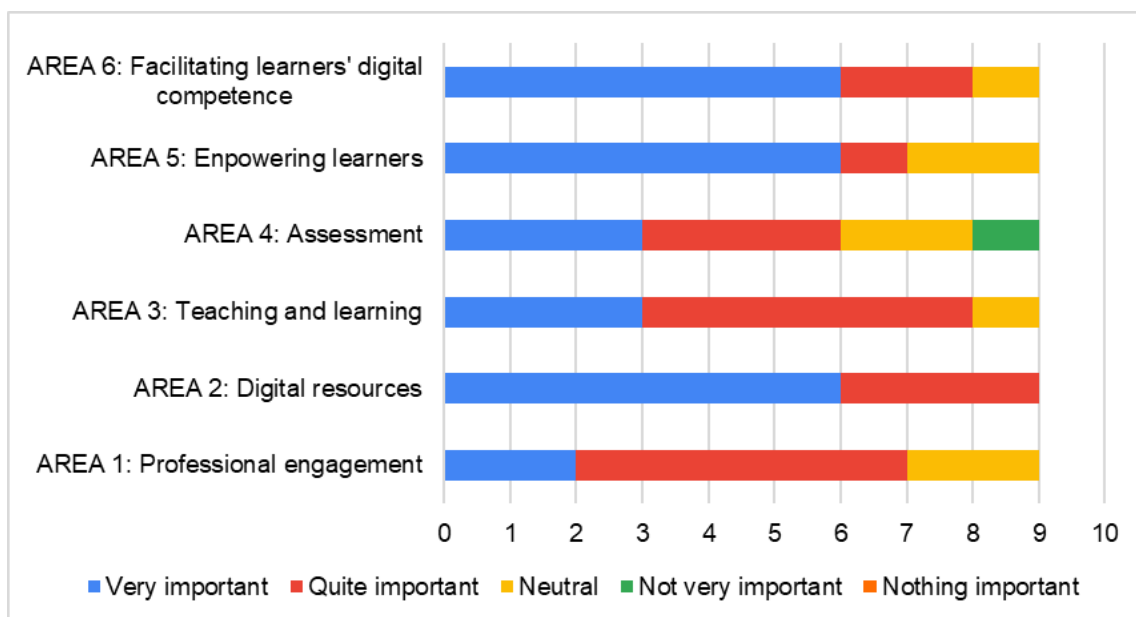
The 6 areas defined by the framework are split in 22 competences. The questionnaire has analysed both the importance per area and competence:

- Area 1: Professional Engagement
- Area 2: Digital Resources
- Area 3: Teaching and Learning
- Area 4: Assessment
- Area 5: Empowering Learners
- Area 6: Facilitating Learners' Digital Competence

QUESTION TO VIDEOTEACH PARTNERS. Question. Which area do you think is most important to develop for teachers/trainers/coaches in your country?

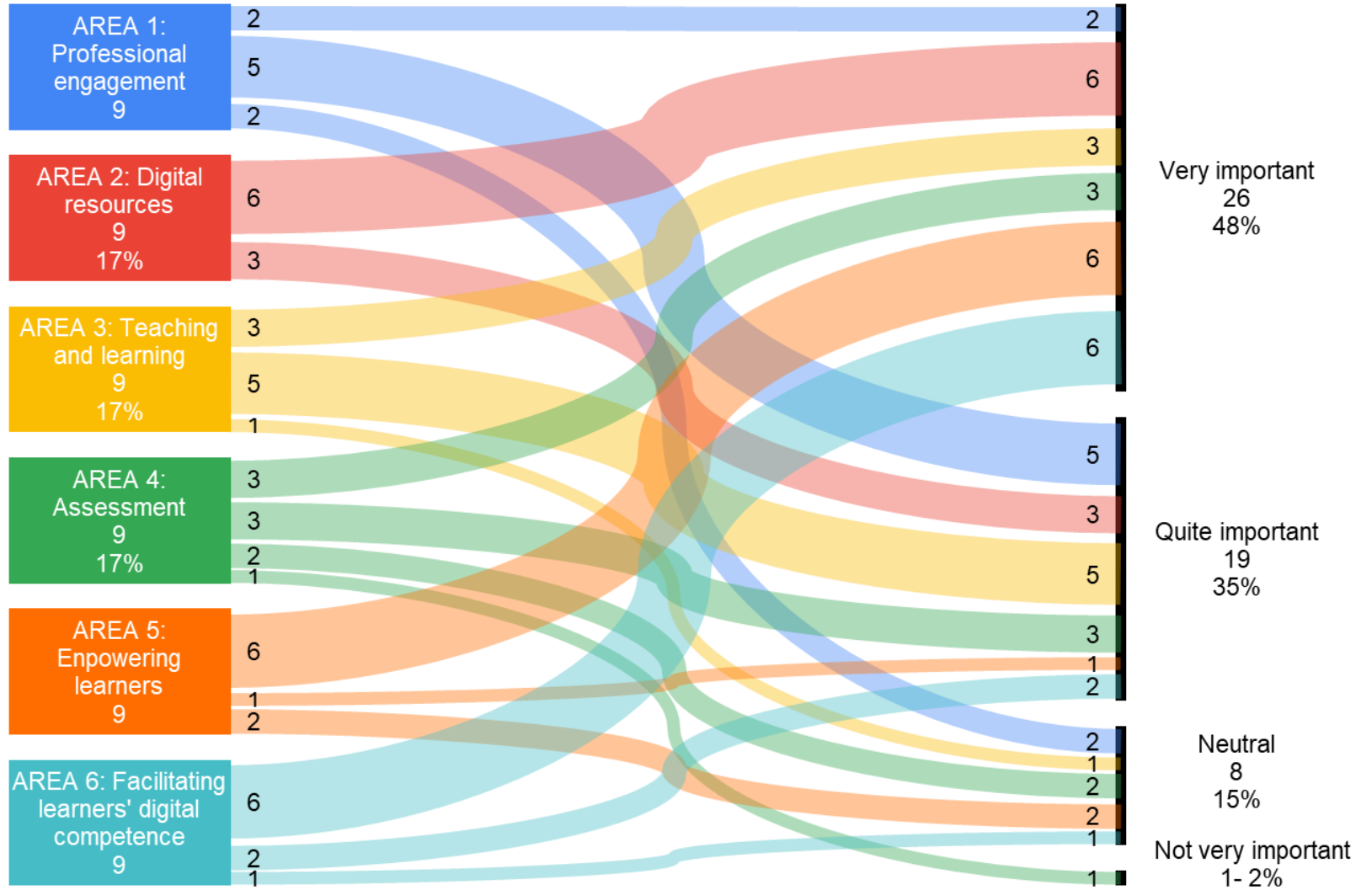
Number of answers gathered in each of the areas, about the importance of the Area at national level

Level of importance	AREA 1: Professional engagement	AREA 2: Digital resources	AREA 3: Teaching and learning	AREA 4: Assessment	AREA 5: Empowering learners	AREA 6: Facilitating learners' digital competence
Very important	2	6	3	3	6	6
Quite important	5	3	5	3	1	2
Neutral	2	0	1	2	2	1
Not very important	0	0	0	1	0	0
Nothing important	0	0	0	0	0	0



AREA 2 is the one with higher numbers of scoring and Very important or quite important.
AREAS 6 and 5 follow the scoring with similar importance.

