

DIGITAL COMPETENCES OF TEACHERS IN ALBANIA

**Pilot of Digital Needs Analysis Tool for Teachers
(DNATT) 2020**

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I INTRODUCTION

I.1 Purpose of the study

This national report is part of a project to develop and test a self-assessment process to identify and analyse the digital competences of teachers in five countries¹, to analyse relevant current CPD provision and to identify CPD needs. It builds upon the European Digital Competence Framework for Educators (DigCompEdu)² that defines 22 digital competences organised in 6 Areas³. The focus of the DigCompEdu framework is not on technologies, but rather on how educators can use digital technologies to enhance all parts of teaching and learning.

The first phase of this research, led by ERI SEE,⁴ was concerned to describe, analyse and evaluate the processes for needs analysis with respect to in-service teacher training in South East Europe. The current phase of the research is concerned to develop a Digital Needs Analysis Tool for Teachers (DNATT) that makes it possible to assess the adequacy of the CPD offer in relation to teachers' digital competence needs and to help schools, countries and donors to improve quantity and quality of training for educators.

The survey questionnaire incorporates the EU's Joint Research Centre's 'Check-In' self-assessment tool⁵ to map the digital competences of a sample of teachers and to audit provision of digital competences for teachers. In addition, this survey includes other questions – with the intention of helping actors at school, national and regional levels to analyse and exploit the data collected.

This report sets out the findings and conclusions for Albania. As part of the pilot, two schools received detailed analysis that broke down the findings for their own staff. The five other national reports, together with a cross-country report and a report that describes the methodology and evaluates how it might be used in the future can be found at <https://openspace.etf.europa.eu/resources/pilot-needs-analysis-tool-digital-competences-2020>

I.2 Albanian system for training needs' analysis for teachers

¹ Albania, Montenegro, Moldova, North Macedonia and Serbia

² <https://ec.europa.eu/jrc/en/digcompedu>

³ A new version of the DigCompEdu's self-reflection tool called SELFIE for teachers is under development as a key initiative of the new European Commission's Digital Education Action Plan 2021-27. The new version will preserve principles, aims and structure (3 axis, 6 areas, 22 competences), incorporating revised items based on the emerging pedagogical need and challenges for blended learning. The new version is being piloted (11/20 – 2/21) with its launch planned in September/October 2021.

⁴ <https://openspace.etf.europa.eu/wikis/network-school-based-cpd-coordinators>

⁵ <https://ec.europa.eu/jrc/en/digcompedu/self-assessment>

The following summary is reproduced from The Study on Teacher Education and Training (Continuing Professional Development) Needs Analysis Systems in South Eastern Europe by Beara and Petrovic published by ERI SEE in 2020⁶ and from ETF, Continuous Professional Development for Vocational Teachers and Principals in Albania by Linda Rama published by ETF in 2020⁷.

General education: The Law No.69/2012 “On pre-university education system in Republic of Albania” regulates teachers’ qualifications and their professional development. Teaching profession development in Albania includes three steps: a) Initial teacher education (pre-service teacher education) in the universities, which refers to the education and preparation student teachers receive before employment, and it lasts for 3 years (BA) and then MA degree in the subject of teaching. b) Induction (internship) for those who have already completed basic pre-employment education and preparation. During the induction, teacher candidates have to complete one school year of teaching practice, and then pass the state exam and to get teaching license, which is permanent. c) In-service training and continuing professional development, the ongoing professional learning processes that occur throughout a teacher’s career.

After the teacher is employed, there are three levels (“qualification categories”) of career advancement: 1. Qualified teacher (after 5 years of teaching, the teacher has the right to take the test for the first category) ; 2. Specialized teacher (after another 5 years) and 3. Master teacher. (after 10 more years). In order to apply for a grade of qualification, the teacher should have won at least 1 credit per each year during this period (5 credits for 5 years, or 10 credits for 10 years).

Article 58 of The Law on Pre-university Education System in Republic of Albania requires that schools plan the professional development of teachers in accordance with their needs and in compliance with the central, local educational policies and those of the institution. The forms of professional development are: *internal professional development, training sessions, professional networks, advice, short-term and long-term courses*. The Agency for Quality Assurance in Pre University Education (ASCAP) plays the key role in organizing the teacher qualification system starting from research of teacher needs, publications of qualification programs each

⁶ The report can be found at <https://www.erisee.org/publication-of-the-study-on-the-teacher-education-and-training-needs-analysis-systems-in-see/> Study on teacher education and training (continuous professional development) needs analysis systems in South Eastern Europe

⁷ The report can be found at: <https://www.etf.europa.eu/en/publications-and-resources/publications/continuing-professional-development-vocational-teachers-13>

year, launching the call for applications in teacher qualification modules (trainings), accreditation of modules, and managing and monitoring the quality and the evaluation of courses. Teachers can freely choose the module they want to take. Schools and local government have no involvement in the process of selection, except in cases of free courses organized by some networks of teachers in several profiles.

The needs of teachers for continuing professional development (CPD) in Albania are identified through the process of *self-evaluation* (individual and school level) and *external evaluation* (individual, school and regional level), as well as, through conducting research (school, regional and state level). At individual and school level, teachers are expected to continuously identify their own training needs in the light of their performance. They have their portfolio and personal professional development plan, which they develop in cooperation with the school principal/vice principal, who performs teacher performance evaluation. Usually one of the vice-principals is responsible for CPD of teachers in their school and discusses the self-identified needs with the teachers and informs the teachers about the requirements from the national level and thus serves as a link between levels. The principal checks the self-evaluation of teachers in relation to the published teachers' professional standards (there are 12 developed standards published by ASCAP in September 2016). The self-evaluation is made by using a standard designed self evaluation format for each professional standard. The teacher self assesses each field of a given standard with points according to four levels (maximum points 4 and minimum 1) and calculates for each self-assessed standard(s) the average points. At the end of the school year, it is principal's duty to make this assessment. It is reported that this process needs to be more effective – building capacities of principals is needed. Then, the data from individual and school assessment is collected by the local educational units, as well as by the General Directorate of Pre-University Education of the Ministry of Education, and by ASCAP, which uses the information for CPD planning. Even though the purpose of self-assessment and performance evaluation is to decide on the needs priorities, there is insufficient evidence on how effective this process is, at every level, for determination of adequate and need-driven priorities and topics for CPD.

At the national level, the identification of teachers' needs is realized by the ASCAP. This type of identification takes place once every four years. Identification of needs at the national level takes place through an instrument designed by ASCAP. The data is processed by the same Agency, which also makes the national report on the

identification of teachers' needs. Based on the national report on the identification of teachers' needs (that should be prepared every 4 years), but also based on the test results of the teachers entering or progressing through the career, ASCAP communicates national needs for training modules. In 2017, a national report is published on "identification of the CPD needs for managers and teachers of pre university education including elementary, low secondary and high secondary schools⁸. The assessed fields were Planning (yearly and daily planning, planning based on the students' learning needs, planning of learning outcomes, learning resources and assessment instruments), Teaching and Learning (teaching methodology, assessment, assessment techniques, class environment etc.), Ethics and Communication (Code of Ethics, communication with students, parents and colleagues, cooperation with community), Professional Development (participation in CPD, participation in professional networks). Another report is recently published on Teachers Needs Identification for CPD⁹. The report has assessed 4 fields that are Planning and Implementation of competence based curricula, Ethics and Communication, Teaching and Learning and Inclusion for School Development. There are two assessed aspects regarding digital competences and online learning: one is under the field planning (planning of teaching implementation by using online platforms) and the second under the field Teaching and learning (the use of online platforms as a teaching methodology). Based on the teachers' identified needs for CPD, the institutions that provide trainings present their modules, to the Accreditation Commission of training Modules, which decides on the modules to be accredited. There is a platform trajtime.arsimi.gov.al in which all agencies that have accredited trainings modules are registered. ASCAP admits teachers to these modules according to their needs to receive the relevant training and to the number of places available. Nevertheless, it is not always possible to match specific training needs with the offer of training. Sometimes the priorities for CPD are set by the reform processes prescribed at the national level (i.e., curricular reform which is now ongoing). In some cases, teachers' needs for training/CPD are identified by national and/or international research.

Vocational education: The Law No. 15/2017 'On vocational education and training' sets out the institutional and governance structure of the system and defines roles and responsibilities regarding CPD for VET teaching staff. Law No 15/2017 assigns the Ministry of Finance and Economy (MoFE) as responsible for the strategic, policy

⁸ <http://online.fliphtml5.com/zovq/lisj/#p=9>

⁹ <https://www.ascap.edu.al/wp-content/uploads/2021/01/Identifikimi-i-Nevojave-për-Zhvillim-Profesional-të-Punonjësve-Arsimorë-në-Arsimin-Parauniversitar-1.pdf>

and legal framework for the VET system and for its governance, management and monitoring. This Law transfers administrative responsibility for the VET system to the National Agency for Employment and Skills (NAES). The law is not explicit regarding the roles of the MoFE and NAES in CPD for teachers/instructors. NAVETQ is the responsible institution for administering teaching and learning processes, including curriculum development, quality assurance and the development of the Albanian Qualifications Framework.

In the Albanian Vocational Education system, teaching staff are differentiated into three groups: a) teachers of general subjects^[1] b) teachers of vocational theory (vocational subjects) c) instructors of practice (modules). Law No 15/2017 stipulates that NAVETQ is in charge of monitoring the CPD of the teaching staff of vocational subjects engaged in the VET system. It also stipulates that the Ministry of Education, Sport and Youth (MoESY) is in charge of CPD for *teachers of general subjects* mobilised in the VET system and for follow-up on in-service training and CPD. Law No 69/2012 on the pre-university education system in Albania defines the ways and procedures to implement CPD for teachers of the general profile in the VET system, which are then further developed and clarified through Ministerial Order No 1, dated 20 January 2017.

Law No 15/2017 specifies that each provider will have established a School Development Unit (SDU), which will be in charge of CPD within the VET provider. The law states that the way VET providers are organised, their activities, including human resource management, the SDU, and CPD of VET personnel will be regulated through a ministerial order. So far, CPD for professional profile teachers and instructors in VET has been addressed mainly through donor support.

Teachers of professional theory in upper secondary schools must have obtained at least a diploma of the second cycle of studies (professional Master degree, or equivalent) with a profile (area) that relates to the occupational profiles provided by the institution.

To qualify for a teaching position of *practical learning* in a vocational school, a person needs a degree from a higher education institution in the same or similar occupational area that is offered by the school. In addition, a minimum of three years practical work experience is necessary. In cases where, after two rounds of applications, no applicants have a higher education degree, the school can hire a teacher (instructor) with a diploma from a secondary VET school in the relevant occupational area.

Within the schools, vocational theory teachers follow the same so-called teachers' qualification cycle as the teachers of general subjects. The categories are part of the career progress. Teachers can apply for the lowest (3rd) category, after five years of teaching experience, for the middle (2nd) category after 10 years and for the higher (1st) category after 20 years. Experience duration is only one pre-condition for career advancement. To achieve a certain qualification category, a teacher must also complete a portfolio and pass a qualification test. The individual portfolio records all previous CPD events and is considered completed only if the teacher has recorded at least one credit of training per year, evidenced with the respective certificate. One credit is considered to comprise three training days (18 hours) provided by one of the registered accredited agencies. After fulfilling the three conditions (experience duration, portfolio and qualification test), ASCAP issues the respective qualification certificate.

Currently, no training needs identification tool for vocational teachers exist. To address the need for up-skilling the VET teaching force in modern didactics and competence-based VET, NAVETQ, with the support of the international donor community (Austrian Development Agency, ADA; GIZ, SDC) developed, piloted and finally adopted a 24-day training package for in-service teachers. This obligatory training package is structured into six modules held at weekends to allow implementation alongside the professional commitments of the teaching staff, as follows: 1) Introduction to the profession of VET teacher or instructor, 2) Introduction to the psychology of learning, 3) Fundamental elements of didactics in VET, 4) Management of teaching and learning environment, tools and materials in VET, 5) Assessment of VET students and trainees, and 6) Planning and conducting teaching and learning sessions in VET.

I.3 Check In Tool and DigComEdu

The teaching professions face rapidly changing demands, which require a new, broader and more sophisticated set of competences than before. The ubiquity of digital devices and applications, in particular, requires educators to develop their digital competence. The European Framework for the Digital Competence of Educators (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 6 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 DigCompEdu Framework has been used by the EU's Joint Research Council (JRC) as the basis for developing a self-reflection tool for educators, called *"DigCompEdu CheckIn"*.

The survey "Digital competences of teachers in Albania", builds upon the Check-In tool, adding in questions about the use of digital technologies and continuing professional development.

II. METHODOLOGY

II.1 Questionnaire

The main objectives of the DNATT are to: 1) to encourage self-assessment of digital competences – particularly of competences to permit teaching during a full or partial lock down 2) to record experiences of training and support received in relation to digital competences 3) to self-assess training needs in the light of challenges and learning during CoVid19 experience. The questionnaire incorporated JRC's Check-In tool which supports self-assessment and offers teachers feedback on their digital competences and provides advice on where they need to enhance their skills in using the digital technologies for teaching and learning¹⁰.

The questionnaire used for this purpose is provided by ETF and has three sections: A. Digital Competences, B. Personal Details, C. Professional Development.

Section A explores teachers' Digital Competences organized in 6 Areas, which are:

Area 1: Professional Engagement

The focus in this Area is on teachers' digital competence expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, students, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

Area 2: Digital Resources

One of the key competences any teacher needs to develop is to identify good educational resources, and to modify, create and share digital resources that fit their learning objectives, student group and teaching style. At the same time they need to be aware of how to responsibly use and manage digital content, respecting copyright rules and protecting personal data. These issues are in the focus of this Area.

Area 3: Teaching and Learning

The most fundamental competence of the whole DigCompEdu framework is to design, plan and implement the use of digital technologies in the different stages of the teaching and learning process. However, when doing this, the aim must be to shift the focus of the lesson from teacher-led to student-centred processes. This is the real power of digital technologies and the focus of Area 3.

Area 4: Assessment

¹⁰ <https://ec.europa.eu/jrc/en/digcompedu>

Digital technologies can enhance existing assessment strategies and give rise to new and better assessment methods. Additionally, by analysing the wealth of (digital) data available on individual student's (inter-)actions, teachers can offer more targeted feedback and support. Area 4 addresses this shift in assessment strategies.

Area 5: Empowering learners

One of the key strengths of digital technologies in education is their potential for boosting the active involvement of students in the learning process and their ownership of it. Digital technologies can furthermore be used to offer learning activities adapted to each individual student's level of competence, their interests and learning needs. At the same time, however, care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies) and to ensure accessibility for all students, including those with special learning needs. Area 5 tackles these issues.

Area 6: Facilitating Learners' Digital Competence

The ability to facilitate students' digital competence is an integral part of teachers' digital competence and at the heart of Area 6.

Section B contains personal information such as teachers' age, the teaching experience and the teaching subject.

Section C focuses on Continuing Professional Development (CPD) in relation to digital competences. It explores what CPD teachers had in the last 12 months for developing their digital competences and the impact it had upon their work. It gives particular attention to the fact that COVID19 compelled teachers to switch to distance and online teaching and to make use of various digital technologies.

The survey also provides on-line detailed individual feedback to each respondent. The Questionnaire was translated in Albanian and it was sent to MoEYS, ASCAP and NAVETQ in order to inform them about the content. An online information session was organized by ETF with the participation of the national expert and the representatives of the national institutions for sharing the survey's objectives, the methodology and the questionnaire. The questionnaire was piloted with a pool of 15 teachers of both vocational and general education. The teachers found the questionnaire easy to understand and to respond to.

II.2 Sample Design

The survey was intended to provide a national picture of the digital competences and training needs of upper secondary teachers – both general and vocational. The survey was designed to be representative and the method was that of a random, stratified sample.

The overall population of schools used for sample selection covered general and vocational secondary schools with more than 80 students. According to the MoEYS and NAVETQ, the

schools with less than 80 students are considered as micro schools. There is no vocational school with less than 80 students in the system, while according to the MoESY there are 175 micro public secondary schools in Albania, with a total number of teachers 931. Because the sample requirement was to have 12 schools from the general secondary education sector, the MoESY suggested to use the following to categories of the school size: schools with 80-400 students as small size schools and schools with above 400 students as large size schools. There are no mixed vocational and general schools in Albania so no mixed schools are included in the sample.

The stratified random sampling method used had two dimensions: 1) Type of school [vocational; general] 2) Size [small, large]

A random cluster sample of general and vocational schools was created, selected according to size (small and large). All teachers from the sampled schools were invited, by their principals, to participate in the survey.

