MENTEP – MENtoring Technology-Enhanced Pedagogy

The European MENTEP project focused on teachers' skills at using digital technologies in teaching. Thirteen countries took part. The participation of Czech schools was coordinated by the Centre for International Cooperation in Education.

The project was unique in that, in extensive research across European countries, it was able to accurately verify the impact of one of the measures to support the professional development of teachers. From the teachers' point of view, the project's biggest benefit was the creation of a self-assessment tool, which is freely available online in Czech and another 12 languages at http://mentep-sat-runner.eun.org/. The tool allows teachers to instantly view individualised feedback and resources for further professional development in the field of digital technology.

General information on the project

MENTEP was a three-year research project (running from April 2015 to May 2018) that was co-financed by the European Union as part of Erasmus+. Thirteen European countries were involved (the Czech Republic, Denmark, Estonia, Finland, France, Italy, Cyprus, Latvia, Norway, Portugal, Greece, Slovenia, and Spain). The coordinator was the European Schoolnet (see EUN). In the Czech Republic, the project was coordinated by the *Centre for International Cooperation in Education* as a European Schoolnet member.

What motivated the project?

Research shows that most teachers view the impact of digital technologies on teaching in a positive light, with around two thirds of teachers in the EU studying digital technology in their spare time. Many of them, however, are unable to make sufficient use of digital technology for educational purposes.

What was the project objective?

The aim of the project was to verify the impact of the self-assessment tool, not to test teachers. The research question was: What effect does the use of the self-assessment tool (TET-SAT) have on teachers' competence? Will it increase the level of their competence? If so, by how much?

What was the project methodology?

A sample of 496 European schools from the 11 European countries that participated in the research part of the project in the 2016/2017 school year was randomly selected for cooperation. 52 were Czech schools.

Teachers from the participating schools were invited to complete an introductory questionnaire, in which they had to self-assess their digital competence. A test group then used the self-assessment tool. There was a control group that was not invited to use it.

The self-assessment tool focused on four areas: *digital pedagogy*, the use and creation of *digital resources*, *communication and collaboration* through digital technologies, and *digital citizenship*.

For each of the 30 questions, teachers selected one of the five statements that best matched their teaching experience. It was on this basis that they were given feedback – in text and graphics – and a link to the national and European ecosystem, i.e. a list of resources recommended for their further development in digital technologies. At the end of the school year, teachers in both the test and control groups were asked to complete a follow-up survey. Finally, the results were compared and it was verified that the self-assessment questionnaire had an effect on the level of the teacher's competence.

The self-assessment tool and both questionnaires were available online in national languages. Communication with schools was the responsibility of a national coordinator in each country. In the Czech Republic, more than 500 teachers participated in the project.