



Methodology for creation of Video Teachers Green Industry: analysis of teacher video skills, competences recognition and training needs identification



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Introduction

The VideoTeach Project

The VideoTeach project aims to develop educators' digital competences and promote video education as the main tool for digital teaching.

In addition, the project sets out to:

- Promote video education in rural areas, by providing rural teachers with competences and tools covering digital and video necessities.
- Promote video education in the green industry, supporting the development of methodologies, tools, and video contents in the specific industries of renewable energy.
- Support rural teachers in the development of their professional career by facilitating the recognition of existing digital learning outcomes, providing structured training and more.

Summary of the deliverable

Based on the EU CV for Video Teachers, the consortium has developed a group of products for competences assessment and recognition, as follows:

- Methodology for teacher video digitalization, which include well-defined steps and online tools to accompany both teachers and schools in their path toward digitalisation of education.
- Online tool for skill evaluation and training proposal ([ex-ante online self-assessment tool](#)), which allows teachers to identify their own skills gaps and related learning needs in the field of digital education and use of videos for education purposes.
- Video teacher competences recognition ([ex-post online self-assessment tool](#)), which allows teachers and schools to certify the competences acquired through the VideoTeach video course.

All the 3 products are complementary and allow teachers and VET centres to self-advance in their process to move into digital education.

The last chapter of the document presents a brief analysis of data collected through the ex-ante online self-assessment tool. The final version of this document is published at the end of July 2024 to include these data.

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Methodology for teacher video digitalization

Built upon results of PR1, namely the “[VideoTeach Competence Profile](#)” and the “[European Curriculum of Video Teachers for Green Industry](#)”, and benchmarking them with EU frameworks such as [DigComp](#) and tools such as [Selfie for Teachers](#), the consortium has created a methodology for teachers and schools, which includes specific steps and tools, facilitating the path toward digitalization and supporting the use of videos in education.

The methodology includes the following steps:

1. Assessment of capacities, identification of necessities and proposal of improvements.
2. Suggestions of learning contents.
3. Recognition of progress achieved.

STEP 1: Assessment of capacities, identification of necessities and proposal of improvements

As a first step, teachers should complete the [ex-ante online self-assessment questionnaire](#) to identify their skills gaps, strengths and weaknesses and related learning needs.

STEP 2: Suggestions of learning contents

By completing the [ex-ante online self-assessment questionnaire](#), teachers receive personalised feedback and suggestions on specific learning topics and related video lectures, which they can easily follow through the [VideoTeach platform](#) or through the [VideoTeach YouTube channel](#).

STEP 3: Recognition of progresses achieved

As a last step, teachers can get a certification of the competences acquired through the video course, by completing the [ex-post online self-assessment tool](#).

The Methodology is designed as a tool to be used for the self-assessment of a school, or the self-assessment of a sole teacher willing to be transformed into a video teacher.

Schools can use the methodology to identify teachers’ gaps connected to digital education and therefore to understand what the necessary competences are that key staff must acquire to make the transition of the school to video education. Personalised and flexible learning pathways can be offered to teachers to accompany them in their path toward digitalisation.

Single teachers can use the methodology to acquire video digital competences and properly implement video education in their daily activities.

Online tool for skill evaluation and training proposal

As a first step, VideoTeach project partners have designed an ex-ante self-assessment tool, which is available at the following link: <https://videoteach.eu/start-self-assessment/>

The ex-ante self-assessment tool allows teachers to assess their current digital knowledge and get personalised recommendations on which areas of the VideoTeach video course to take. Additionally, it can be used by schools to evaluate the baseline of their teachers.



Self-Assessment for teachers

Dear teacher,

Welcome to the VideoTeach online assessment tool!

This online assessment tool has been created in the framework of the VideoTeach project, with the aim of providing teachers with a tool to identify their own skills gaps and related learning needs for an effective use and exploitation of video education in teaching.