Part-time teachers were excluded from the population of schools from which the sample was drawn.

Number of high schools in each stratum of population

	Small	Large	Total number of schools	Total number of teachers
Vocational	21	14	35	1,241
General	85	51	136	3,874
Number of teachers	1,899	3,216		5,115
% of total	37%	63%		100%

Number of high schools and teachers in the sample

	Small	Large	Total number of teachers
Vocational	6	6	486
General	6	6	387
Number of teachers	242	631	873
% of total	28%	72%	100%

The sample includes a total of 24 high schools (12 general, 12 vocational). When size of the pool allowed for it, for each school two replacement schools were selected randomly inside each stratum. For each school, the school immediately following in the stratum list was designated as the first replacement school. Assuming that the first selected list would operate normally and no need for replacement would occur, than a total of 873 teachers are invited to participate in the survey. The number of teachers that participated in the survey was 851: an exceptionally high response rate of 97% of the sample amounting to 17% of the workforce. High participation can be explained by the high interest of the topic and the easy-to-complete questionnaire.

11% of the teachers are less than 29 years old, 56% of them belong to the 30-50 group age, while there are around 10% that are over 60 years old. 60% of the teachers have more than 10 years of teaching experience.

Table 1. Albanian sample

Country	Albania
Number of teachers	851
Age range (years)	
Under 25	9
25-29	87
30-39	244
40-49	232
50-59	198
60 or more	42
Prefer not to say	39
Teaching experience	
1-3	103
4-5	101
6-9	114
10-14	123
15-19	113
20 or more	272
Prefer not to say met	25
Type of subject mainly taught	
General academic	419
Vocational or professional	236
Other	196
Teachers of computer science, information technology or programming	119

II.3 Implementation of the survey

The survey was implemented during the period 2-16 November 2020. The MoEYS and NAVETQ assisted the coordination process with the schools. School directors were contacted and asked to remind their teachers to complete the questionnaires. The very efficient coordination with school directors was crucial for achieving high response rate. The teachers found the questionnaire easy to understand and to complete. Teachers were not required to provide their names or contact details in order to protect their confidentiality.

	General	Vocational	Mixed	Total
Number of Schools in country	139	36	-	175
Number of schools in sample	12	12	-	24
Number of teachers in sampled schools	379	515	-	894
Responses: Teachers of general subjects	220	199	-	419
Responses: Teachers of professional subjects	5	231	-	236
Responses: other teachers	133	63	-	196

Response rates for sample	97 %	94 %	-	
Response rates in relation to workforce	37%	9.2 %	-	17%

II.4 Data processing

The teachers' responses under 6 competence areas (Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering learners, Facilitating Learners' Digital Competence) are categorized under six proficiency levels, ranging from A1 to C2 (competence stages) based on the number of points resulting from self-declaration. Thus, Newcomer (A1) and Explorer (A2) educators assimilate new information and develop basic digital practices; Integrator (B1) and Expert (B2), educators apply, further expand and reflect on their digital practices; Leader (C1) and Pioneer (C2) educators pass on their knowledge, critique existing practice and develop new practices¹¹. The total scores, while categorizing the teachers' proficiency level are as the following:

Scores	Proficiency levels
Less than 20	A1 – newcomer
Between 20 and 33	A2 – explorer
Between 34 and 49	B1 – integrator
Between 50 and 65	B2 – expert
Between 66 and 80	C1 – leader
More than 80	C2 – pioneer

The thresholds for the levels vary between the different areas of competence because they possess different numbers of questions:

Areas 1 (Professional Engagement) and Area 3 (Teaching and Learning):

Newcomer (A1): 4 points;
Explorer (A2): 5-7 points;
Integrator (B1): 8-10 points;
Expert (B2): 11-13 points;
Leader (C1): 14-15 points;
Pioneer (C2): 16 points

Areas 2 (Digital Resources), 4 (Assessment), 5 (Empowering Learners):

Newcomer (A1): 3 points;
Explorer (A2): 4-5 points;
Integrator (B1): 6-7 points;
Expert (B2): 8-9 points;
Leader (C1): 10-11 points;
Pioneer (C2): 12 points

Area 6 (Facilitating Learners' Digital Competence):

Newcomer (A1): 5-6 points;
Explorer (A2): 7-8 points;
Integrator (B1): 9-12 points;
Expert (B2): 13-16 points;

¹¹ European Commission, European Framework for the Digital Competence of Educators, Joint Research Centre, 2017.

Leader (C1): 17-19 points;
Pioneer (C2): 20 points

The rest of this report provides simple averages of the teachers' responses for each question.

II.5 School level report

Two schools were chosen for further discussions of the survey results at the school and national level, which are the “Qemal Stafa” General Secondary School in Tirana and “Gjergji Canco” Vocational Schools in Tirana. According to the MoESY and NAVETQ both schools are among the best performers in the country. The rationale behind choosing these schools was to provide more detailed guidance to these schools but also to explore if there are differences between schools. Two school level reports were prepared and a discussion session for the result was made with each of them. Around 40 teachers participated in the discussion from both schools.

II.6 Challenges

The very high response rate of teachers was result of several follow up communications with the schools' directors facilitated by the MoEYS, ASCAP and NAVETQ. Due to the change of the EUsurvey version (version 1.5.1.) the teachers could not provide their answers until 18th of November when the problem related to the questionnaire access was resolved. The survey completion was prolonged until the 23rd of November.

III FINDINGS

III.1 Proficiency Score

20.5% of the teachers are self assessed to have A2-Explorer and A1- Newcomer level of digital competences. 31.7% of the teachers are Integrators (B1-level), which means that they experiment with digital technologies in a variety of contexts and for a range of purposes, integrate them into many of their practices, creatively use them to enhance a diverse aspects of their professional engagement and that they are eager to expand their practices. 31.1% of the teachers reach to the Expert status (B2-level) , meaning that they use a range of digital technologies confidently, creatively and critically to enhance their professional activities; purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies and that they are curious and open to new ideas. One out of five of teachers belongs to Newcomer (A1-Level) and Explorer (A2 - Level), thus being at the very early stages of digital competences. There are 16.6% of the teachers self-assessed as Leaders (C1- level) and Pioneer (C2-Level) in terms of their digital competences, which is the highest level of digital competence a teacher can demonstrate in

their professional activity. The average proficiency score for Albania is 48.4, or very close to the regional average score of 49.81.

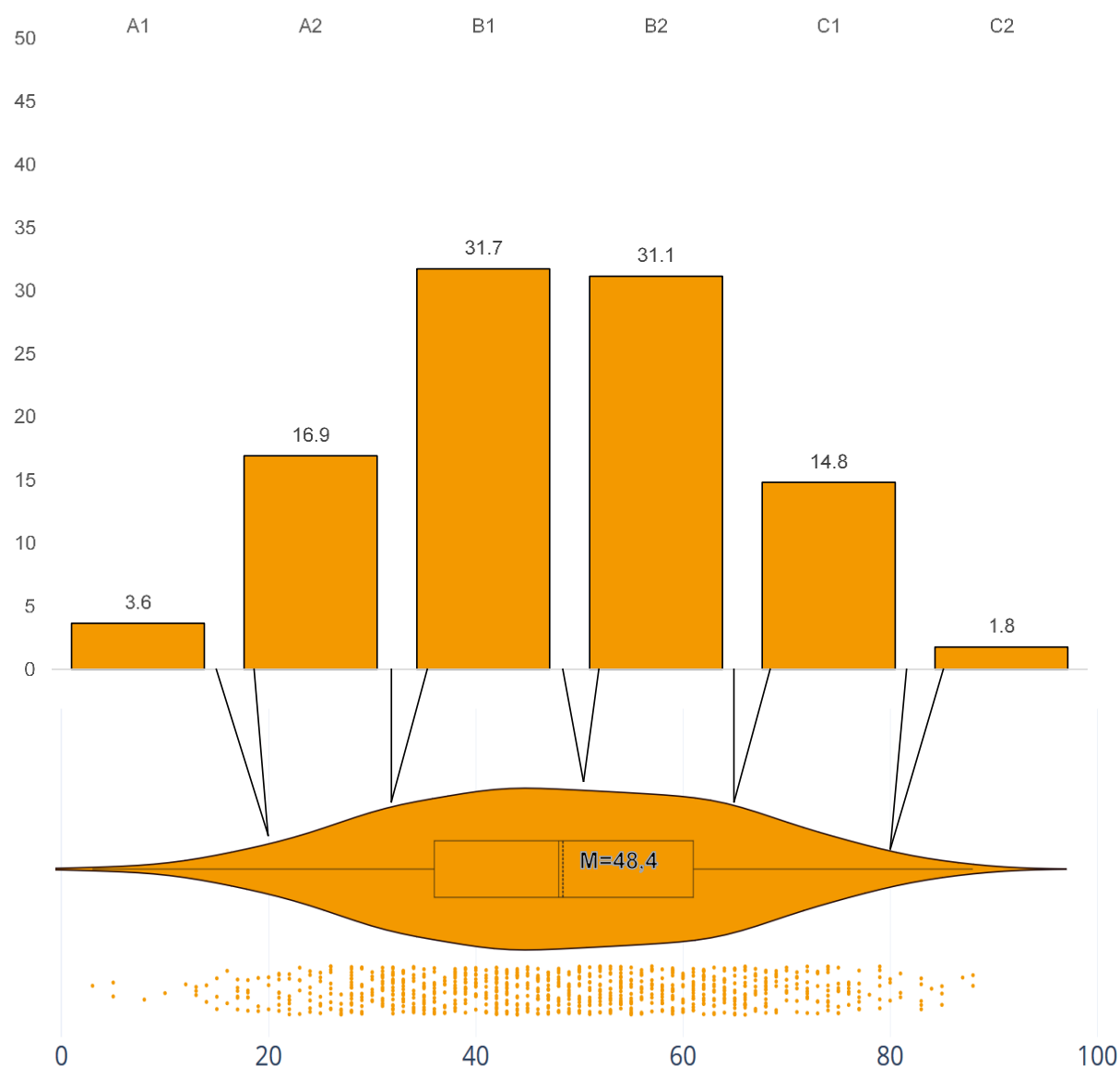


Figure 1. Top graph: Percentage of Albanian teachers in each proficiency level; Bottom graph: Violin plot with distribution and mean of scores.

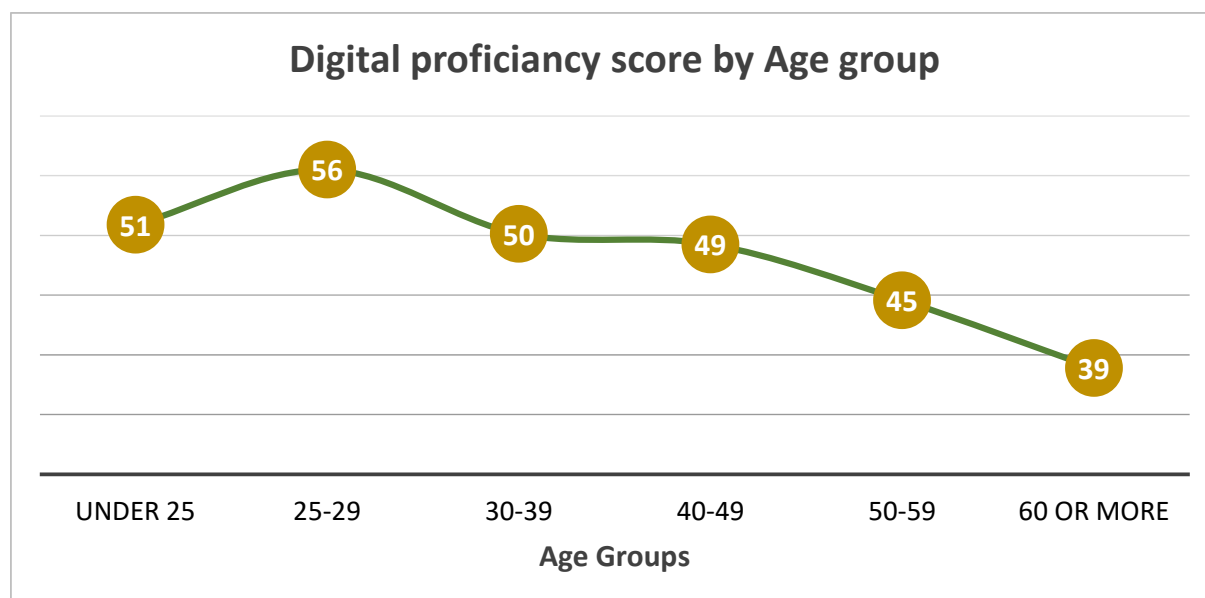
III.2 Proficiency Levels

III.3.1 Proficiency levels by competence area

Professional engagement

Professional Engagement includes 4 questions covering: (1) Organization Communication (2) Professional collaboration (3) Reflective practice (4) Digital CPD.

34.5% of the teachers of the vocational and general secondary schools are declared to be Integrator (B1 Level) meaning that they are able to combine different communication channels, work in networks with other colleagues, use a range of resources to develop digital skills and have started to participate in various different online training courses. 28.5% of the teachers self-assessed to be still at basic stages of using digital technologies (A1 and A2 Level), meaning, for example, that they use just email for communication and have not yet developed digital teaching skills. 29.8% self-assessed as Experts (B2 Level) regarding their ability to use digital technologies, while 7.2% assessed themselves as Leaders and Pioneers (C1 and C2 Level). At the school level, the managers declare that there is a correlation between the age of the teachers and the level of digital competence. Those close or above 60 years old may be very good teachers in traditional methods of teaching, but their professional engagement to use digital competences is less developed, which is demonstrated also in the negative correlation between age and the self assessed average level of teachers' digital competences, which 0.91.



Digital resources

Digital Resources includes 3 questions covering: (1) Selecting Digital Resources, (2) Creating and Modifying Digital Resources, (3) Managing, protecting and sharing digital resources.

Considering the Area 2 (Digital Resources), the results presented in Figure 2 show that 1/3rd of the teachers are Newcomers (A1 Level) and Explorers (A2 Level) in their capacity to identify good educational resources and their ability to create and share digital resources that fit their learning objectives, student group and teaching style. Some 27.5% of the teachers are at Integrator stage of competences (B1 Level), while 24% self-assessed as Experts (B2 level) meaning they have expertise in using several criteria in identification of resources and can advise their colleagues to create and modify resources and can protect personal data. This is the second strongest area of competence with 15.5% of teachers at Leader (C1 level) and Pioneer (C2 level).

Teaching and learning

Teaching and Learning includes 4 questions covering: (1) Teaching, (2) Guidance, (3) Collaborative Learning, (4) Self-regulated learning.

40.4% of the teachers under Teaching and Learning Area self-assess to be at Newcomers (A1 level) and Explorers (A2 level) regarding the use of digital technologies in the different stages of the teaching and learning process. This represents a relatively weak area that directly affects the quality and efficiency of the teaching and learning in the schools. 26% of the teachers self-assess as Integrators (B1 Level) meaning that they use a variety of digital strategies in teaching, they occasionally monitor students' activities in collaborative online environment, they encourage students to search information online or to present their results in digital format and they have started to use digital platforms for self assessment. There are 24.1% of the teachers that self-assess as Experts (B2 level) using digital technologies systematically to enhance teaching, to monitor and analyse online students activity, to enable students to work in teams to use internet to find information and present in digital format and being able to use a variety of digital tools. This is the second weakest area after "Professional Engagement" with only 9,5% of teachers self-assessing as a Leader (C1 level) or Pioneer (C2 level). During debriefings with the two schools, many teachers said that they believed that they had made great progress in using digital technologies for teaching and learning. However, the focus of their efforts had been on keeping teaching and learning going, rather than enhancement of teaching and learning, innovation, monitoring and feedback. To advance their competence, they said they need more CPD, more time and better equipped digital environments.

Assessment

Assessment includes 3 questions covering: (1) Assessment Strategies, (2) Analysing Evidence, (3) Feedback and Planning.

This area has the highest share of teachers that self-assess as Newcomers (A1 level) and Explorers (A2 level): 48% or almost half of the teachers in the secondary education system. Half of Albanian teachers cannot provide digital tools to provide feedback/assessment to their students. As result, this is the area that has the lowest percentage of teachers (16.9%) at the level of B2-Experts. During the debriefing sessions, many teachers said that assessment has been one of the most difficult areas to cope with during the lockdown because assessment is sensitive and, they said, depends upon personal contact between teachers and learners.