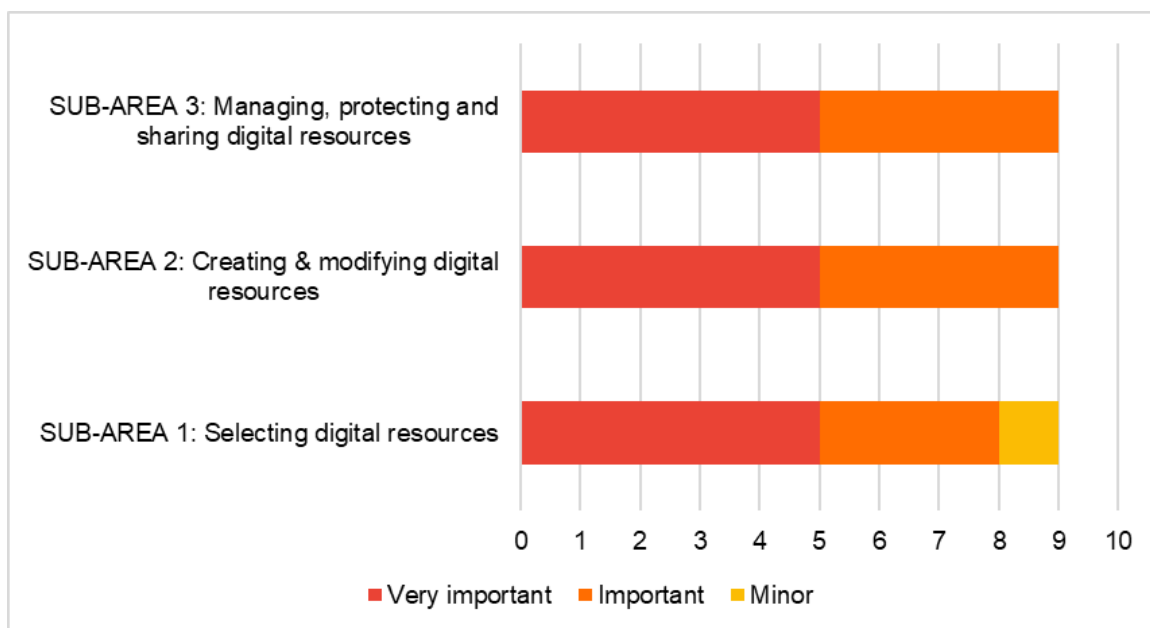
Total = 54



QUESTION TO VIDEOTEACH PARTNERS. One of the main areas of work in Videoteach is content creation, which is covered in AREA 2 (Digital resources) and has 3 sub-areas (1. Selecting, 2. Creating & modifying and 3. Managing, protecting and sharing). Please rate the sub-area that you consider most important for teachers/trainers/coaches in your country.

Level of importance	SUB-AREA 1: Selecting digital resources	SUB-AREA 2: Creating & modifying digital resources	SUB-AREA 3: Managing, protecting and sharing digital resources
Very important	5	5	5
Important	3	4	4
Minor	1	0	0

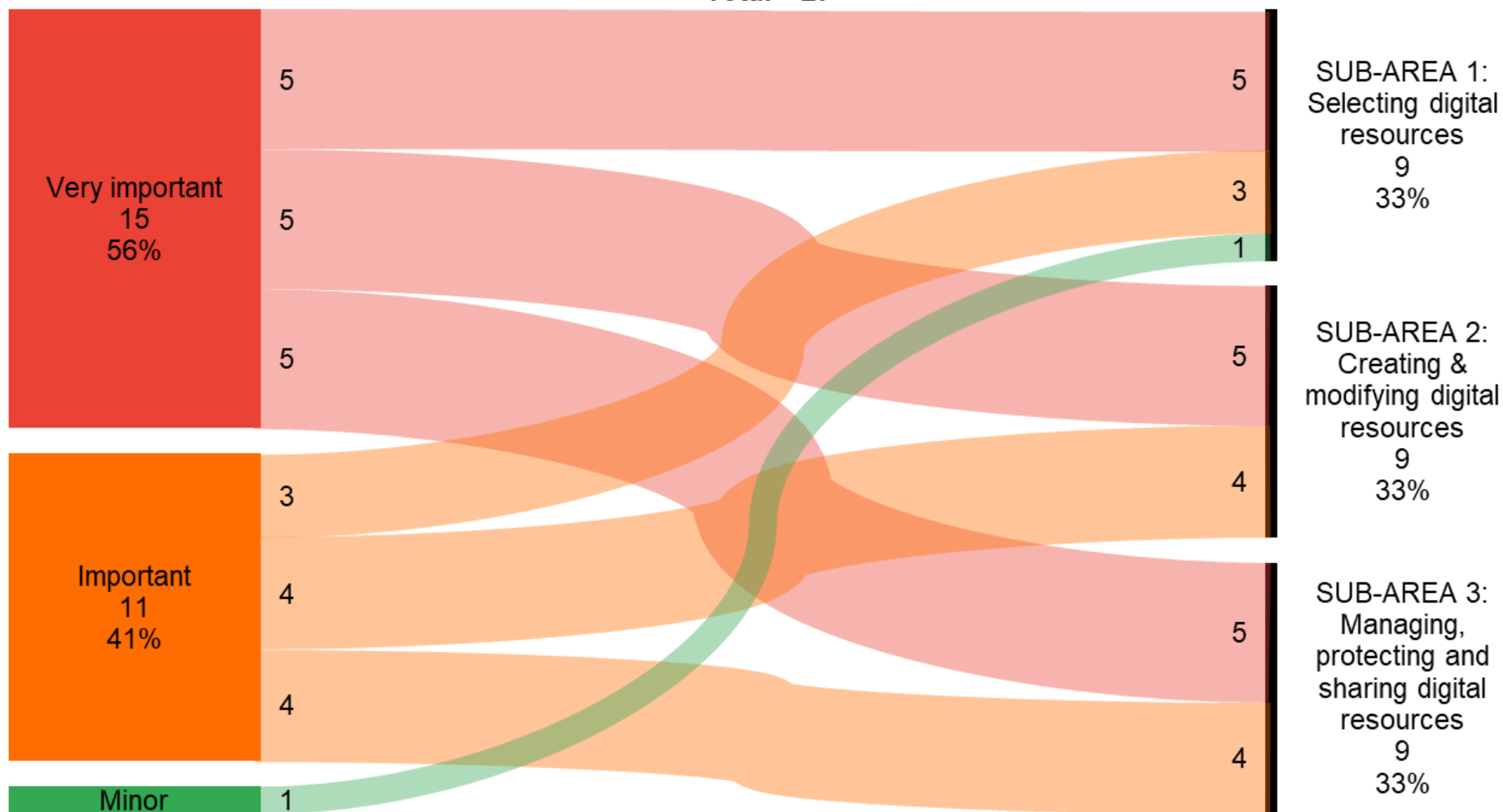
Area 2: Digital Resources



AREA 2

Inside AREA 2, the subarea 3 and 2 are remarked as the most important in the teachers necessities to be covered.