It is made up of 2 sections and you will need approximately 20 minutes to complete it. At the end, you will receive personalised feedback and related recommendations for improvements.

You can go back and forth between the pages. But please be aware that once you have left the assessment, your results will not be saved in order to protect your data. You would then have to start again.

Data is treated in conformity with the General Data Protection Regulation - GDPR (Regulation (EU) 2016/679).

The IP address of the single respondent will be stored and shared with the Granting Authority just for grant reporting purposes (confidential data).

start

The questionnaire

It is made up of 2 sections which correspond to the two modules included in the [European Curriculum of Video Teachers for Green Industry](#):

- Area 1. Integrating Videos into Teaching and Learning
- Area 2. Creating Videos for Teaching and Learning

The assessment has a total of 26 questions (13 questions per area).

Creation of the questionnaire

The [ex-ante online self-assessment questionnaire](#) was designed starting from the [Competency Profile of Video Teacher for Green Industry](#), the [European Curriculum of Video Teachers for Green Industry](#) and the [SELFIE FOR TEACHERS](#) tool.

In particular, at first, partners have analysed which of the questions included in the SELFIE FOR TEACHERS were covering the skills (knowledge, skills and competences) included in the [Competency Profile of Video Teacher for Green Industry](#) categories (2. Integrating Videos into Teaching and Learning and 3. Creating Videos for Teaching and Learning); a first draft was designed based on this first match.

As a second step, partners analysed which of the “Knowledge”, “Skills” and “Attitudes” included into the two categories was not covered and designed **20 additional questions** to cover the remaining skills.

The third steps consisted in eliminating and/or merging the questions and in allocating them into the two areas:

- Area 1. Integrating Videos into Teaching and Learning
- Area 2. Creating Videos for Teaching and Learning

This allocation was conducted based on the micro-structure (sub-units) included into the [European Curriculum of Video Teachers for Green Industry](#) which are herewith summarised:

- Module 1. Integrating Videos into Teaching and Learning Module 1 of the European Curriculum of Video Teachers for Green Industry deals with the skills teachers need in order to identify videos and incorporate them into the learning opportunities they provide.
- Module 2. Creating Videos for Teaching and Learning Module 2 addresses the skills necessary for teachers to develop their own videos based on the needs of their students and incorporate these videos into the learning opportunities they provide.

Finally, as a last step, all questions were connected with specific “Knowledge”, “Skills” and “Attitudes” included into the [Competency Profile of Video Teacher for Green Industry](#) categories (2. Integrating Videos into Teaching and Learning and 3. Creating Videos for Teaching and Learning).

Below a sample on how specific questions are presented.



SELF-ASSESSMENT

Question 1: Engaging in professional learning activities for the development of teachers' digital competence

By answering the questions included in this area, you will assess your skills and discover your learning needs to identify videos and to incorporate them into your teaching.

Please, select one statement for each question.

- **I am aware** that engaging in professional learning activities on using digital technologies can develop my digital competence (eg. webinars or workshops on the use of digital technologies in teaching and learning).
- **I have attended** professional learning activities about using digital technologies in order to develop my digital competence (eg. micro-teaching, workshops on the use of digital technologies in teaching and learning).
- **I participate** in various formal and informal professional learning activities about using digital technologies to develop my digital competence (eg. hands-on training on the pedagogical use of digital technologies, online learning approaches, digital assessment).
- **I analyse and select** professional learning activities about using digital technologies based on my needs (eg. use a self-reflection tool on my digital competence, set learning goals, design my learning, reflect on my learning).
- **I provide** learning activities about using digital technologies and support colleagues on the development of their digital competence (eg. workshops, informal sessions with colleagues, microteaching on the use of digital technologies).
- **I contribute** to the design of professional learning programmes which aim at developing teachers' digital competence (eg. project-based learning with the use of digital technologies, digitally-enhanced learning design, exchange of good practices).
- **I am not aware** of this competence.