Empowering learners

Empowering learners includes 3 questions covering: (1) Assessability and Inclusion, (2) Differentiation and personalization, (3) Actively engaging learners.

Some 37.4% of teachers self-assess as Newcomers (A1 level) and Explorers (A2 level) when it comes to offering students adapted learning activities based on their individual level of competence, their interest and their learning needs. 21.6% self-assessed as Integrators (B1 level) in this respect. Remarkably, 21.5% of teachers self-assessed as as Leaders (C1 Level) and Pioneer (C2 level) for the empowerment of learners. During discussions teachers explained that putting students' learning needs, their level of competence and their learning interests at the centre of the learning activity through using digital tools is a major challenge. This process is conditioned by the teachers' level of competence, students' capacity as well as the learning environment. There are many students without computers, with low speed internet trying to study in environments with many people around them.

Facilitating learners' digital competence

This area includes 5 questions covering: (1) Information and media literacy, (2) Digital communication and collaboration, (3) Digital content creation, (4) Responsible use, (5) Digital problem solving.

Teachers are relatively proficient in this area of competence which shows the highest percentage of teachers (43.4%) who self-assess as Experts (B2 level), Leaders (C1 level) and Pioneers (C2 level) in their capacity to facilitate students' digital competence. This area has the lowest percentage (24.9%) of teachers who declare to be Newcomers (A1 level) and Explorers (A2 level).

Overall assessment

The Areas related to "Professional Engagement", "Digital Resources" and "Facilitating Learners' Digital Competence" have a relatively high percentage of teachers self-assessing as Expert (B2 level), Leader (C1 level) and Pioneer (C2 level) compared to the other 3 areas. Teaching & Learning and Assessment have the highest percentage of teachers that declare themselves as Newcomers (A1 level) and Explorers (A2 level) (40.4% and 48% respectively). The share of teachers that declare to be at the Integrator (B1 level) according to areas vary from 21.6% in the area of "Empowering Learners" to 34.5% in the area of "Professional Engagement".

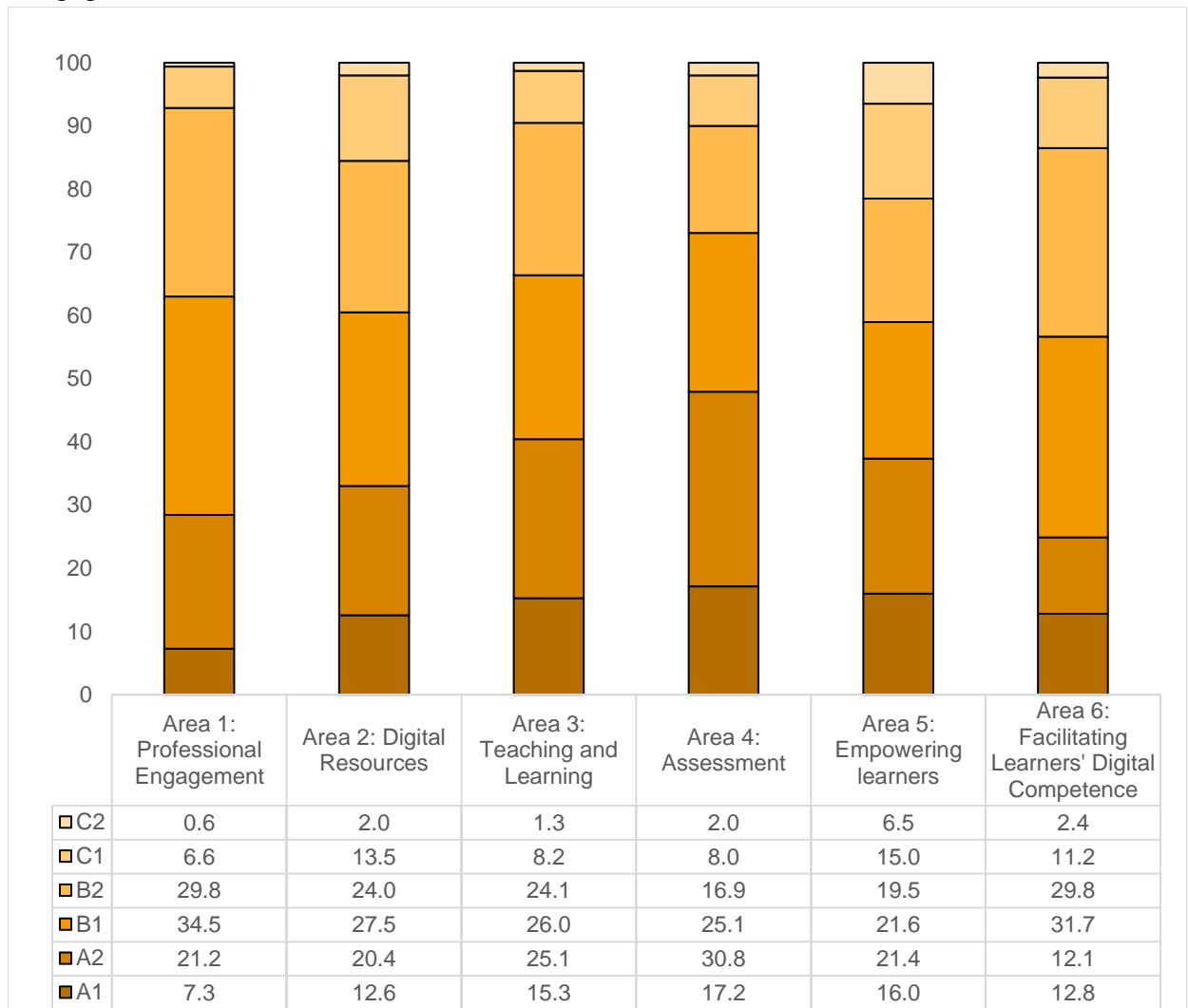


Figure 2. Percentage of Albanian teachers by proficiency level and competence area.

III.3.2 Proficiency levels by competence area, educational sector and school size

The results presented in Figure 3 indicate a similar distribution of competence in general and vocational schools. It should be remembered that there are general teachers as well as vocational specialists working in vocational schools.

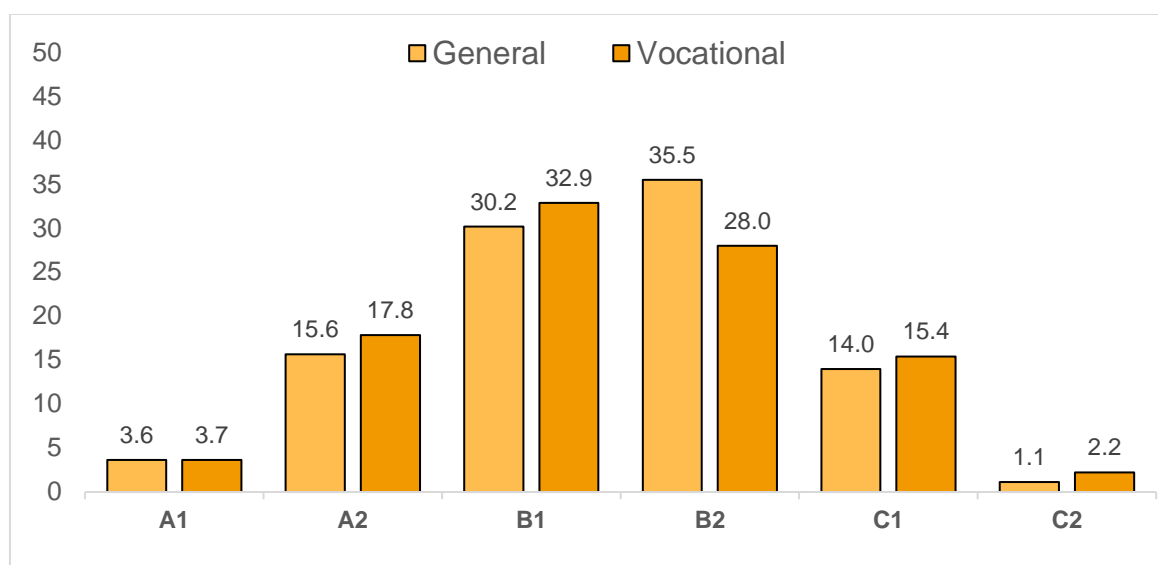


Figure 3. Percentage of Albanian teachers in each proficiency level by educational sector.

The results presented in Figure 4 show that, on average, teachers working in large schools have somewhat better competence than teachers working in small schools. Thus, small schools have more teachers that self-assess as Newcomers (Level A1) and Explorers (Level A2) (23.1% as opposed to. 19.7%) and many less that are self-assessed as Experts (Level B2) and Leaders (Level C1) (50.5% vs. 39%). One of the argument which could explain better performance of teachers in terms of digital competences in large schools might be the relatively larger presence of the ICT teachers in these schools. In the group of large schools the share of ICT teachers is 14.8%, while in the group of small schools this is 7.7% (excluding the teachers of one school that is ICT specialist school).

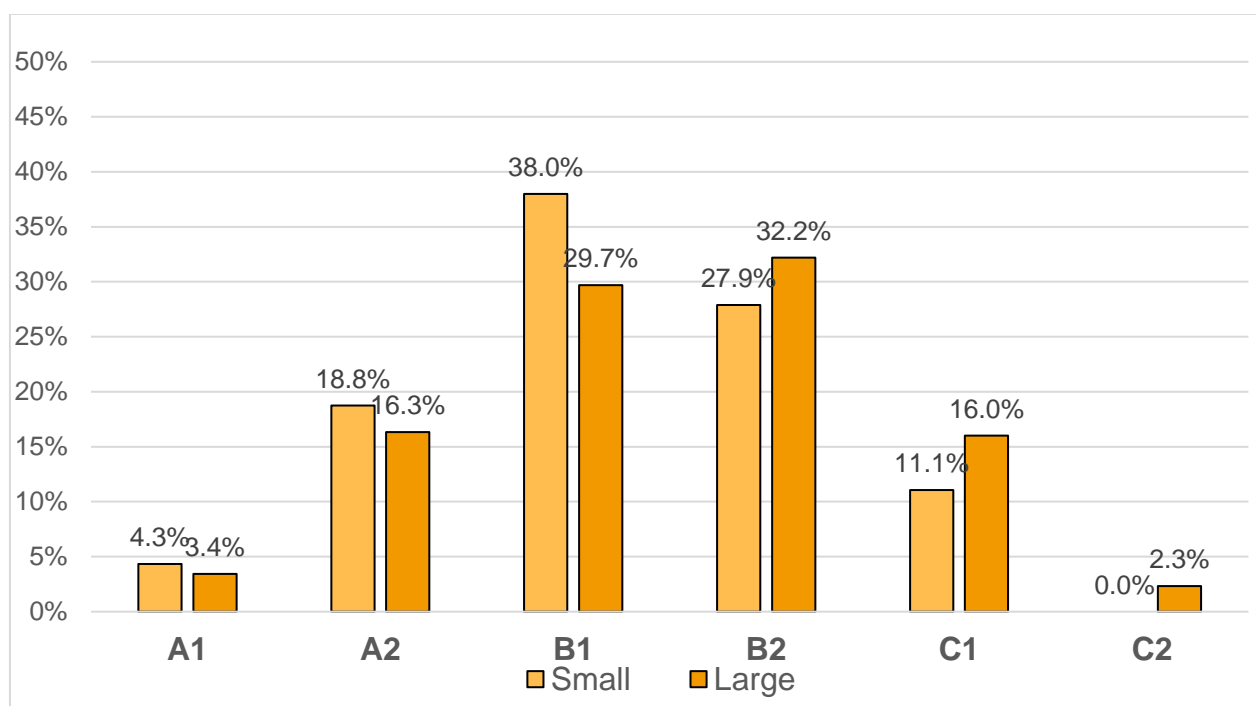


Figure 4. Percentage of Albanian teachers in each proficiency level by school size

III.4 Use of different digital tools/activities during the COVID19 lockdown

The survey revealed the extent to which Albanian teachers made use of different digital tools and activities during the COVID19 lock down (see Codes Key). "Synchronous video communication tools" (Zoom, Skype, Whatsapp, Facebook Live) and "sharing and exchanging of documents" and "text messages" by e mail/websites or social media have been used by almost every single teacher. Synchronous video was used on a daily basis by some 40% of teachers and sharing and exchange of documents by some 31%.

	Codes Key
Virtual	Virtual classroom software (e.g. Ms Teams, Google Classroom, Moodle)
Synch	Synchronous video-communication tools (e.g. Zoom, Skype, WhatsApp, Facebook live)
Shdoc	Sharing and exchanging of documents ("cloud services" e.g. Basecamp Dropbox, Google Drive, online editors for collaborative artefacts)
Shscr	Sharing your (the teacher's) screen (screen casting), for example, to make presentations or set tasks
Brain	Brainstorming, quizzes or polls (e.g. mind-map, multiple-choice questionnaires for (self-assessment)

Plan	Planning and organisational tools (e.g. Mail and Calendar, education management systems to communicate with schools, pupils and parents)
Video	Watching instructional videos and/or audios (e.g. online library)
CreVid	Creating and broadcasting videos and/or audios (e.g. YouTube)
Txt	Sharing and exchanging of documents and text messages, for example, by email or websites or social media (e.g. Facebook, Whatsapp)

The digital tool that was least used is "sharing the teacher's screen": 41.5% of teachers never used this tool.

Although the majority of teachers are use all of the list tools on a weekly basis, only a minority are using any of these tools on a daily basis or indeed every 3 days. Virtual classroom technology was used on a daily basis by just 29% of teachers. The low frequency of use of digital tools by teachers might be result of limited access to computers, for teachers and learners, and to good quality of internet or the lack of teachers' know-how to make use of digital tools and activities.

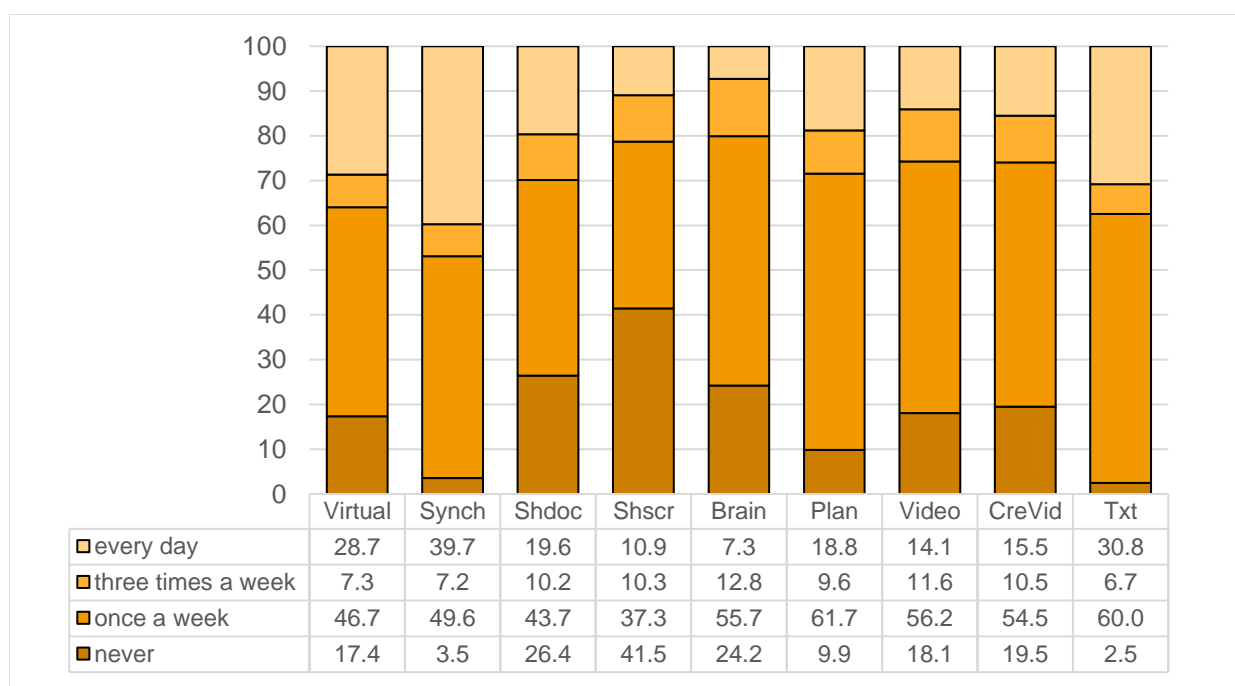


Figure 5. Frequency of use of different digital tools/activities during the COVID19 lockdown by the total Albanian sample.