Total = 27

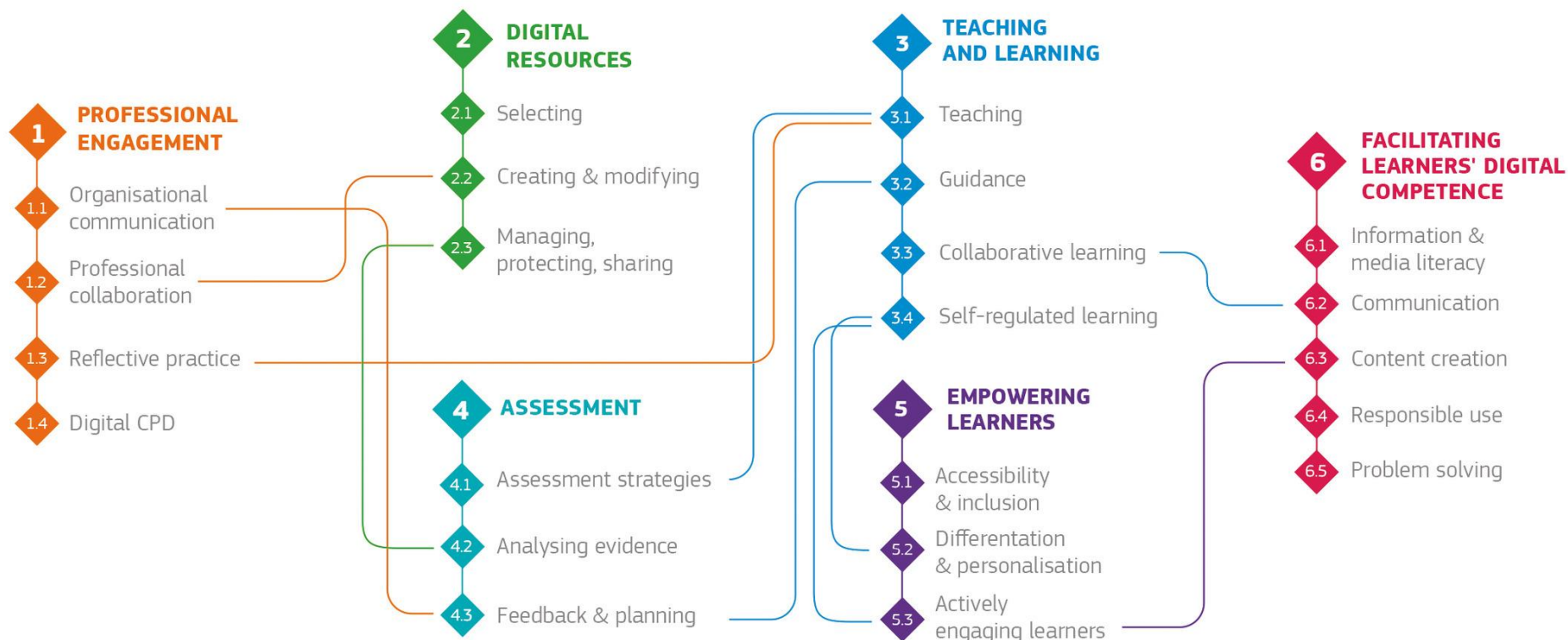


The 22 competences are gathered under the 6 AREAS defined in the framework.

Educators' professional competences

Educators' pedagogic competences

Learners' competences



Brief explanation of each of the 22 competences included in the 6 areas.

Area 1: Professional Engagement

1.1 Organisational communication

To use digital technologies to enhance organisational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.

1.2 Professional Collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

1.3 Reflective Practice

To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

1.4 Digital Continuous Professional Development

To use digital sources and resources for continuous professional development.

Area 2: Digital Resources

2.1 Selecting digital resources

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

2.2 Creating and modifying digital content

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

2.3 Managing, protecting and sharing digital resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

Area 3: Teaching and Learning

3.1 Teaching

To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.

3.2 Guidance

To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer

timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.

3.3 Collaborative learning

To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation

3.4 Self-regulated learning

To use digital technologies to support learners' self-regulated learning, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions

Area 4: Assessment

4.1 Assessment strategies

To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

4.2 Analysing evidence

To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.

4.3 Feedback and Planning

To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

Area 5: Empowering Learners

5.1 Accessibility and inclusion

To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

5.2 Differentiation and personalisation

To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

5.3 Actively engaging learners

To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

Area 6: Facilitating Learners' Digital Competence

6.1 Information and media literacy

To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.

6.2 Digital communication and collaboration

To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

6.3 Digital content creation

To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.

6.4 Responsible use

To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

6.5 Digital problem solving

To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

QUESTION TO VIDEOTEACH PARTNERS. One of the main areas of work in Videoteach is content creation, which is covered in AREA 2 (Digital resources) and has 3 sub-areas (1. Selecting, 2. Creating & modifying and 3. Managing, protecting and sharing). Please rate the sub-area that you consider most important for teachers/trainers/coaches in your country.

Digital Resources



Selecting digital resources



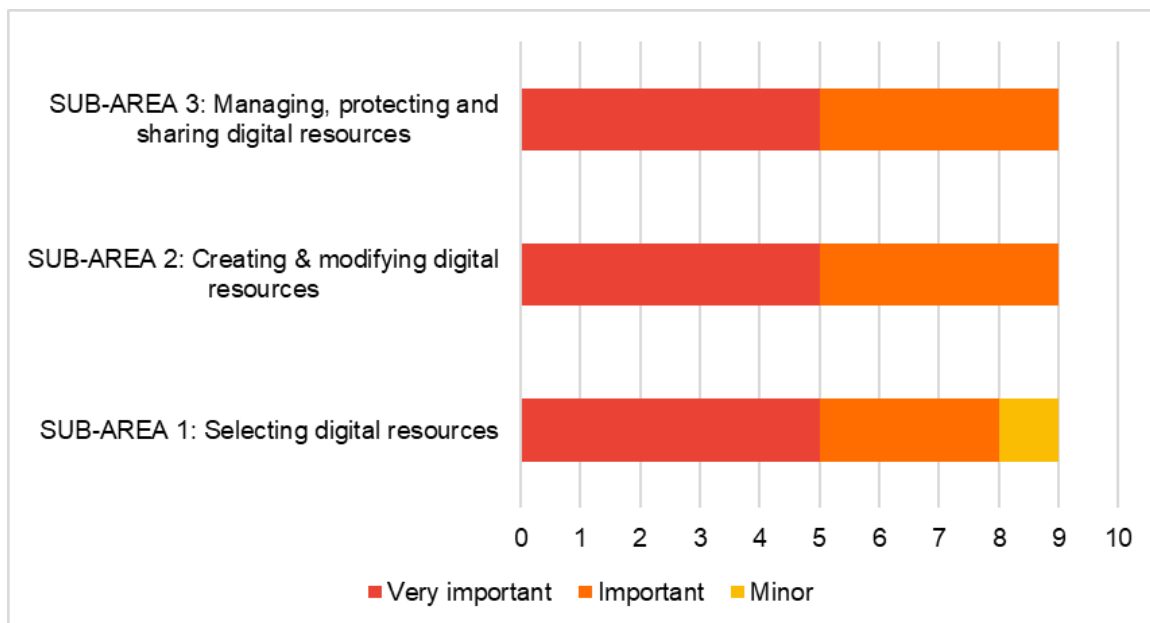
Creating and modifying digital resources