back proceed

Skills gaps assessment and recommendations for training

Assessment and recommendations are based on answers given in each area; more specifically, in both areas participants can reach between 0 and (13 x 6=) 78 points. 4 different level of “expertise” are designed

- *0-19: very poor; much learning needed*
- *20-39: some knowledge, but still a lot to improve*
- *40-59: solid basis with room for improvement*
- *>=60: quite good*

For each area, 4 different answers are provided, as follows:

- *0-19: very poor; much learning needed: According to your answers, it appears that **you do not have or have only very basic knowledge and skills...**Based on this assessment, we highly recommend you follow....*

- *20-39: some knowledge, but still a lot to improve:* According to your answers, it appears that you have **only limited knowledge and skills** related to.... we believe that it is never too late to make improvements and we strongly encourage....
- *40-59: solid basis with room for improvement:* You have shown a **good level** of.... However, we believe that there is always a potential for improvement and skills updating. We therefore recommend....
- *>=60: quite good:* Congratulations! You scored quite well in this area. It is evident that you have **good knowledge and skills** related to...However, you may still be interested in deepening your knowledge on specific aspects...Have a look at the index and choose what is most appropriate for you.

Apart from that, recommendations are given based on the reply of specific questions (n.5; n.9; n.11; n.13; n.15; n.18; n.22; n.25). The questions for the specific recommendations were selected based on suitability to be linked to specific learning outcomes.

Specific recommendations are given if the answer to the related question is "I am not aware of this competence". Below the sample test:

You have declared that you are not aware of xxx. Based on that, we recommend you follow xxx. By following this unit, you will get acquainted with xxx



SELF-ASSESSMENT RESULT

Here is the result of your self-assessment:

Skill area	Points	Rate
Area 1. Integrating Videos into Teaching and Learning:	39/78	<div style="width: 50%;"></div>
Area 2. Creating Videos for Teaching and Learning:	21/78	<div style="width: 27%;"></div>

Here is the detailed evaluation of your results:

Area 1: Integrating Videos into Teaching and Learning

Thank you very much for your participation!

According to your answer, it appears that you have **only limited knowledge and skills** related to video resources selection and their incorporation into teaching.

Based on the current evaluation, your video teaching practices are rated as not very effective and you are not able to exploit digitalisation for education in a proper way.

However, we believe that it is never too late to make improvements and we strongly encourage you to follow **Area 1. Integrating Videos into Teaching and Learning**.

Area 2: Creating Videos for Teaching and Learning

Thank you very much for your participation!

According to your answers, it appears that you have **only limited skills** related to video creation and **basic knowledge** on specific techniques and tools for audio and video production.

Based on the current evaluation, your video teaching practices are rated as not very effective and you are not able to exploit digitalisation in education in a proper way.

However, we believe that it is never too late to make improvements and we strongly encourage you to follow **Area 2. Creating Videos for Teaching and Learning**.

We hope you will enjoy our training!

Additionally, we would like to give you some specific suggestions based on your score on specific questions. In particular:

You do not have knowledge of **recording techniques**. Based on that, we recommend you follow Unit 3. **Recording techniques of AREA 2. Creating Videos for Teaching and Learning**. By following this unit, you will learn about different types of recording techniques and you will receive tips and suggestions on how to use them.

Summarising, this tool allows for a proper "competence assessment" with automatic recognition levels as well as complementary training required. As a result of the assessment, the teacher will receive a personalised message stating skills to be enhanced and will be proposed with suggested contents to follow.

Video teacher competences recognition

As a last step, VideoTeach project partners have designed an ex-post self-assessment tool, which is available at the following link: <https://assessment.videoteach.eu/certificates.php>

The ex-post self-assessment tool allows teachers to create their own tailor-made certificate by simply inserting their names and selecting the learning units of the VideoTeach online training that they have followed as it is shown in the picture below.



CERTIFICATES

After completing our video teacher online course, you can download your certificate here.