The share of teachers that never used digital tools activities is higher in vocational schools than in general secondary for every tool. Thus, 43% of teachers in vocational schools never used screencasting compared to 39.4% of teachers in the general secondary schools; 21.1% of

vocational schools' teachers never used virtual classroom software compared to 12.3% of general secondary teachers; 30% of vocational education teachers never used sharing platforms for documents compared with 21.5% for general secondary teachers. The share of teachers that used digital tools/activities every day during lockdown is higher in general than in vocational schools. However, most teachers say that they occasionally use all of these technologies and tools, so teachers may lack pedagogical understanding of how and when to use them rather than technical know-how or there may be other barriers to use.

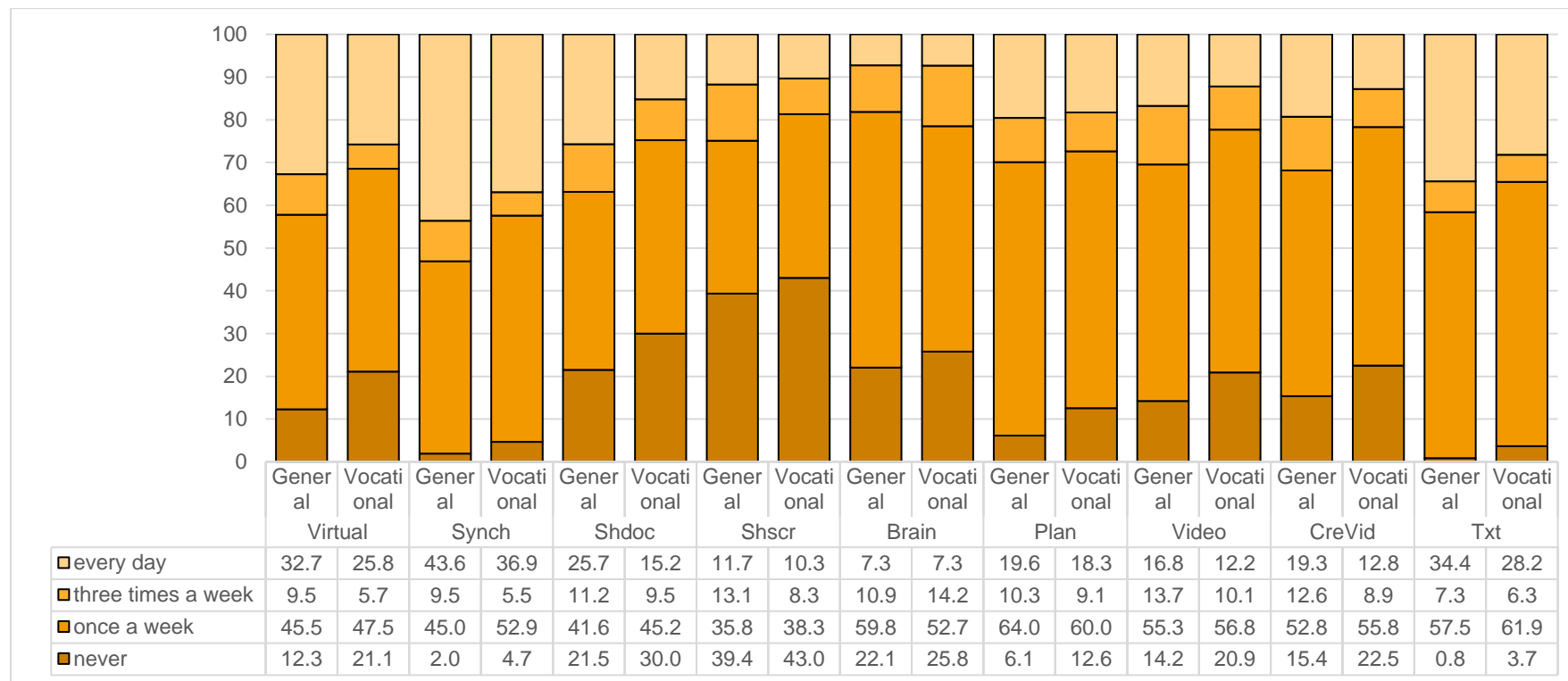


Figure 6. Frequency of use of different digital tools/activities during the COVID19 lockdown by educational sector in Albania.

If we consider the use of the digital tools/activities during the COVID 19 lockdown according to the location (Tirana the capital city versus other cities), we find a sharp difference. Teachers in the schools outside Tirana are 2.6 times more likely to declare that they have never used any of the digital tools/activities during the lockdown period. Teachers in Tirana are almost twice as likely to have used some digital tools or activities daily than those working outside of the capital. An INSTAT study on the use of the ICT in 2019 by Albanian households found that the use of the internet among young individuals aged 16 - 24 was 94.1 % but only 23.7 % and 6.8 % of households use the internet through laptop and tablet respectively. Access to the high quality internet and digital devices is likely to be greater in Tirana than elsewhere in Albania.

Location	Never	once a week	three times a week	every day	Total
Outside capital	19.5%	47.9%	8.0%	24.7%	100.0%
Tirana (capital)	7.5%	40.8%	4.1%	47.6%	100.0%
Total	17.4%	46.7%	7.3%	28.7%	100.0%

III.4.1 Use of different digital tools/activities during the COVID19 lockdown by type of subject

There was relatively little difference in the use of digital tools/activities between general subject teachers and vocational teachers (discounting what kind of school they taught in). This suggests that the differences that exist relate more to the type of technology and, the character of the school, than to differences between subjects. However, there are some small differences. There are more vocational teachers than general subject teachers who declare to have never used some of the digital tools/activities. There is a slightly higher share of vocational teachers that used virtual classroom software, synchronous video communication tools, screencasting, brainstorming, planning and organizational tools and text messages on a daily basis.

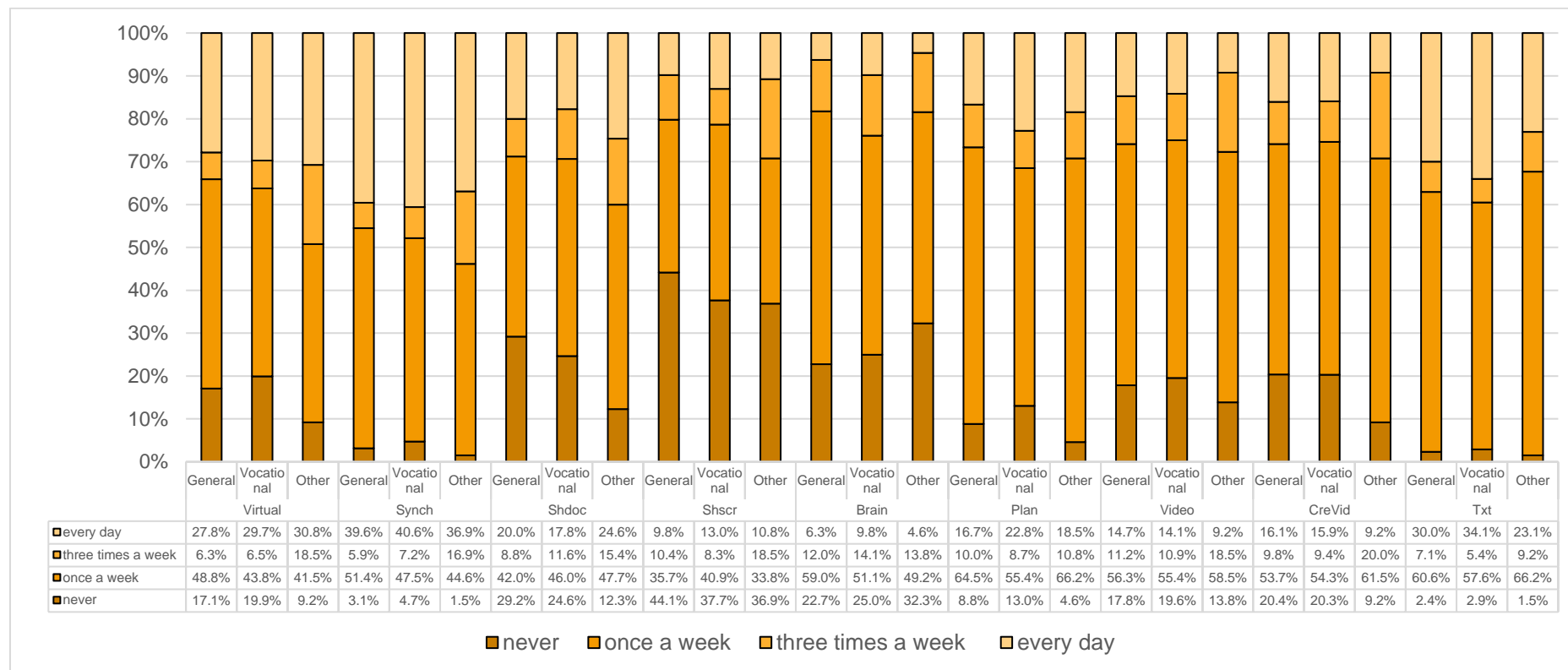


Figure 7. Frequency of use of different digital tools/activities during the COVID19 lockdown by type of subject in Albania.

III.5 Provision of CPD over last 12 months

The lockdown of Albania due to COVID19 forced the teachers countrywide to switch from in-school teaching to distance online teaching. This section provides information on the CPD (see Codes Key) teachers had in the last 12 months that developed their digital competences.

	Codes Key
OLCPD	Over the last 12 months, I have participated in online CPD to develop my digital competences.
Assist	Over the last 12 months, I have been assisted by other teachers or advisors in my school to develop my digital competences.

Some 81% of Albanian teachers report that they have participated in on-line CPD to develop their digital competences either once or on a few occasions in the last 12 months. Only 12.7% of the surveyed teachers have participated in such CPD many times. Albanian teachers are slightly more likely to have received assistance from other teachers or advisors during the last 12 months than they are to have participated in online CPD: 84.5% of the teachers have been assisted on one or more occasions by other teachers/advisors and 20.8% were assisted many times. The assistance from IT teachers in the school, from other colleagues or close friends with advanced digital skills was confirmed in discussions with school teachers as one of the most frequent sources of advice. According to teachers, asking for help from colleagues is a quick and efficient way of learning digital skills. However, it is also reported that schools have been held back by the lack of human resources (during a time of increased teaching hours) to support school based support. Different institutions have developed online courses regarding digital competences such as universities and the ASCAP.

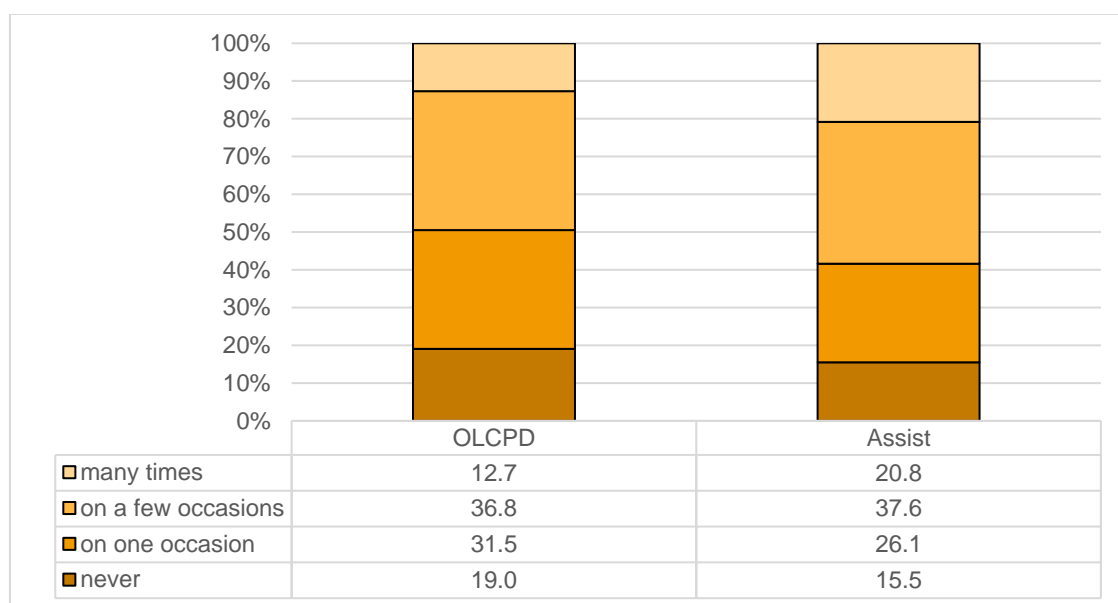


Figure 8. Participation in CPD (OLCPD) in the past 12 months by the total Albanian sample.

Teachers were asked if they were encouraged by their schools to participate in CPD and if the CPD was relevant to their needs (see codes below). Some 76.5% of the surveyed teachers in Albania agree or strongly agree that they have been encouraged by their school to participate in CPD and 79.3% agree that the CPD offered was relevant to their needs.

	Codes Key
ENC	I was encouraged by my school to participate in CPD
SEL	I selected the CPD based on my personal development needs

These responses suggest that, for the most part, the on-line CPD offer has been relevant and that schools have supported upskilling of teachers.

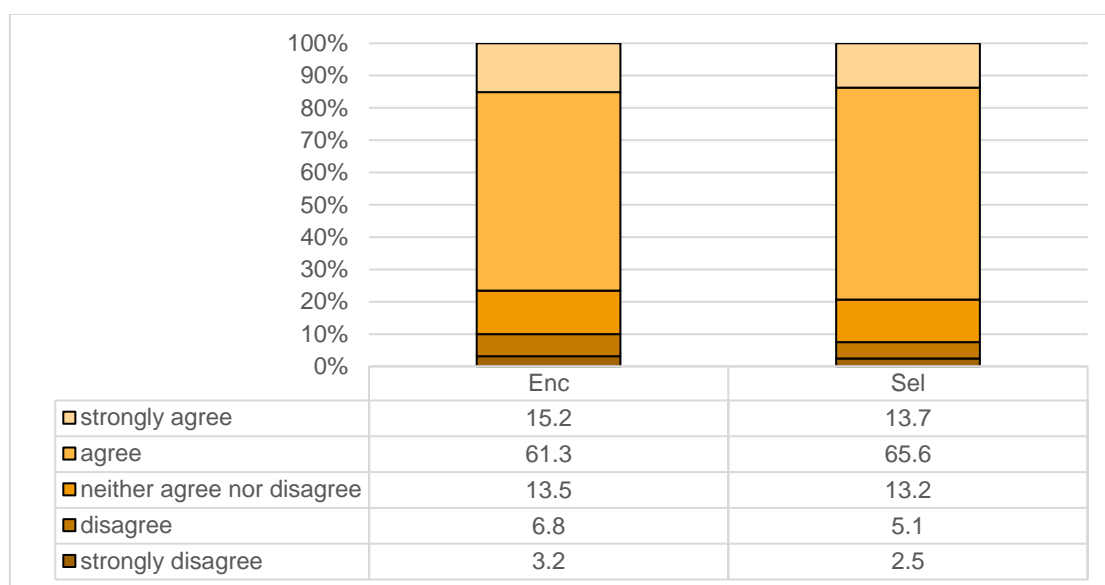


Figure 9. Perception of the experience of CPD undertaken in the past 12 months by the total Albanian sample.

Levels of participation in online CPD and peer support are similar in general and vocational schools. However, teachers in general education receive more assistance from their peers than those in vocational schools (90.3% vs. 81.8%).