Managing, protecting and sharing digital resources

Level of importance	SUB-AREA 1: Selecting digital resources	SUB-AREA 2: Creating & modifying digital resources	SUB-AREA 3: Managing, protecting and sharing digital resources
Very important	5	5	5
Important	3	4	4
Minor	1	0	0

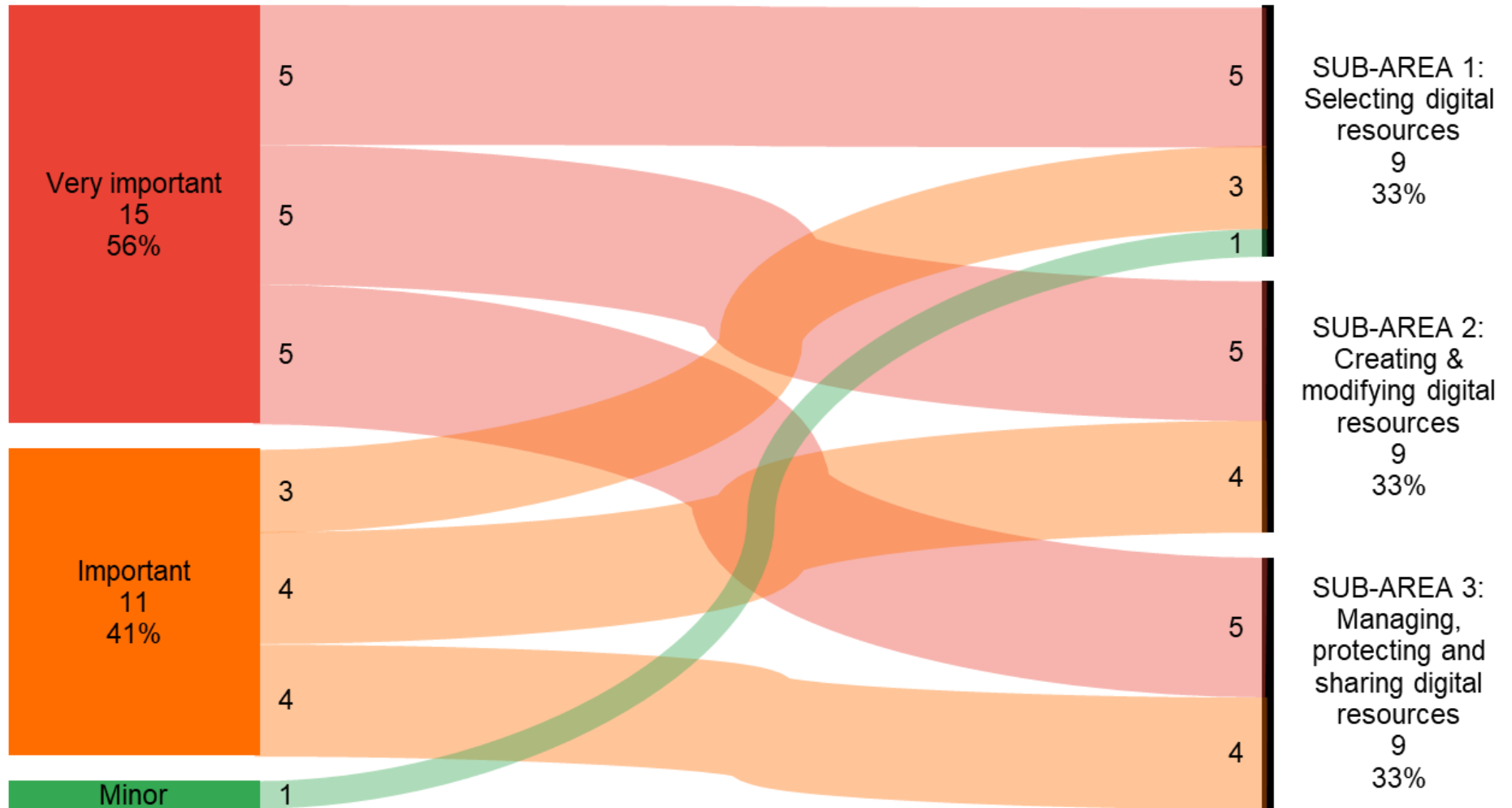
Area 2: Digital Resources



AREA 2

Inside AREA 2, the subarea 3 and 2 are remarked as the most important in the teachers necessities to be covered.

Total = 27



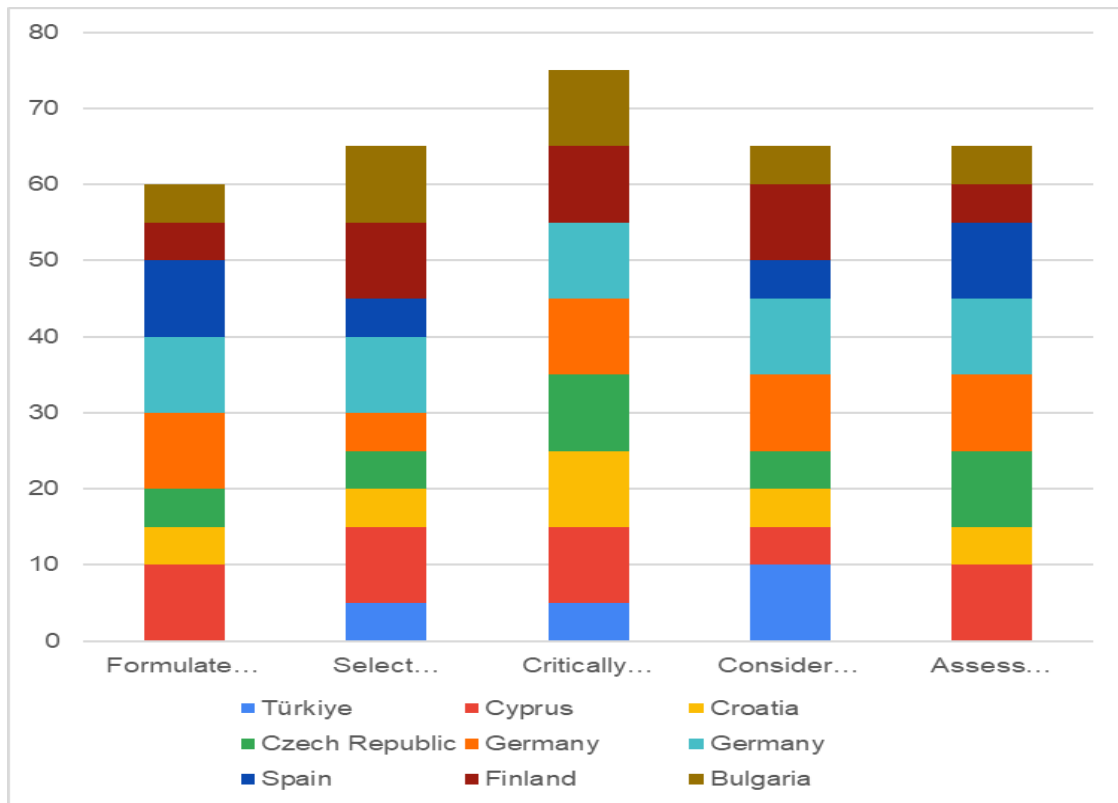
QUESTION TO VIDEOTEACH PARTNERS. Within area 2: "Selecting digital resources" is sub-area 1. Several examples of activities that the educator should develop are defined, please rate the activities that you consider most important