Your name (will not be saved, only needed for the certificate):

Please select the module(s) you completed:

Area 1: Integration of videos into teaching and learning

- Unit 1: Introduction to the EU Curriculum
- Unit 2: Identification and selection of sources
- Unit 3: Integration of digital material into teaching
- Unit 4: Sharing knowledge

Area 2: Creating videos for teaching and learning

- Unit 5: Basic knowledge about video terminology and concepts
- Unit 6: Hardware for recording, creation and training
- Unit 7: Recording techniques
- Unit 8: Video processing
- Unit 9: Audio processing
- Unit 10: Other creation of video/animations

Each unit is linked to specific learning outcomes as follows:

AREA 1. Integrating Videos into Teaching and Learning

Unit 1. Introduction to the EU CV

To understand the importance of videos for teaching and learning.

To get an overview of the basic digital skills for video teaching.

Unit 2. Identifies and selects resources.

To get acquainted with the main search engines.

To acquire knowledge with IPR and copyright rules and types.

To learn about the main platforms with copyright free videos and digital resources.

Unit 3. Integration of digital material in the teaching

To learn on which channels to find video resources and on how to iterate them into presentations.

To get acquainted with interactive and gamified tools to be used during the lessons.

To get acquainted with tools for teachers to assess students' learning.

Unit 4. Sharing knowledge

To learn about the different software and platforms to share contents and their pros and cons.

AREA 2. Creating Videos for Teaching and Learning

Unit 1. Basic knowledge about video terminology and concepts.

To acquire the right terminology to develop videos.

To understand the importance of identifying needs and goals of the videos to create the storyboard.

To get practical tips on video script writing.

Unit 2. Hardware for recording, creation, and edition.

To discover the different devices for video and audio recording and learned how to select them properly.

To get acquainted with Hardware for video edition and lighting.

Unit 3. Recording techniques

To learn the different techniques for recording interviews, voiceovers and more.

To get acquainted with practical tips on how to make videos more creative.

To learn about the concept of B-roll.

To learn about the different shooting techniques.

Unit 4. Video Processing

To get acquainted with the different software for video processing.

To learn about techniques for editing videos including graphical elements and colours.

To learn about the importance of making videos more accessible.

To get tips for finalising and exporting videos based on the chosen platform.

Unit 5. Audio Processing

To get acquainted with the different software for audio mixing and processing.

To learn about the different techniques to mix and process audio files.

Unit 6. Other creation of video/Animations

To learn about the pros and cons of using animations.

To obtain practical tips to create storytelling.

To learn on how to develop video animations with different software.

Therefore, by selecting the units followed, a teacher can get a personalised certificate indicating the specific learning outcomes achieved.

See below a sample of certificate with the selection of units 3, 7 and 9.



Schools can use this ex-post self-assessment tool to assure the recognition of learning outcomes of teachers who have followed VideoTeach online video course.

By doing so, they could see how their schools are progressing in their paths toward digitalisation of education.

Analysis of results

On July 26th,2024, the total number of people who filled in the ex-ante online assessment tool questionnaire are 292 (based on the unique IDs collected); while Individual IPs amount to 195. The reason for this is that many teachers filled in the questionnaire from the same location (e.g. school).

Regarding teachers' owned skills, the average result for all the questions is **2.39 points**; *Area 1. Integrating Videos into Teaching and Learning* has the best results with an average of **2.53 points**; while *Area 2. Creating Videos for Teaching and Learning* has an average of **2.25 points**.

The skill with the lowest average result is *n. 22 - Audio processing* with **1.94 points** and the best average result is the *n. 7 - Identification and selection of resources that learners may find appealing*, (e.g. videos and interactive activities) with **2.81 points**.

The country in which teachers perform better in both areas is Finland.

It is relevant to mention that the tool was also promoted among teachers from non-partner countries. Italian and Greek teachers' results are quite good (>3).