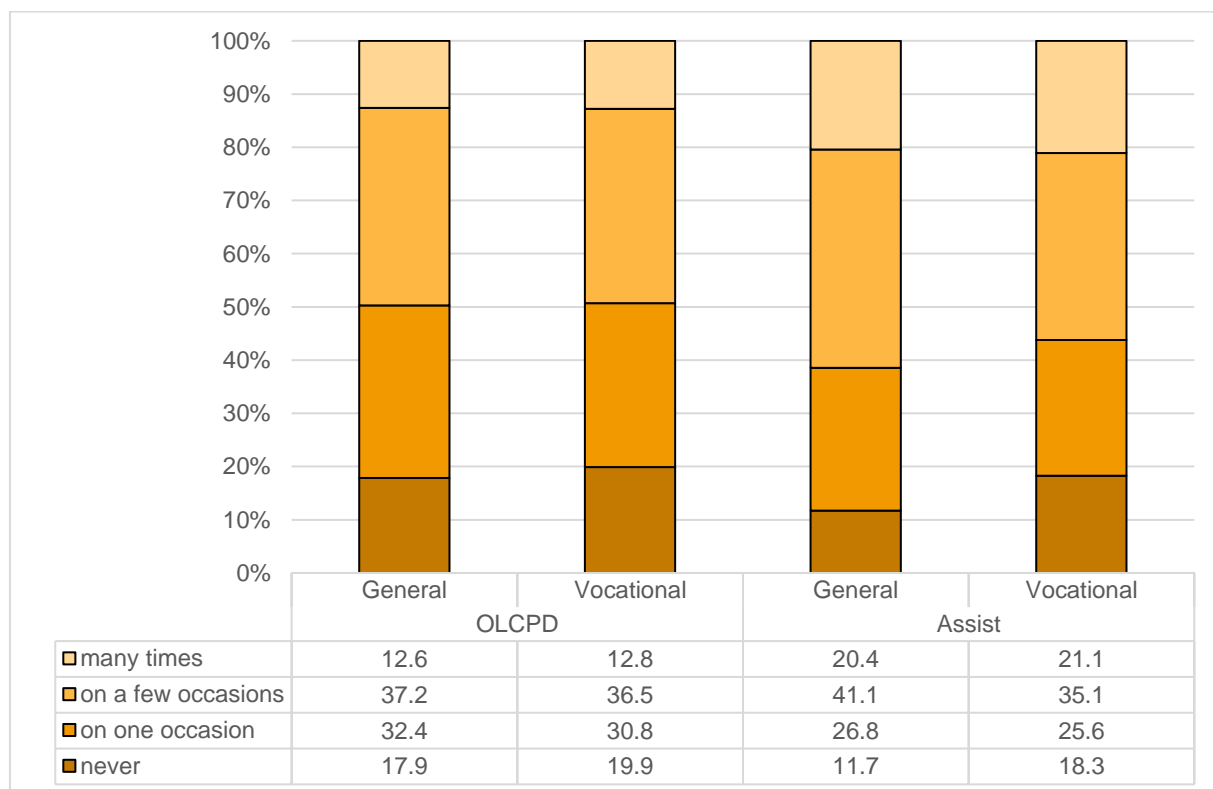


Figure 10. Participation in CPD in the past 12 months by educational sector in Albania.

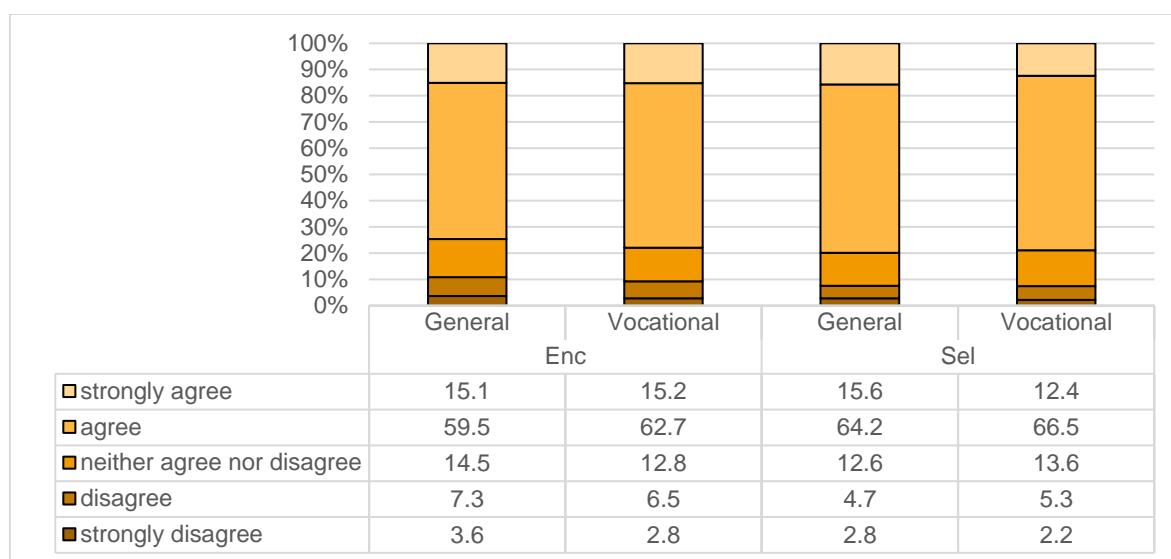


Figure 11. Perception of the experience of CPD undertaken in the past 12 months by educational sector in Albania.

III.6 Training Needs

This section presents the teachers needs for CPD (see Codes below) that addresses various kinds of digital competence. The teachers were asked to express the degree of their need for CPD based on each kind of digital competence on the following scale: No need; Low need; High need; Very high need.

	CODES – TRAINING NEEDS
N1	Communicating digitally with students and parents
N2	Collaborating digitally with colleagues
N3	Finding, adapting and creating digital resources that serve different learning tasks and different learners
N4	Managing and protecting sensitive data and content
N5	Making greater and more effective use of different digital technologies
N6	Enabling students to use digital technologies for group work
N7	Making use of digital technologies to assess student work and to provide them with feedback
N8	Making use of digital technologies to monitor and analyse students' digital activity
N9	Making use digital technologies to engage students actively in learning
N10	Making use of digital technologies to address individual learning needs
N11	Planning digital learning that will overcome potential digital problems, e.g. lack of

	access to devices or data
N12	Teaching students how to work and learn digitally
N13	Teaching students to make responsible and critical use of digital technologies
N14	Teaching and assessing at a distance during a COVID19 lockdown

Figure 12 shows that some 58.7% to 74.9% teachers report high and very high need for CPD in relation to all digital competences. CPD addressing “Enabling students to use digital technologies for group work” is needed by the largest share of teachers (74.9%) followed by “teaching and assessing at a distance during Covid19 lockdown” (71.5%), “teaching students to make responsible and critical use of digital technologies” (69.7%), “making use of digital technologies to engage students actively in learning” (70.7%), “making use of digital technologies to monitor and analyse students digital activity” (69.3%). There appears to be a positive relationship between the level of need and the stage of teachers’ competence according to education area (particularly in the areas of teaching & learning, assessment and empowering learners).

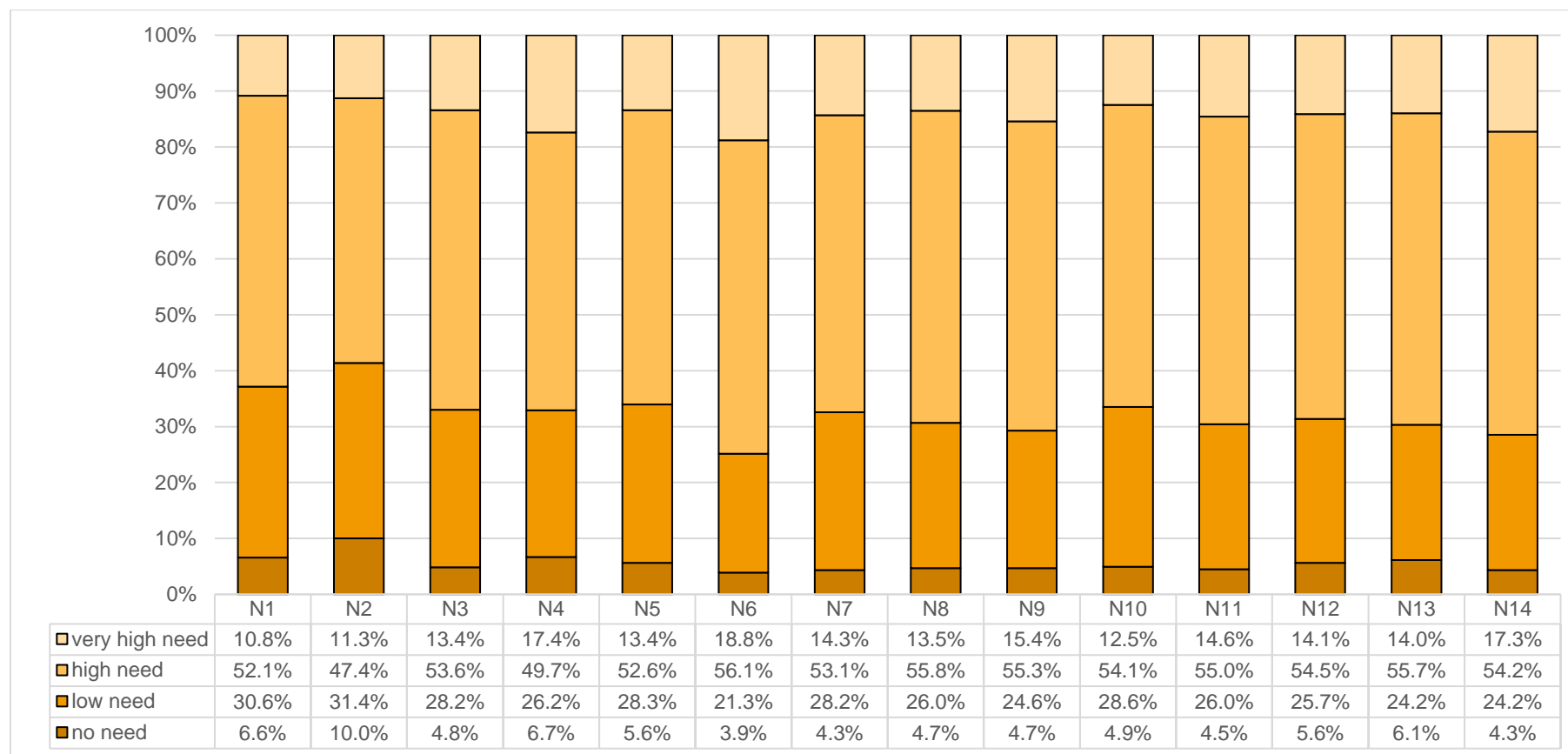


Figure 12. Perception of needs for CPD that addresses digital competences by the total Albanian sample.

III.6.1 Training needs for CPD according to the Educational Sector

The share of teachers reporting high and very high need for CPD for any digital skills is slightly higher for the teachers in general secondary education system than for those in the vocational ones. This is true even for digital communication with students and digital collaboration with colleagues. The difference in training need is greatest with respect to teaching students to make responsible and critical use of digital technologies (74% vs. 66%), planning digital learning that will overcome potential digital problems (72% vs. 68%) and making use of digital technologies to address individual training needs (70.1% vs. 63.9%). It is not easy to explain these differences. It could be explained by higher digital competences of teachers in vocational schools, however, this is not supported by Figure 3 above. Alternatively, teachers in general schools may have higher aspirations for their digital competence.

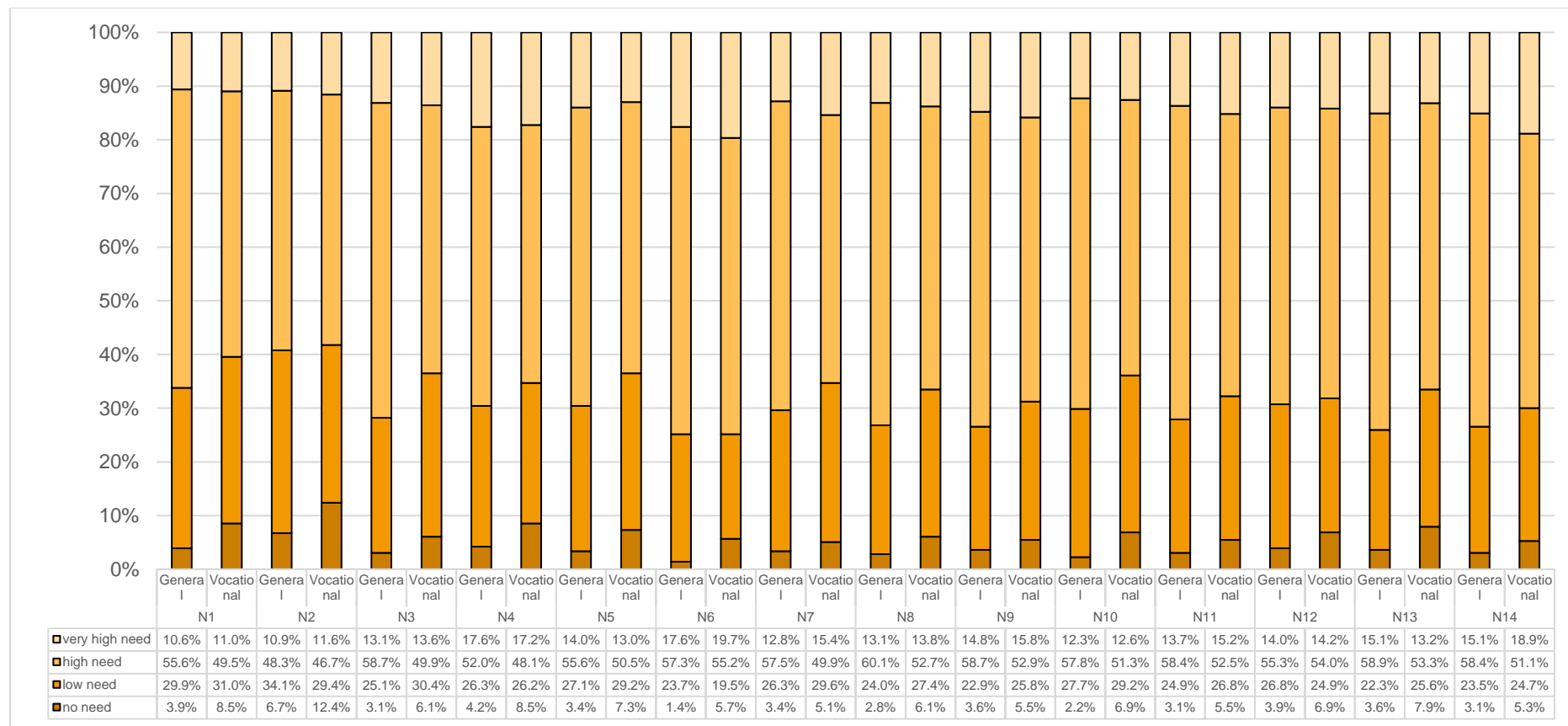


Figure 13. Perception on needs for CPD that addresses digital competences by educational sector in Albania.

III.7 Impact of CPD to teachers

The teachers were asked to provide their perception on the impact of CPD in relation to different digital teaching competences (see Codes below) that they participated in. Possible answers to each of the statements range from strongly disagree to strongly agree (answers options: strongly disagree; disagree; neither agree, nor disagree; agree; strongly agree).

	CODES – IMPACT OF CPD
I1	The CPD has helped me to communicate digitally with students and parents
I2	The CPD has helped me to collaborate digitally with colleagues
I3	The CPD has helped me to find, adapt and create digital resources that serve different learning tasks and different learners
I4	The CPD has helped me to manage and protect sensitive data and content
I5	The CPD helped me to make greater and more effective use of different digital technologies
I6	The CPD has helped me to enable students to use digital technologies for group work
I7	The CPD has helped me to make use of digital technologies to assess student work and to provide them with feedback
I8	The CPD has helped me to make use of digital technologies to monitor and analyse students' digital activity
I9	The CPD has helped me to use digital technologies to engage students actively in learning
I10	The CPD has helped me to use digital technologies to address individual learning needs
I11	The CPD has helped me to plan digital learning that will overcome potential digital problems, e.g. lack of access to devices or data
I12	The CPD has helped me to teach students how to work and learn digitally
I13	The CPD has helped me to teach students to make responsible and critical use of digital technologies
I14	The CPD has helped me to teach and assess remotely during the COVID19 lockdown

Figure 14 shows that 2/3rd of the teachers (64%-71%) agree that all types of CPD impacted positively on their teaching process. Only around 10% rated impact as very high. This reflects the fact that most teachers continue to report high training needs. Impact of CPD did not vary much in relation to the competences addressed. Some 30% of teachers either reported low impact or did not feel able to make a judgement – this might be because they did not participate in that kind of CPD or because it was ineffective or not matched to their needs.