2.1 Selecting digital resources

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

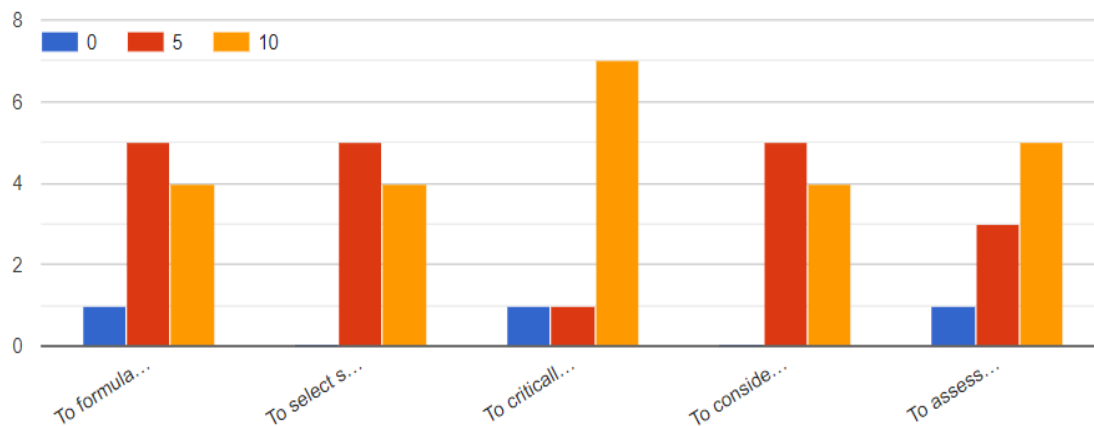
Activities

- ◆ To formulate appropriate search strategies to identify digital resources for teaching and learning.
- ◆ To select suitable digital resources for teaching and learning, considering the specific learning context and learning objective.
- ◆ To critically evaluate the credibility and reliability of digital sources and resources.
- ◆ To consider possible restrictions to the use or re-use of digital resources (e.g. copyright, file type, technical requirements, legal provisions, accessibility).
- ◆ To assess the usefulness of digital resources in addressing the learning objective, the competence levels of the concrete learner group as well as the pedagogic approach chosen.



AREA 2. Task selecting digital resources.

The importance of activities per country is not similar, with an average 60 to 75 scoring for all the activities even if some countries score 10 points to some actions which are scores with 0 points by others.



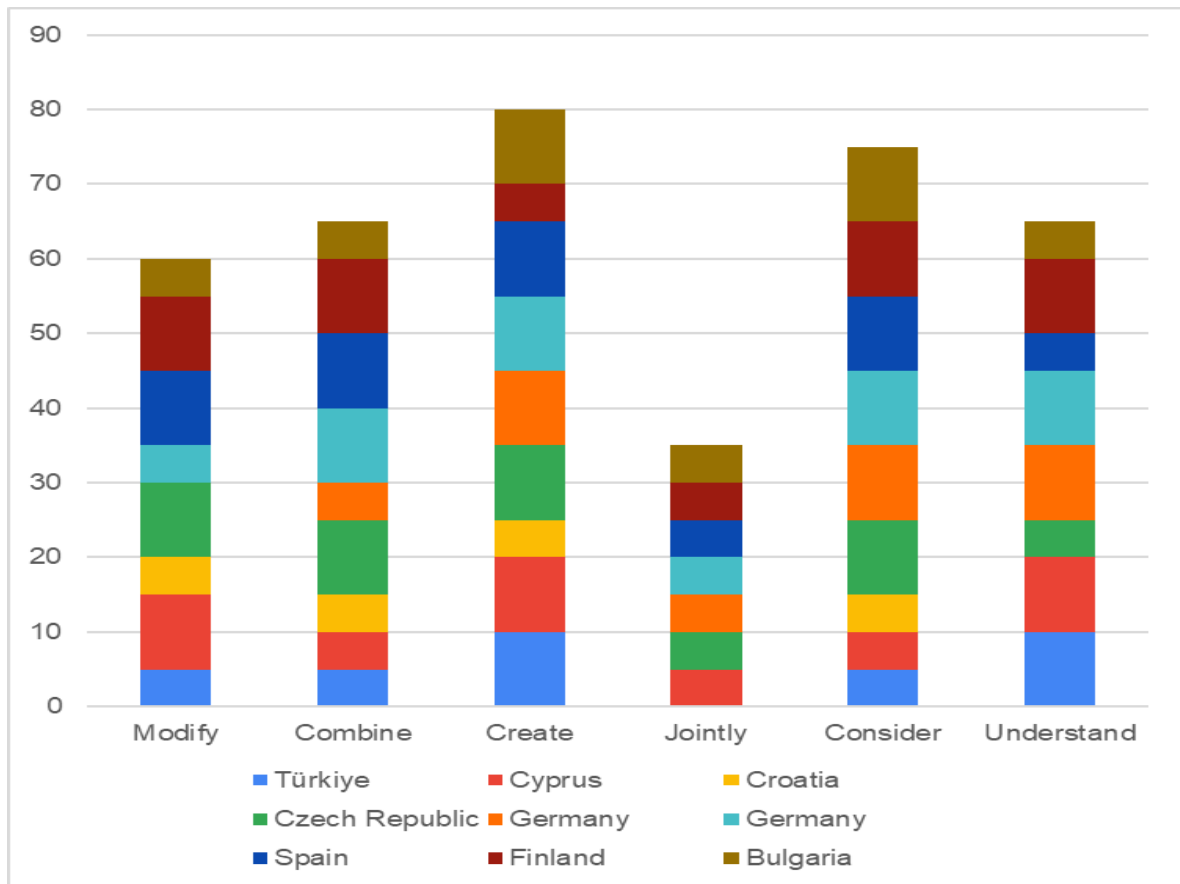
QUESTION TO VIDEOTEACH PARTNERS. Within area 2: "Creating & modifying digital resources" is sub-area 2. Several examples of activities that the educator should develop are defined, please rate the activities that you consider most important

2.2 Creating and modifying digital resources

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

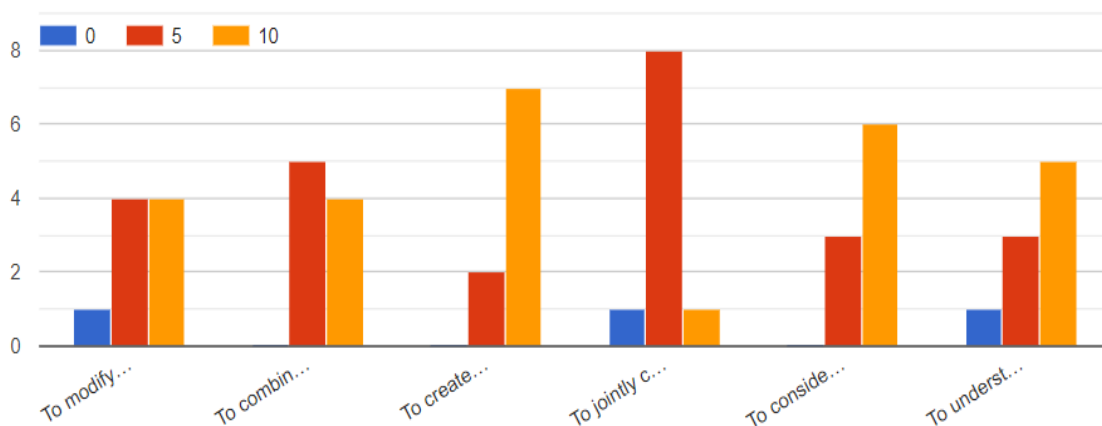
Activities

- ◆ To modify and edit existing digital resources, where this is permitted.
- ◆ To combine and mix existing digital resources or parts thereof, where this is permitted.
- ◆ To create new digital educational resources.
- ◆ To jointly create with others digital educational resources.
- ◆ To consider the specific learning objective, context, pedagogical approach, and learner group, when adapting or creating digital learning resources.
- ◆ To understand different licences attributed to digital resources and the implications for their re-use.



AREA 2. Creating and modifying digital resources

Even if in a similar way than before, scoring is no balanced, the creation of content gets 80 points against other activities just getting 60 or even 40.



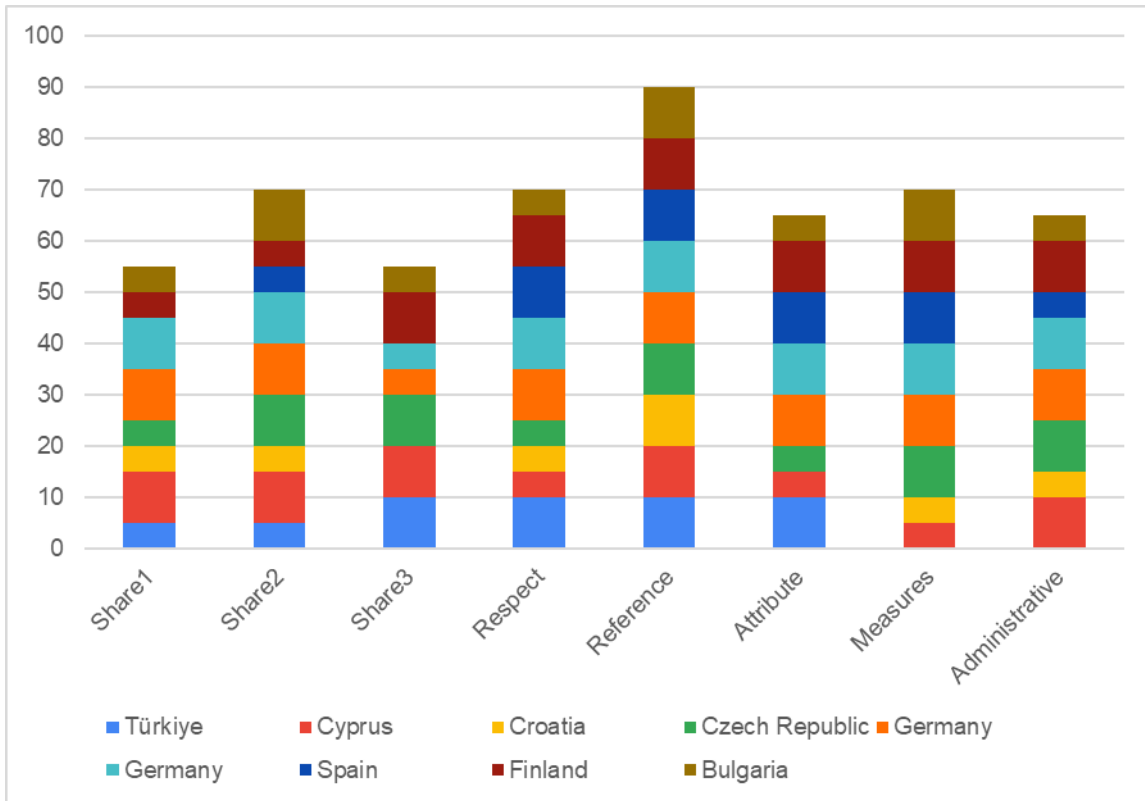
QUESTION TO VIDEOTEACH PARTNERS. Within area 2: "Managing, protecting and sharing digital resources" is sub-area 3. Several examples of activities that the educator should develop are defined, please rate the activities that you consider most important

2.3 Managing, protecting and sharing digital resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

Activities

- ◆ To share resources using links or as attachments, e.g. to e-mails.
- ◆ To share resources on online platforms or personal or organisational websites/blogs.
- ◆ To share one's own repositories of resources with others, managing their access and rights as appropriate.
- ◆ To respect possible copyright restrictions to using, re-using and modifying digital resources.
- ◆ To appropriately reference sources when sharing or publishing resources subject to copyright.
- ◆ To attribute (open) licenses to self-created resources.
- ◆ To take measures to protect sensitive data and resources (e.g. students' grades, exams).
- ◆ To share administrative and student-related data with colleagues, students and parents, as appropriate.



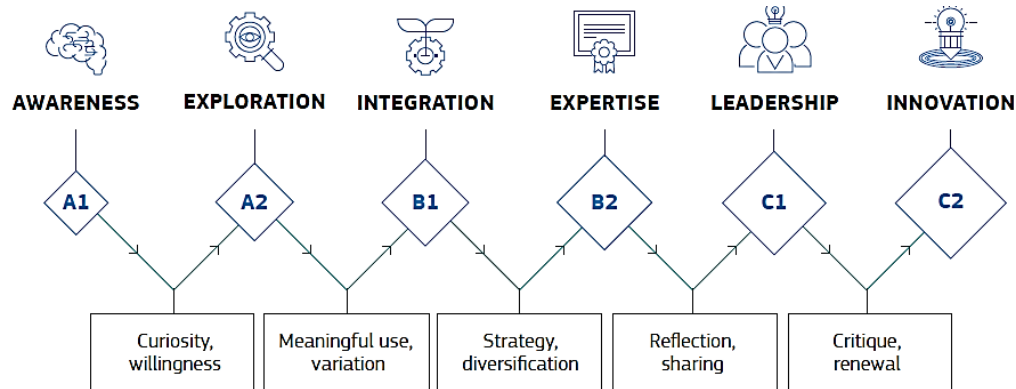
AREA 2. Managing, protecting and sharing digital resources

Even if in a similar way than before, scoring is no balanced, the reference to content gets 90 points against other activities just getting 50 and 60 40.

Block III. Proficiency level by country

Common European Framework of Reference

To help educators to understand their personal strengths and weaknesses in their digital competences, DigicompEdu proposes a Common European Framework of Reference by describing different stages or levels of digital competence development. For ease of reference, these competence stages are linked to the six proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 to C2.