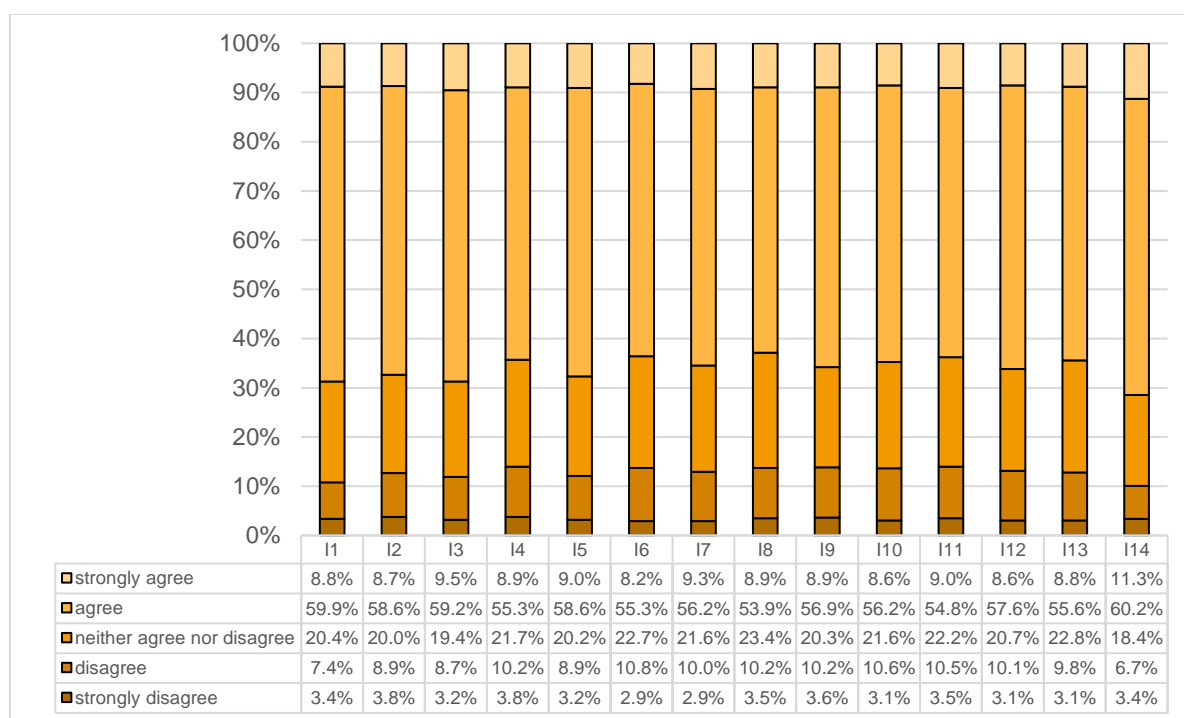


Figure 14. Perception of the impact of CPD by the total Albanian sample.

III.7.1 Impact of CPD to teachers according to the educational sector

Teachers in vocational schools rate the impact of CPD slightly less highly than teachers in general schools – for all types of CPD. However, the difference is very small.

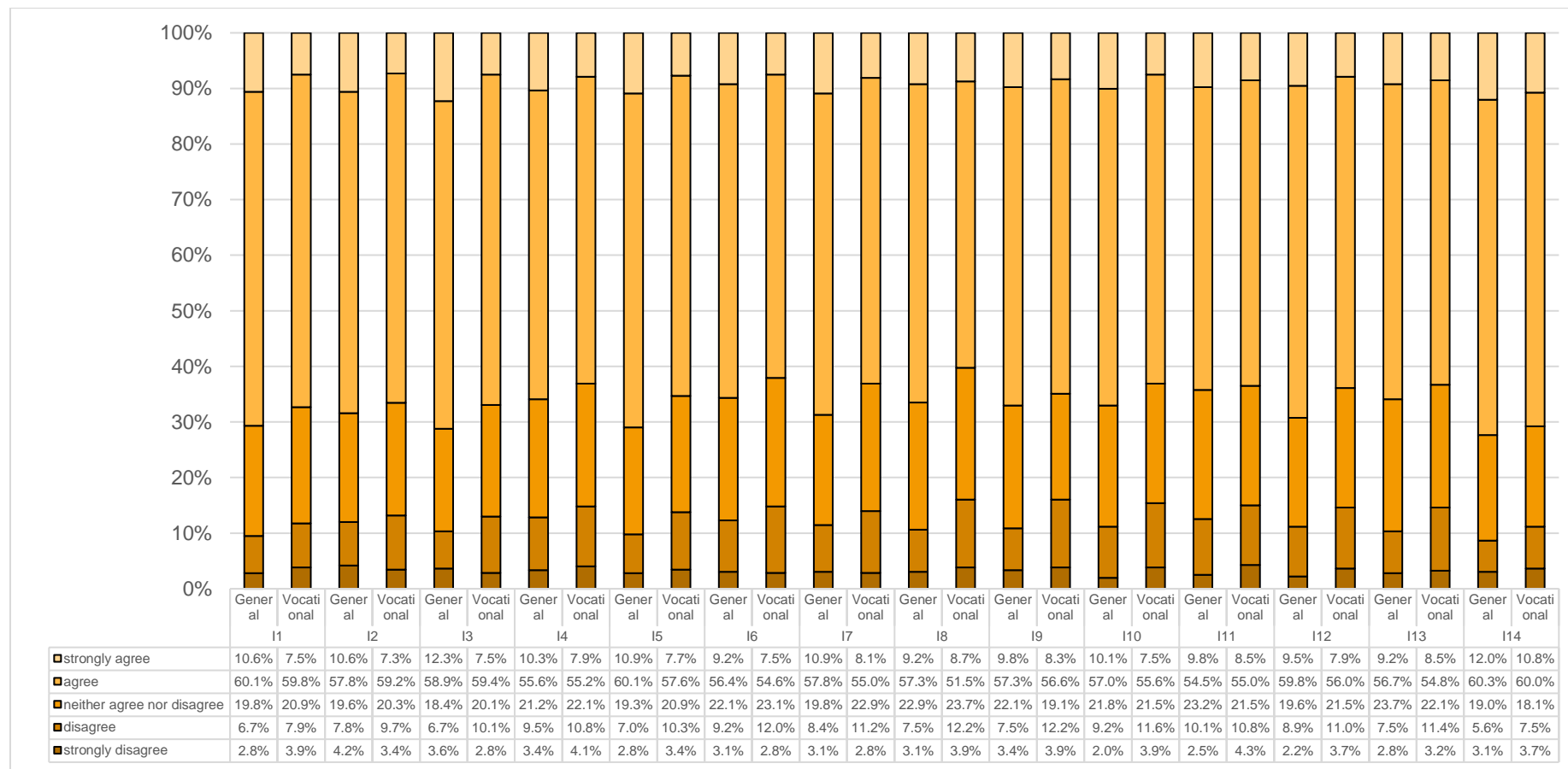


Figure 15. Perception of the impact of CPD by educational sector in Albania.

III.8 What are the preferred modes for CPD?

In the survey, teachers were asked to express their preferences regarding four modes of CPD for digital competences (see Codes below): (1) participation in CPD face to face workshops led by trainers; (2) online CPD; (3) help by other teachers or advisors in their schools and (4) CPD that blends together face-to-face and on-line methods. For each mode of CPD, teachers had the following answer options: Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree.

	CODES – PREFERENCES FOR MODE OF CPD
PrefFace	I would like to participate in CPD face to face workshops led by trainers to develop my digital competences
PrefOnline	I would like to participate in online CPD to develop my digital competences
PrefTeach	I would like to be helped by other teachers or advisors in my school to develop my digital competences
PrefBlend	I would like to participate in CPD that blends together face-to-face and on-line methods

Around 75% of teachers were happy to receive training and support in relation to digital competences in any of the four modes: face to face, on-line, by other teachers or blended. Teachers were slightly more likely to favour blended approaches. These results show that, at least during the current pandemic crisis, teachers have accepted on-line and blended modes.

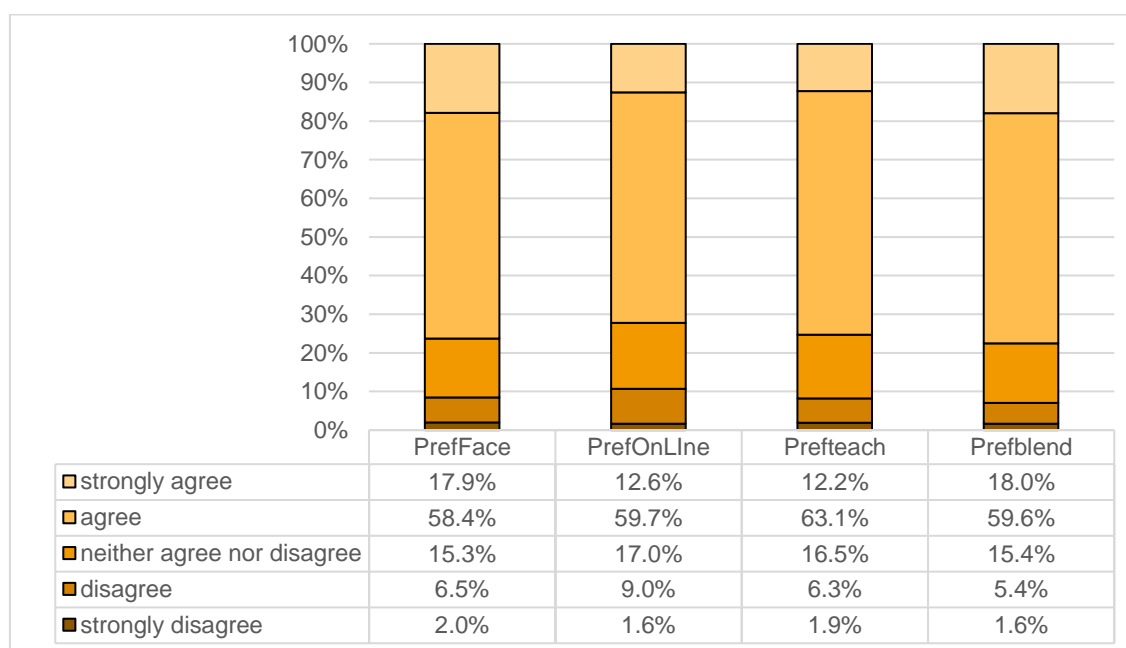


Figure 16. Preferred modes of CPD by the total Albanian sample.

Most teachers in vocational and general schools are ready to accept CPD in any mode. The reason might be linked with the fact that most teachers are in high need of CPD on digital competences and so they are open to any kind of CPD. Furthermore their current experience regarding CPD on digital competences may not be sufficient to let them judge which is the most preferred mode for them.

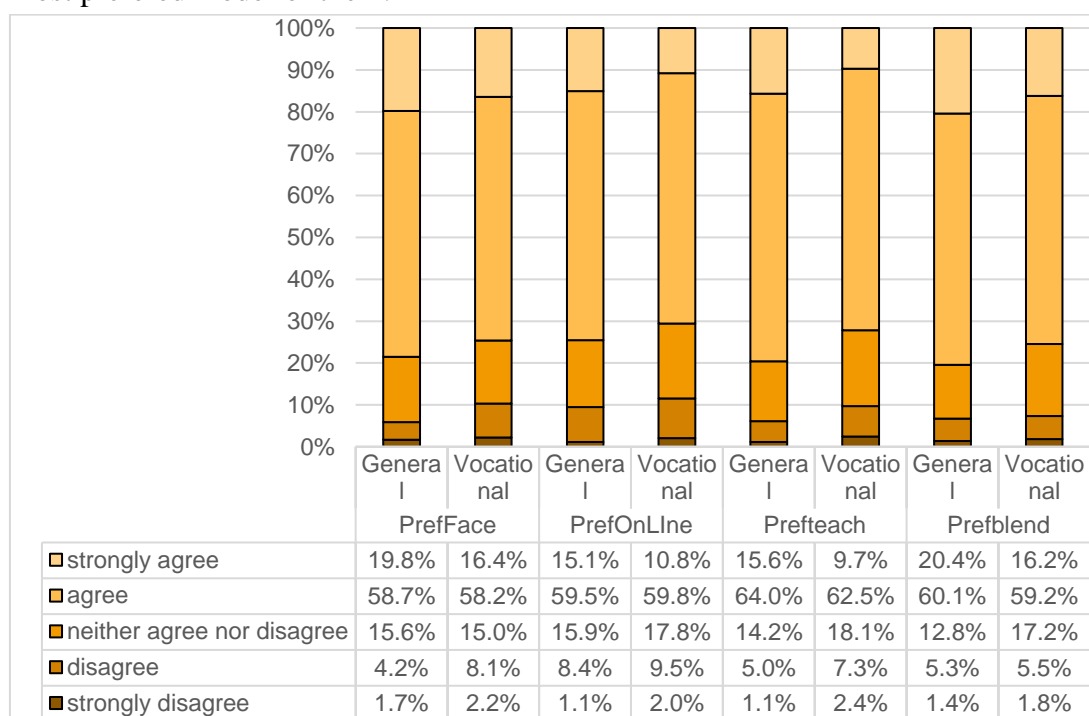


Figure 17. Preferred modes of CPD by educational sector in Albania.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Digital competences of teachers

Albania has an average proficiency score of 48.4 regarding the teachers' digital competences, which is very close to the regional average score of 49.81. More teachers self assessed as experts (B2 level), leaders (C1 level) and pioneers (C2 level) in using their digital competences to in the areas of "Professional Engagement" (37%), "Digital Resources" (39.5%) and "Facilitating Learners' Digital Competence" (43.4%) than in the areas of "Teaching & Learning" (33.6%) and "Assessment" (26.9%). In these two areas teachers were most likely to self-assess at the lowest levels as newcomers (A1 level) and explorers (A2 level) (40.4% and 48% respectively). A similar distribution of digital competences exists in

general as in vocational schools, while on average teachers in large schools self-assessed to have somewhat better competences than those in the small schools.

Technologies and practices used during CoVid lockdown

Although the majority of teachers use all of the listed tools or activities on a weekly basis, only a minority are using any of these tools on a daily basis or indeed every 3 days. Virtual classroom technology was used on a daily basis by just 29% of teachers. This low frequency of use of digital tools teachers might be result of limited access to computers, for teachers and learners, or absence of fast internet connectivity or the lack of teachers' know-how as to how to make use of digital tools and activities. It is know that most households access the internet via mobile phones, which limits the applications that they can manage. Teachers in the schools outside Tirana are more than twice as likely to declare that they have never used any of the digital tools/activities during the lockdown period. Teachers in general secondary schools are more likely than their colleagues in professional schools to use digital tools/activities on daily basis.

CPD experiences and effectiveness

Only 19% of teachers never participated in online CPD courses during the last 12 months, while 15% of them never received support from their peers in relation to their digital competences. Eight out of ten teachers in Albania declare that they have been encouraged by their schools to participate in CPD and that the offered CPD was relevant to their needs. Levels of participation in online CPD and peer support are similar in general and vocational schools. However, teachers in general education receive more assistance from their peers than those in vocational schools. Teachers are very positive regarding the impact CPD impact, and they are equally ready to receive CPD in blended and on-line training as in face to face workshops.

Training Needs

The majority of teachers declare that they are in a high or very high need for CPD in order to develop their digital competences. CPD addressing “Enabling students to use digital technologies for group work” is needed by the largest share of teachers (74.9%) followed by “teaching and assessing at a distance during Covid19 lockdown” (71.5%), “teaching students to make responsible and critical use of digital technologies” (69.7%), “making use of digital technologies to engage students actively in learning” (70.7%), “making use of digital technologies to monitor and analyse students digital activity” (69.3%). Perhaps, surprisingly, the greater the competence of teachers the greater their need for CPD: particularly in the

areas of teaching & learning, assessment, empowering learners. It seems that more engagement is associated with the desire to learn more! There is a larger share of teachers that declare to have high or very high need for CPD to develop their digital competences in general secondary schools compared to the vocational ones.

Recommendations

1. Additional CPD should be provided to target the priority training needs reported by teachers – such training may be provided on-line or in a blended manner.
2. Training should be tailored to the actual competences of teachers, helping them to progress from their current levels of competence to higher levels.
3. Schools should use the DNATT to understand the digital training needs of their teachers so that they can decide which areas of digital competence they wish to target and then plan and organise relevant CPD. Upon this basis, individual teachers' training programs and school based plans should be prepared for the development of digital competences.
4. Schools should consider how they can mobilise the digital competences of their own teachers for peer learning and support. They may be able to do this through collaborative approaches, such as joint preparation of materials, or through assigning training or coaching responsibilities to some staff. Teachers' professional networks can be a very good platform for developing teachers digital competences.
5. National policy makers, e.g. MoESY, ASCAP, NAVETQ, should review national strategies for teacher development in the light of this information and put in to place actions (e.g. funding and commissioning of training) to meet objectives. The MoESY is in the process of drafting the new Strategy on Education 2021-2026. One of the strategic priorities would be digital education and the conclusions of this report could be useful in formulating the related objectives, actions and indicators of achievement.
6. National policy makers, e.g. MoESY, ASCAP, NAVETQ, should explore how teachers and learners can have improved access to the equipment and connectivity that are conditions of digital and on-line learning.
7. ASCAP and NAVETQ should integrate the development of teachers' digital competences in its yearly plans for teachers CPD through accredited modules for each area of competence. To this end, ASCAP has drafted the teachers' standards for using ICT and is waiting its approval from the MoESY. NAVETQ is in the process of integrating the digital competences into Basic Didactics the teacher training program, which is a mandatory teachers' pre-service training for vocational teachers. This report can contribute to this work.

8. The study results should be made available to training agencies and organizations (including university faculties) so that they could design training modules and offer trainings that respond to the specific needs of the teachers.
9. Certification should be available to recognise the digital competence of teachers though a well trusted assessment system.

Possible additional analysis for future use

This study raises a number of questions. Schools with less than 80 students were excluded from the sample, so we cannot judge the digital competences of teachers in these schools.

Digital teaching and learning requires access to digital devices and to internet connectivity. This study suggests that lack of access is limiting digital and on line learning but it is not clear how great this constraint is nor what investments are required to overcome the barriers.

Further research could be carried out to explore the extent to which particular kinds of support or training, such as peer assistance or teacher networks, influence competence and the take up of particular technologies.



Instrumenti DigCompEdu per analizen e nevojave, Shqiperi

Fields marked with * are mandatory.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.

Gjithnjë e më shumë mësuesit kanë nevojë për aftësi digjitale shtesë për të kryer punët e tyre- për të kryer zhvillimin e duhur profesional, shkollat dhe agjencitë kombëtare kanë nevojë të dinë se cfarë trajnimi duhet. Ky studim ka si qëllim për t'ju ndihmuar të vlerësoni aftësitë tuaja digjitale si dhe të ndihmojë shkollat dhe agjencitë kombëtare të planifikojnë zhvillimet profesionale që të përputhen me nevojat tuaja për trajnim. Informacioni juaj personal dhe përgjigjet tuaja personale nuk do të publikohen. Të dhënat do të përdoren për qëllime kërkimore dhe planifikimi.

Pasi të keni dërguar pyetSORIN, ju do të merrni një feedback të detajuar me këshilla të nevojshme për të përmirësuar aftësitë digjitale. Nëse dëshironi, ju mund të zgjidhni të merrni një raport me rezultatet e studimit në të ardhmen.

Ju falenderojmë paraprakisht për kohën dhe interesin tuaj. Përgjigjet tuaja do të ndihmojnë në përmirësimin e cilësisë dhe sasisë të zhvillimit profesional për ju dhe mësuesit e tjerë. Pritshmëritë tona janë që ky pyetësor mund të marrë 30 minuta kohë për tu plotësuar.

Nëse keni pyetje ose hasni probleme, ju lutem kontaktoni: znj. Shqiponja Lamce (MAS) dhe znj. Elda Gega (AKAFP).

PyetSORI ka 3 seksione: Aftësitë Digjitale, Detajet Personale, Zhvillimi Profesional.

* 1 Ju lutem përzgjidhni shkollën në të cilën jepni mësim.

- ☒ Fan S.Noli
- ☐ Rakip Kryeziu
- ☐ Charles Telford Ericson
- ☐ Isuf Gjata
- ☐ Stiliano Bandilli
- ☐ Hamdi Bushati
- ☐ Pavarësia

- ☐ Salih Çeka
- ☐ Kolin Gjoka
- ☐ Beqir Çela
- ☐ Profesionale
- ☐ Gjergji Canco
- ☐ Shaban Çollaku
- ☐ Siri Shaplo
- ☐ Luz i Vogël
- ☐ Kolë Idromeno
- ☐ Halim Xhelo
- ☐ Sadik Stavaleci
- ☐ Isa Adem Boletini
- ☐ Gjergj Kastrioti
- ☐ Qemal Stafa
- ☐ 18 Tetori
- ☐ B.D.Karbunara
- ☐ Muharrem Çollaku

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.

Klikoni butonin 'Next' për të vazhduar

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Aftësitë digjitale të mësuesve shpalosen në kapacitetin e tyre për të përdorur pajisjet digjitale jo vetëm për të pasuruar mësimdhënien, por edhe për ndërveprimet profesionale me kolegët, studentët, prindërit dhe palët e tjera të interesuara, për zhvillimin e tyre individual profesional si dhe për të mirën e përbashkët dhe inovacionin e vazhduar në insitucion dhe në profesionin e mësimdhënies. Ky është fokusi i Fushës 1.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktikën tuaj ekzistuese.

*** 1 Unë përdor në mënyrë të rregullt kanalet e ndryshme digjitale për të pasuruar komunikimin me studentët, prindërit dhe kolegët** si p.sh. e-mails, blogs, faqen zyrtare të shkollës, aplikacione

- ☒ Unë i përdor **rrallë** kanalet e komunikimit digjital
- ☐ Unë përdor vetëm kanalet **bazike** të komunikimit si p.sh. e-mail
- ☐ Unë **kombinoj** kanale të ndryshme komunikimi si p.sh. e-mail dhe blog-un e klasës ose faqen zyrtare të shkollës
- ☐ **Në mënyrë sistematike**, une përshtas dhe kombinoj zgjidhje të ndryshme digjitale **për të komunikuar në mënyrë efektive**
- ☐ Unë **reflektoj** mbi strategjitë e mia të komunikimit digjital, **i diskutoj** ato dhe **i zhvilloj në mënyrë proaktive**.

*** 2 Unë i përdor teknologjitë digjitale për të punuar së bashku me kolegët e mi brenda dhe jashtë institucionit arsimor (si p.sh. email, Moodle, Facebook, ...)**

- ☒ Unë **rrallë** kam mundësinë për të bashkëpunuar me mësuesit e tjerë në mënyrë digjitale
- ☐ **Ndonjëherë** unë shkëmbej materialet me kolegët e mi p.sh nëpërmjet e-mail-it
- ☐ **Midis kolegëve**, ne punojmë së bashku në **mjedise bashkëpunuese** ose përdorim aplikacione/dokumente të përbashkëta si p.sh. Moodle, MS Teams
- ☐ Unë shkëmbej ide dhe materiale edhe me mësues **jashtë institucionit tim** arsimor p.sh. në një rrjet mësuesish online, në Facebook
- ☐ Unë krijoj **bashkarisht** me mësuesit e tjerë materiale në një **rrjet online**

*** 3 Unë i zhvilloj në mënyrë aktive aftësitë e mia digjitale të mësimdhënies**

- ☒ Unë **rallë** kam kohën për të punuar në aftësitë e mia digjitale të mësimdhënies
- ☐ Unë i përmirësoj aftësitë e mia nëpërmjet **reflektimit** dhe **eksperimentimit**
- ☐ Unë përdor një **sërë burimesh** për të zhvilluar aftësitë e mia të mësimdhënies digjitale
- ☐ Unë **diskutoj me kolegët** e mi se si mund ti përdorim teknologjitë digjitale për të krijuar risi dhe për të përmirësuar praktikën mësimore.
- ☐ Unë **i ndihmoj kolegët** në zhvillimin e strategjive të tyre të mësimdhënies digjitale

*** 4 Unë marr pjesë në trajnime online (p.sh. kurset online, MOOCs, webinarë...)**

- ☒ Kjo është diçka **e re** për mua që nuk e kam marrë në konsideratë ende
- ☐ Akoma jo, por jam plotësisht **e interesuar**
- ☐ Kam marrë pjesë në trajnime online **1 ose 2 herë**
- ☐ **Kam provuar mundësi të ndryshme** trajnimesh online
- ☐ Unë marr pjesë **shpesh në të gjitha llojet** e trajnimit online

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për të kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Një nga aftësitë kyce që cdo mësues ka nevojë të zhvillojë është identifikimi i burimeve të mira arsimore, dhe modifikimi, krijimi dhe shpërndarja e burimeve digjitale që u përshtaten objektivave të të mësuarit, grupit të nxënësve dhe stilit të mësimdhënies. Në të njëjtën kohë ata duhet të jenë të ndërgjegjshëm se si të përdorin dhe të manaxhojnë në mënyrë të përgjegjshme përmbajtjen digjitale, duke respektuar të drejtat e autorit dhe mbrojtjen e të dhënave personale. Këto janë çështjet kryesore në Fushën 2.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktiktat tuaja ekzistuese.

*** 1 Unë përdor faqe të ndryshme interneti dhe strategji kërkimi për të zbuluar dhe përzgjedhur një sërë burimesh digjitale**

- ☒ Unë **rrallë** e përdor internetin për të gjetur burime
- ☐ Unë përdor "**motorrë kërkimi**" dhe **platforma mësimore** për të gjetur burime të rëndësishme
- ☐ Unë **vlerësoj** dhe përzgjedh burime në bazë të **përshtatshmërisë** me grupin tim të nxënësve
- ☐ Unë **krahasoj burimet** duke përdorur **një sërë kriteresh** të rëndësishme p. sh. besueshmërinë, cilësinë, përshtatshmërinë, dizajnin, ndërveprimin, interesin
- ☐ Unë **i këshilloj kolegët e mi** mbi burimet dhe strategjitë e duhura të kërkimit

*** 2 Unë i krijoj vetë burimet e mia digjitale dhe modifikoj ato ekzistuese për t'ju përshtatur nevojave të mia p.sh. prezantime, video, faqe pune**

- ☒ Unë **nuk** i krijoj vetë burimet e mia digjitale

- Unë krijoj faqe pune në kompjuter, por **më pas i printoj ato**
- Unë krijoj **prezantime** digjitale, por asgjë më shumë
- Unë krijoj dhe modifikoj **tipe të ndryshme** burimesh
- Unë krijoj dhe përshtas burime **komplekse** dhe **ndërvepruese**

*** 3 Unë mbroj në mënyrë efektive materialet me përmbajtje delikate p.sh. provimet, notat e nxënësve, të dhënat personale**

- Unë **nuk kam nevojë** ta bëj sepse shkolla kujdeset për këtë pjesë
- Unë **shmang** mbajtjen elektronike të të dhënave personale
- Unë ruaj **disa** të dhëna personale
- Unë **i ruaj me fjalëkalim** dosjet që përmbajnë të dhëna personale
- Unë mbroj **plotësisht** të dhënat personale p.sh. duke kombinuar fjalëkalime të vështira për tu gjetur me kriptime dhe përditësime të shpeshta të programit.

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Detyra më e rëndësishme e të gjithë kornizës së punës së DigCompEdu është dizenjimi, planifikimi dhe zbatimi i përdorimit të teknologjive digjitale në faza të ndryshme të procesit të mësimdhënies dhe të mësimnxënies. Sidoqoftë, qëllimi duhet të jetë zhvendosja e fokusit të orës së mësimi nga proceset e drejtuara nga mësuesit tek ato me në qendër nxënësin. Kjo është fuqia e vërtetë e teknologjive digjiitale

dhe fokusi i Fushës 3.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktiktat tuaja ekzistuese.

*** 1 Unë e vlerësoj me kujdes se si, kur dhe pse duhet të përdoren pajisjet digjitale në klasë, për të siguruar që ato përdoren me vlerë të shtuar**

- ☒ Unë nuk e përdor ose e përdor **rrallë** teknologjinë në klasë
- ☐ Unë përdor në mënyrë **bazike** mjetet në dispozicion si p.sh. tabelat e bardha dixhitale ose projektorët
- ☐ Unë përdor një **shumëllojshmëri** të strategjive digjitale në mësimdhënien time
- ☐ Unë përdor **rregullisht** mjete digjitale **për të pasuruar** mësimdhënien
- ☐ Unë përdor mjete digjitale për të zbatuar strategji **inovative pedagogjike**

*** 2 Unë monitoroj aktivitetet e nxënësve të mi dhe ndërveprimet që ata kanë në mjediset e bashkëpunimit online që ne përdorim p.sh. Moodle, Klasat Google, MS Teams**

- ☒ Unë **nuk përdor** mjedise digjitale me nxënësit e mi
- ☐ Unë **nuk i monitoroj** aktivitetet e nxënësve të mi në mjediset online që përdorim
- ☐ Unë i kontrolloj **me raste** ata dhe diskutimet e tyre
- ☐ Unë **monitoroj** dhe **analizoj** rregullisht aktivitetin online të nxënësve të mi
- ☐ Unë **ndërhyj rregullisht** me komente motivuese ose korrigjuese

*** 3 Kur nxënësit e mi punojnë në grup, ata përdorin teknologjinë digjitale për të siguruar dhe për të dokumentuar të dhëna**

- ☒ Nxënësit e mi **nuk punojnë në grup**
- ☐ **Nuk është e mundur** për mua që të përfshij teknologjinë digjitale në punët në grup
- ☐ Unë **inkurajoj** nxënësit të cilët punojnë në grup që të kërkojnë për informacion online ose të prezantojnë rezultatet e tyre në format digjital
- ☐ Unë **kërkoj** nga nxënësit të cilët punojnë në grup që të përdorin internetin për të gjetur informacione dhe të prezantojnë rezultatet e tyre në një format digjital

- Nxënësit e mi shkëmbejnë të dhënat me njëri-tjetrin dhe së bashku krijojnë njohuri në një **mjedis online bashkëpunimi**

* 4 Unë i përdor teknologjitë digjitale për të lejuar nxënësit të planifikojnë, të dokumentojnë dhe të mbikqyrin procesin e të mësuarit në mënyrë individuale p.sh. teste për vetëvlerësim, ePortfolios për dokumentin dhe pasqyrim, ditare online /blogje për reflektim...

- **Nuk është e mundur** në ambjentin tim të punës
- Studentët reflektojnë mbi procesin e të nxënin, por **jo me teknologji digjitale**
- **Ndonjëherë** unë përdor, për shembull teste për vetëvlerësimin
- Unë përdor **një sërë** mjetesh digjitale për ti lejuar nxënësve që të planifikojnë, monitorojnë dhe reflektojnë mbi progresin e tyre
- Unë **rregullisht** përfshij mjete të ndryshme digjitale për ti lejuar nxënësit të planifikojnë, monitorojnë dhe të reflektojnë mbi progresin e tyre

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Teknologjitë digjitale mund të përmirësojnë strategjitë ekzistuese të vlerësimit dhe mund të shërbejnë si pikënisje për metoda vlerësimi më të reja dhe më të mira. Për më tepër, duke analizuar cilësinë e të dhënave (digjitale) të disponueshme për (ndër)veprimet individuale të nxënësve, mësuesit mund të ofrojnë komente dhe mbështetje më të targetuar. Fusha 4 adreson këtë progres në strategjinë e vlerësimit.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktikat tuaja ekzistuese.

*** 1 Unë përdor formate vlerësimi digjitale për të monitoruar përparimin e nxënësve**

- ☒ Unë **nuk e monitoroj** përparimin e nxënësve
- ☐ Unë **monitoroj** rregullisht progresin e nxënësve rregullisht, **por jo** nëpërmjet mjeteve **digjitale**
- ☐ **Ndonjëherë** unë përdor mjete digjitale si p.sh. kuic për të kontrolluar përparimin e nxënësve
- ☐ Unë përdor **një sërë** mjetesh digjitale për të monitoruar përparimin e nxënësve
- ☐ Unë përdor **rregullisht** një sërë mjetesh digjitale për të monitoruar progresin e nxënësve

*** 2 Unë analizoj të gjithë të dhënat digjitale në dispozicion për të identifikuar në kohë nxënësit që kanë nevojë për mbështetje shtesë**

Tek “të dhënat” përfshihen: angazhimi i nxënësve, performanca, notat, pjesëmarrja; përfshirja në aktivitete dhe ndërveprim social në hapësirat online; “Nxënësit që kanë nevojë për një mbështetje pak më të madh” janë: nxënësit që kanë rrezik të lënë shkollën ose që kanë performancë më të ulët; nxënësit që kanë crregullime në të mësuar ose ata që kanë nevoja të vecanta, nxënësit që kanë mungesë të aftësive të buta si p.sh. aftësi sociale, verbale ose të të nxënit.