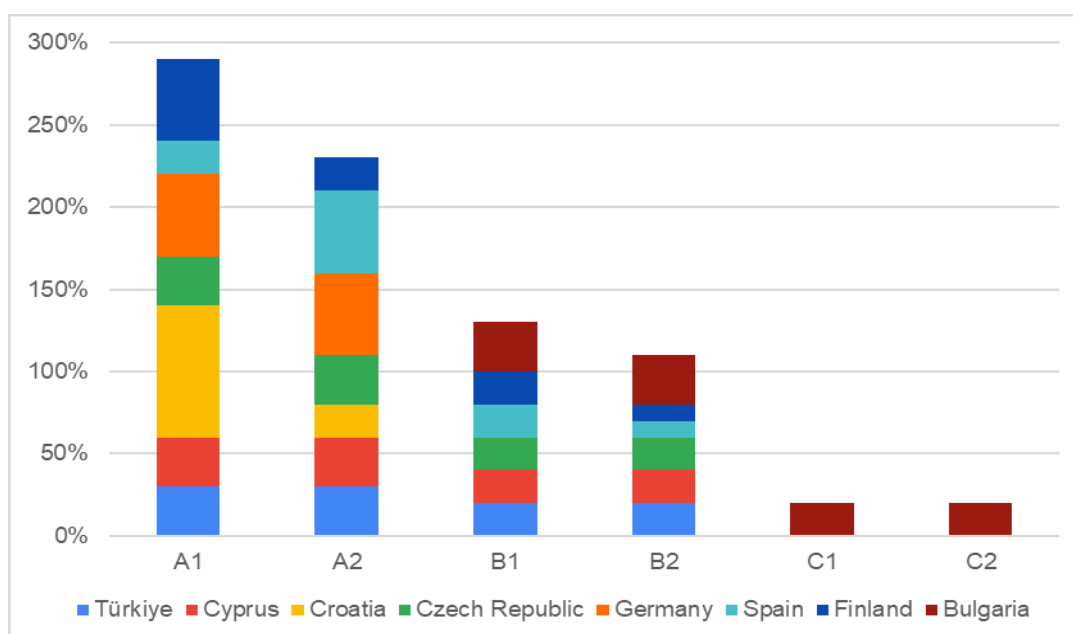


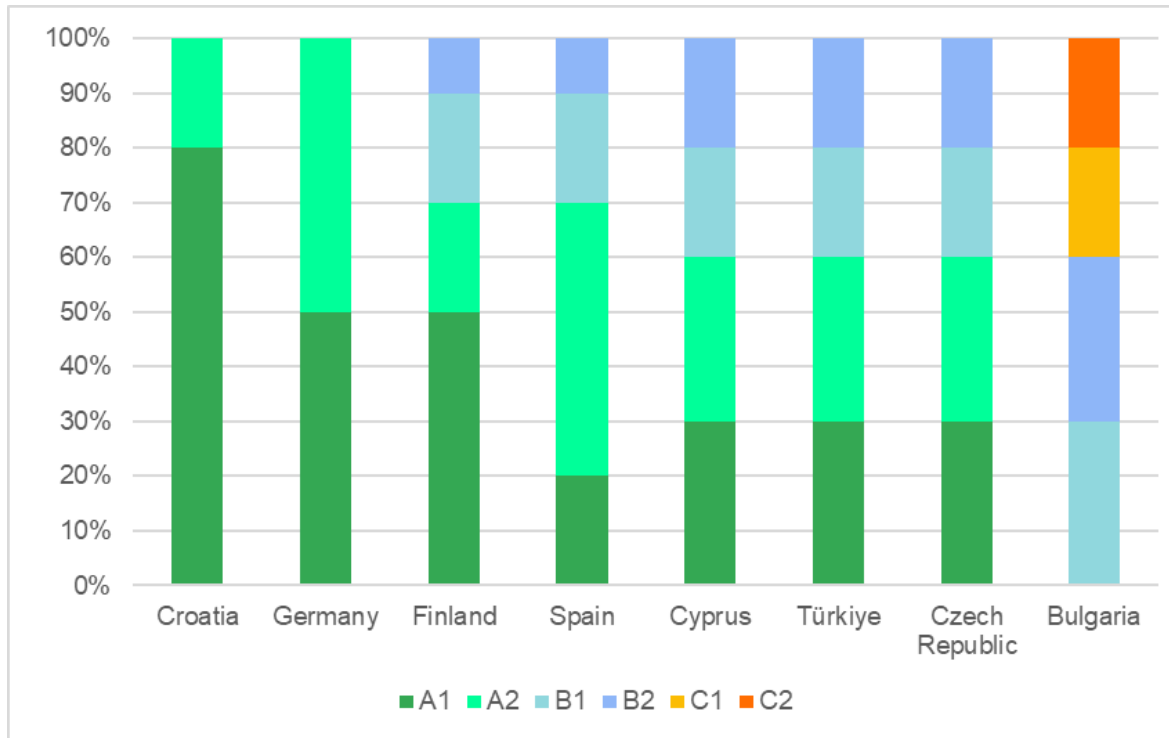
<p>Newcomer (A1):</p>	<p>Newcomers are aware of the potential of digital technologies for enhancing pedagogical and professional practice. However, they have had very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication. Newcomers need guidance and encouragement to expand their repertoire and to apply their existing digital competence in the pedagogical realm.</p>
<p>Explorer (A2):</p>	<p>Explorers are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. They have started using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach. Explorers need encouragement, insight and inspiration, e.g. through the example and guidance of colleagues, embedded in a collaborative exchange of practices.</p>
<p>Integrator (B1):</p>	<p>Integrators experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become Experts.</p>
<p>Expert (B2):</p>	<p>Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use</p>

	experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.
Leader (C1):	Leaders have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. They rely on a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation. They continuously reflect on and further develop their practices. Exchanging with peers, they keep updated on new developments and ideas. They are a source of inspiration for others, to whom they pass on their expertise.
Pioneer (C2):	Pioneers question the adequacy of contemporary digital and pedagogical practices, of which they themselves are Leaders. They are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. Pioneers experiment with highly innovative and complex digital technologies and/ or develop novel pedagogical approaches. Pioneers are a unique and rare species. They lead innovation and are a role model for younger teachers.

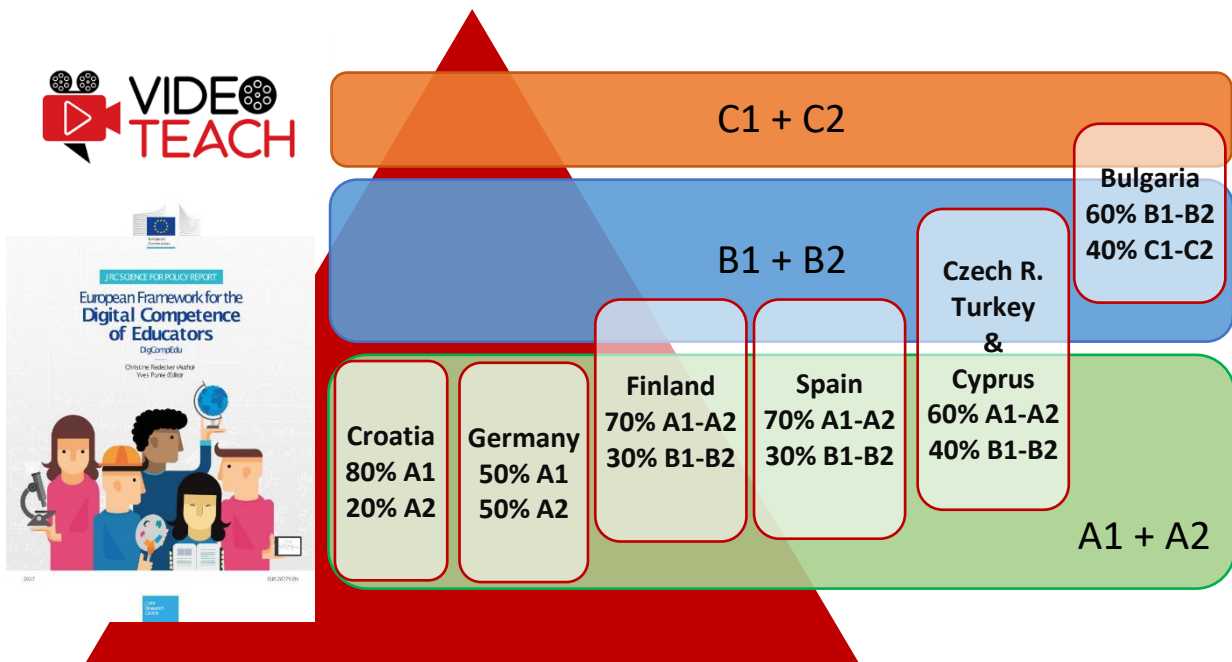
QUESTION TO VIDEOTEACH PARTNERS. In your opinion what share of your national teachers/trainers/coaches do you consider are in each of the different proficiency levels? Please select considering that the total has to be a sum of 100%.

	A1	A2	B1	B2	C1	C2
Türkiye	30%	30%	20%	20%	0%	0%
Cyprus	80%	20%	0%	0%	0%	0%
Croatia	0%	0%	20%	50%	20%	10%
Czech R.	30%	30%	20%	20%	0%	0%
Germany	50%	50%	0%	0%	0%	0%
Spain	0%	0%	20%	50%	30%	0%
Finland	50%	20%	20%	10%	0%	0%
Bulgaria	0%	0%	30%	30%	20%	20%





A potential allocation of the country partners in the Common European Framework of Reference, based on the questionnaires would be as follows.



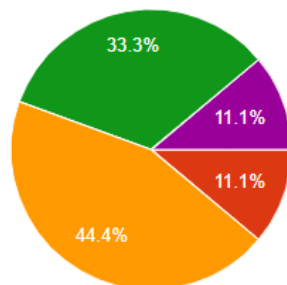
Common European Framework of Reference
Most referred level for teachers in the consortium is A1, however some countries has not even mentioned this level in their list in B1 as the minimum level.

QUESTIONS TO VIDEOTEACH PARTNERS.

In area 2 (Digital resources) exists a relationship between proficiency levels and digital knowledge. In your opinion, for your country, what level should the Videoteach project develop in this area? Please select a proficiency level



9 responses

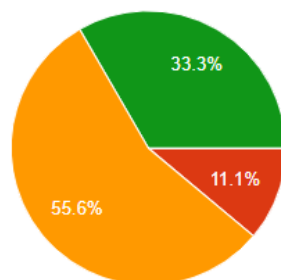


- A1(Newcomer) - AWARENESS; UNCERTAINTY; BASIC USE
- A2 (Explorer) - EXPLORING DIGITAL OPTIONS
- B1 (Integrator) - FITTING DIGITAL RESOURCES TO THE LEARNING C...
- B2 (Expert) - STRATEGICALLY USING INTERACTIVE RESOURCESS
- C1 (Leader) - COMPREHENSIVELY...
- C2 (Pioneer) - PROMOTING THE US...

In area 3 (Teaching and learning) exists a relationship between proficiency levels and digital knowledge. In your opinion, for your country, what level should the Videoteach project develop in this area? Please select a proficiency level



9 responses

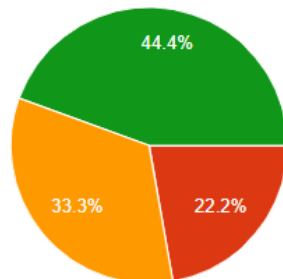


- A1(Newcomer) - AWARENESS; UNCERTAINTY; BASIC USE
- A2 (Explorer) - EXPLORING DIGITAL TEACHING & LEARNING STRATEGIES
- B1 (Integrator) - MEANINGFULLY INTEGRATING DIGITAL TECHNOLO...
- B2 (Expert) - ENHANCING TEACHING & LEARNING ACTIVITIES
- C1(Leader)-STRATEGICALLY & PUR...
- C2 (Pioneer) - INNOVATING TEACHI...

In area 4 (Assessment) exists a relationship between proficiency levels and digital knowledge. In your opinion, for your country, what level should the Videoteach project develop in this area? Please select a proficiency level



9 responses

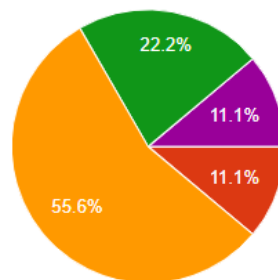


- A1 (Newcomer) - AWARENESS; UNCERTAINTY; BASIC USE
- A2 (Explorer) - EXPLORING DIGITAL ASSESSMENT STRATEGIES
- B1 (Integrator)- ENHANCING TRADITIONAL ASSESSMENT APPR...
- B2 (Expert)- STRATEGIC AND EFFECTIVE USE OF DIGITAL ASSE...
- C1 (Leader)- CRITICALLY REFLECTI...
- C2 (Pioneer)- INNOVATING ASSESS...

In area 5 (Empowering learners) exists a relationship between proficiency levels and digital knowledge. In your opinion, for your country, what level should the Videoteach project develop in this area? Please select a proficiency level



9 responses

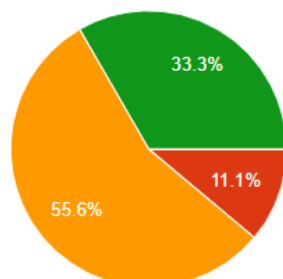


- A1 (Newcomer)- AWARENESS; UNCERTAINTY; BASIC USE
- A2 (Explorer)- EXPLORING LEARNER-CENTRED STRATEGIES
- B1 (Integrator)- ADDRESSING LEARNER EMPOWERMENT
- B2 (Expert) - STRATEGICALLY USING A RANGE OF TOOLS TO EMPOWER
- C1 (Leader)- HOLISTICALLY EMPO...
- C2 (Pioneer) - INNOVATING LEARNE...

In area 6 (Facilitating learners' digital competence) exists a relationship between proficiency levels and digital knowledge. In your opinion, for your country, what level should the Videoteach project develop in this area? Please select a proficiency level



9 responses



- A1 (Newcomer) - AWARENESS; UNCERTAINTY; BASIC USE
- A2 (Explorer) - ENCOURAGING LEARNERS TO USE DIGITAL TECH...
- B1 (Integrator) - IMPLEMENTING ACTIVITIES TO FOSTER LEARNER...
- B2 (Expert) - STRATEGICALLY FOSTERING LEARNERS' DIGITAL C...
- C1 (Leader) - COMPREHENSIVELY...
- C2 (Pioneer) - USING INNOVATIVE F...