- ☒ Këto të dhëna nuk janë të disponueshme dhe/ose **nuk është përgjegjësia ime** për ti analizuar ato
- ☐ Unë analizoj **vetëm të dhëna akademike të rëndësishme** si p.sh. performanca dhe nota
- ☐ Unë **gjithashtu** marr në konsideratë të dhënat që lidhen me **aktivitetin dhe sjelljen** për të identifikuar nxënësit që kanë nevojë për mbështetje shtesë
- ☐ Unë shoh **rregullisht të gjithë evidencat e disponueshme** për të identifikuar nxënësit që kanë nevojë për mbështetje shtesë
- ☐ Unë analizoj dhe ndërhyj **sistematikisht** në kohën e duhur

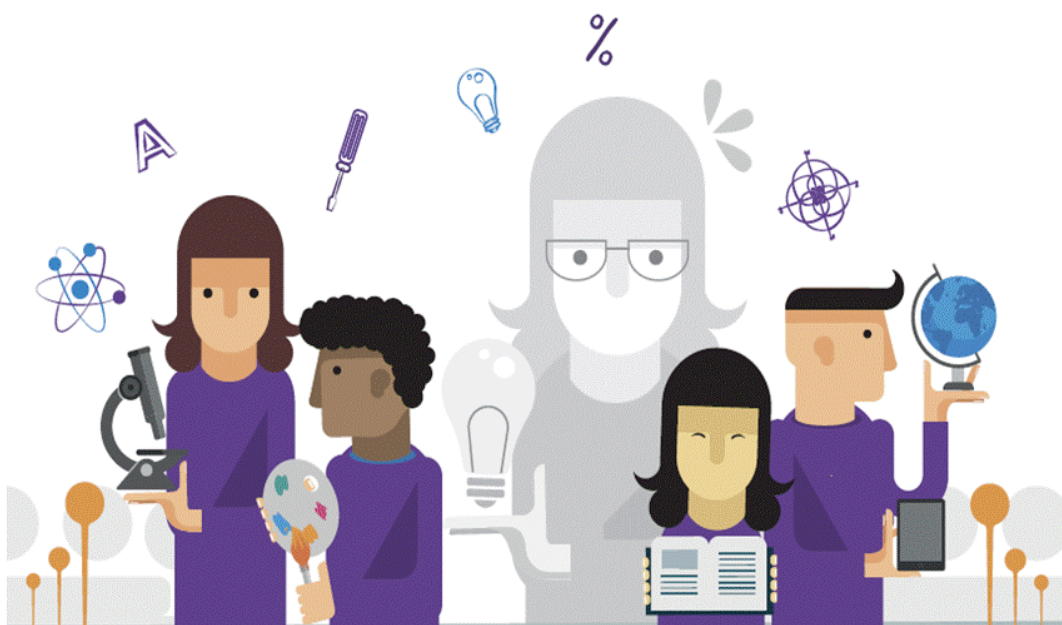
*** 3 Unë përdor teknologjitë digjitale për të siguruar një feedback efektiv**

- ☒ Feedback-u **nuk është i nevojshëm** në ambjentin tim të punës
- ☐ Unë i mundësoj nxënësve një feedback, por **jo në një format digjital**

- **Ndonjëherë** unë përdor mënyrat **digjitale** për të siguruar një feedback si p.sh. pikët automatike në një test online, komente ose “pëlqime” në mjediset online
- Unë shpesh përdor **një sërë** mënyrash digjitale për të siguruar feedback
- Unë përdor **sistematikisht** qasje digjitale për të siguruar feedback

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Një nga pikat e forta të teknologjive digjitale në fushën e arsimit është potenciali i tyre për të nxitur përfshirjen aktive të nxënësve në procesin e të mësuarit dhe autorësinë e tyre në të. Teknologjitë digjitale për më tepër mund të përdoren për të ofruar aktivitete të të mësuarit të përshtatura me nivelin e aftësive të çdo nxënësi individual, interesat e tij dhe nevojat e të nxënit. Sidoqoftë, në të njëjtën kohë duhet patur kujdes që të mos thellohen pabarazitë ekzistuese (p.sh. aksesit në pajisjet dixhitale) dhe të sigurohet aksesueshmëria për të gjithë nxënësit, duke përfshirë ata me nevoja të vecanta të të nxënit. Fusha 5 trajton pikërisht këto çështje.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktiktat tuaja ekzistuese.

*** 1 Kur unë krijoj detyra digjitale për nxënësit marr parasysh dhe adresoj probleme digjitale të mundshëm**

p.sh. aksesin e barabartë në burimet dhe pajisjet digjitale; problemet e ndërlidhjes dhe konvertimit; mungesën e aftësive digjitale)

- Unë **nuk krijoj** detyra digjitale
- Nxënësit e mi **nuk kanë** probleme me përdorimin e pajisjeve digjitale
- Unë **e përshtas detyrën** që të minimizoj vështirësitë
- Unë **diskutoj** pengesat e mundshme me nxënësit dhe **mendoj për zgjidhje**
- Unë **jam e hapur për shumëllojshmërinë** si p.sh. përshtas detyrën, diskutoj zgjidhjet dhe siguroj mënyra alternative për të përfunduar detyrën

*** 2 Unë i përdor teknologjitë digjitale për t'ju ofruar nxënësve mundësi të personalizuarra mësimnxënie**

p.sh. unë i jap nxënësve të ndryshëm detyra të ndryshme digjitale për të adresuar nevoja individuale të të nxënit, si dhe preferenca dhe interesa të ndryshëm

- Në mjedisin tim të punës, **të gjithë** nxënësve iu kërkohet **të bëjnë të njëjtat** aktivitete, pavarësisht nivelit të tyre
- Unë ju jap për nxënësit **rekomandime** për burime shtesë
- Unë ofroj **aktivitete digjitale me zgjedhje** për ata që janë më të avancuar dhe ata që ngelin mbrapa
- **Sa herë që është e mundur**, unë përdor pajisje digjitale për të ofruar mundësi **të diferencuara** të mësimnxënies
- Unë përshtas **sistematikisht** mësimdhënien time me nevojat, preferencat dhe interesat individuale të nxënësve

*** 3 Unë përdor teknologjinë digjitale që nxënësit të marrin pjesë në mënyrë aktive në klasë**

- Në ambjentin tim të punës **nuk është e mundur** që të përfshihet nxënësit në mënyrë aktive
- Unë përfshij nxënësit **në mënyrë aktive, por jo** me mjete **digjitale**
- **Kur jap mësim** unë përdor stimuj motivues si p.sh. video, animacion, kartona
- Nxënësit e mi **angazhohen me median digjitale** në klasë si p.sh. faqe pune elektronike, lojra, teste
- Nxënësit e mi përdorin **rregullisht** teknologjitë digjitale **për të kërkuar, diskutuar dhe për të krijuar** njohuri

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.



Aftësia për të mbështetur aftësitë digjitale të nxënësve është një pjesë integrale e aftësisë digjitale të mësuesve dhe është pjesa kryesore e Fushës së 6.

Opsionet e përgjigjeve janë të organizuara sipas nivelit në rritje të përdorimit të teknologjive digjitale. Ju lutem përzgjidhni përgjigjen që reflekton më së miri praktiktat tuaja ekzistuese.

*** 1 Unë i mësoj nxënësit si të vlerësojnë besueshmërinë e informacionit dhe si të identifikojnë keqinformimin dhe njëanshmërinë**

- ☒ Kjo **nuk është e mundur** në lëndën time dhe as në ambjentin tim të punës
- ☐ Unë **rrallëherë** iu kujtoj atyre që jo cdo informacion online është i besueshëm
- ☐ Unë iu mësoj atyre si **të dallojnë burimet** e besueshme dhe jo të besueshme
- ☐ Unë **diskutoj** me nxënësit **si të verifikojnë** saktësinë e informacionit
- ☐ Ne diskutojmë **në mënyrë të plotë** si gjenerohet informacioni dhe si mund të shtrembërohet ai

*** 2 Unë u caktoj detyra të cilat u kërkojnë nxënësve mjete digjitale për të komunikuar dhe bashkëpunuar me njëri tjetrin ose me një audiencë të jashtme**

- ☒ Kjo **nuk është e mundur** në lëndën time dhe as në ambjentin tim të punës
- ☐ Vetëm në raste **të rralla** nxënësve iu kërkohet të komunikojnë ose të bashkëpunojnë online

- Nxënësit e mi përdorin komunikimin digjital dhe bashkëpunimin **kryesisht ndërmjet tyre**
- Nxënësit e mi përdorin mënyra digjitale për të komunikuar dhe për të bashkëpunuar me njëri tjetrin **dhe me një audiencë të jashtme**
- Unë **caktoj rregullisht** detyra që iu japin mundësi nxënësve të zgjerojnë aftësitë e tyre

*** 3 Unë caktoj detyra të cilat kërkojnë nga nxënësit që të krijojnë përmbajtje digjitale**

si p.sh. video, audio, foto, prezantime dixhitale, blogs, wikis...

- Kjo **nuk është e mundur** në lëndën time dhe as në ambjentin tim të punës
- Kjo është **e vështirë** për tu vënë në zbatim me nxënësit e mi
- **Ndonjëherë**, si një aktivitet argëtues
- Nxënësit e mi krijojnë përmbajtje digjitale si **pjesë integrale e mësimit të tyre**
- Kjo është një pjesë e pandashme e mësimit të tyre dhe unë **në mënyrë sistematike rris** nivelin e vështirësisë për të zhvilluar më tej aftësitë e tyre

*** 4 Unë i mësoj nxënësve si të sillen në mënyrë të sigurt dhe të përgjegjshme online**

- Kjo **nuk është e mundur** në lëndën time dhe as në ambjentin tim të punës
- Unë **i informoj** se ata duhet të jenë të kujdesshëm me shpërndarjen online të informacionit personal
- I **shpjegoj** rregullat bazike sigurinë dhe përgjegjshmërinë online
- **Diskutojmë** dhe biem dakord me rregullat e sjelljes
- Zhvilloj **sistematikisht** rregullat sociale që duhet të përdorin nxënësit në mjedise të ndryshme digjitale që ne përdorim

*** 5 Unë i inkurajoj nxënësit të përdorin teknologjitë digjitale në mënyrë kreative për të zgjidhur probleme konkrete**

p.sh. për të tejkaluar pengesa dhe vështirësi që hasin në procesin e të mësuarit

- Kjo **nuk është e mundur** në lëndët time dhe as në ambjentin tim të punës
- Unë **rrallë** kam mundësinë për të nxitur zgjidhjen digjitale të problemeve tek nxënësit
- **Me raste**, sa herë që ka mundësi
-

Ne eksperimentojne **shpesh** me zgjidhjen e problemeve në mënyrë teknologjike

- ☐ Integroj **në mënyrë të rregullt** mundësitë për zgjidhjet kreative të problemeve

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni aftësitë tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës suaj.

Ky seksion do të na ndihmojë të kuptojmë formimin tuaj si mësues. Informacioni juaj personal nuk do të publikohet.

Për pyetje dhe paqartësi, ju lutem kontaktoni [EUSurvey privacy policy](#).

*** 1 S vjec jeni?**

- ☒ Poshtë 25
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 e sipër
- ☐ Preferoj mos të përgjigjem

*** 2 Duke përfshirë këtë vit shkollor, për sa vite keni dhënë mësim?**

- ☐ 1-3
- ☐ 4-5
- ☒ 6-9
- ☐ 10-14
- ☐ 15-19
- ☐ 20 dhe më shumë
- ☐ Preferoj të mos përgjigjem

*** 3 Cilën nga lëndët e mëposhtme jepni zakonisht?**

- ☒ Lëndët e përgjithshme, p.sh. matematikën, gjuhën
- ☐ Lëndët profesionale p.sh. Inxhinieri, Administrim biznesi,
- ☐ Tjetër

*** 5 Jepni mësim shkenca kompjuterike ose teknologji informacioni ose programim?**

- ☒ Po
☐ Jo

6 Gjatë izolimit për shkak të Covid19, sa shpesh përdorët mjetet/aktivitetet e mëposhtme digjitale?

	Asnjëherë	Disa herë	Një herë në javë	Tre herë në javë
* Klasat virtuale (p.sh. Ms Teams, Google Classroom, Moodle)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Mjetet sinkronizuese të video-komunikimit (p.sh. Zoom, Skype, whatsapp, Facebook live)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Skëmbimi i dokumenteve ("cloud services" p.sh. Basecamp Dropbox, Google Drive, editorët online për artefakte bashkëpunuese)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Të ndash ekranin e mësueses (screen casting), për shembull, për të bërë prezantime ose për të caktuar detyra	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Brainstorming, kuice ose sondazhe (p.sh. diagrame si mind-map, pyetësorë me një sërë alternativash për (vetëvlerësimin)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Mjetet e planifikimit dhe organizimit (si p.sh. E-mail dhe kalendari, sisteme manaxhuese të arsimit për të komunikuar me shkollën, nxënësit dhe prindërit)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Shikimi i videove të instruksioneve dhe/ose audiove (si p.sh. librari online)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Krijimi dhe transmetimi i videove dhe/ose audiove (si p.sh. Youtube)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Shpërndarja e dokumenteve dhe mesazheve, për shembull, me email, ëëbsite ose rrjete sociale (p.sh. Facebook, whatsapp)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Shtypni 'Next' për të vazhduar më tej. Shtypni 'Previous' për tu kthyer mbrapa.

Në këtë seksion ju do të vlerësoni kompetencat tuaja digjitale si mësues. Ju lutemi merrni në konsideratë 6 fushat e ndryshme të punës tuaj.

Covid19 i detyroi mësuesit që të kalonin në mësimin online në distancë dhe të përdornin teknologji digjitale të ndryshme. Ky seksion eksploron se çfarë ZHVP kishit ju në 12 muajt e fundit që zhvilluat kompetencat tuaja digjitale dhe çfarë impakti kishte në punën tuaj.

Ju lutem përzgjidhni përgjigjen e cili përshkruan më mirë sesa bini dakord ju me fjalinë.

*** 1 Në 12 muajt e fundit, kam marrë pjesë në ZHVP online për të zhvilluar kompetencat e mia digjitale.**

- ☒ Kurrë
- ☐ Një herë
- ☐ Në 2-3 raste
- ☐ Shumë herë

*** 2 Në 12 muajt e fundit, jam ndihmuar nga mësuesit e tjerë ose supervizorët në shkollën time për të zhvilluar kompetencat e mia digjitale.**

- ☒ Kurrë
- ☐ Një herë
- ☐ Në 2-3 raste
- ☐ Shumë herë

3 Nëse keni marrë mbështetje ose instruksione të tjera për të përmirësuar kompetencat digjitale në 12 muajt e fundit ju lutem përshkruajeni më poshtë:

4 Si do e përshkruanit eksperiencën tuaj të ZHVP që adreson kompetencat tuaja digjitale në 12 muajt e fundit?

	Nuk bie dakord aspak	Nuk bie dakord	As pajtohem as nuk jam pajtohem	Dakord	Shumë dakord
* Isha e inkurajuar nga shkolla të merrja pjesë në ZHVP	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Zgjodha ZHVP bazuar në nevojat e mia të zhvillimit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5 Duke marrë në konsideratë kompetencat dhe trajnimet që keni aktualisht dhe gjithashtu eksperiencat e 6 muajve të fundit, ju lutem vlerësoni nevojën tuaj për ZHVP që adreson kompetencat digjitale të mëposhtme.

	Nuk ka nevoja	Nevoja të ulta	Nevoja të larta	Nevoja shumë të larta
* Komunikimi digjital me nxënësit dhe prindërit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Bashkëpunimi digjital me kolegët	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Gjetja, adaptimi dhe krijimi i burimeve dixhitale që iu shërbejnë detyrave të ndryshme të të nxënësve dhe nxënësve të ndryshëm	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Manaxhimi dhe mbrojtja e të dhënave dhe përmbajtjes sensitive	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Përdorim më i mirë dhe më efektiv i përdorimit të pajisjeve digjitale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Krijimi i mundësive për nxënësit që të përdorin teknologjitë digjitale për punën në grup	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Përdorimi i teknologjive digjitale për të pasur akses tëk punët e nxënësve dhe për t'u siguruar atyre një feedback	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Përdorimi i teknologjive digjitale për të monitoruar dhe analizuar aktivitetin digjital të nxënësve	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Përdorimi i taknologjive digjitale për të angazhuar nxënësit në mënyrë aktive në procesin e të nxënësve	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Përdorimi i teknologjive digjitale për të adresuar nevojat individuale të të nxënësve	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Planifikimi i mësimin digjital që do të kapërcejë cdo problem të mundshëm digjital si p.sh. mungesa e aksesit në pajisje ose në të dhëna	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Të mësosh nxënësit si të punojnë dhe mësojnë në mënyrë digjitale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Të mësosh nxënësit si të përdorin në mënyrë të përgjegjshme dhe kritike teknologjitë digjitale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Të mësosh nxënësit dhe ti vlerësosh ata në distancë gjatë mbylljes nga Covid19	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 Si do e përshkruaje impaktin e ZHVP, në të cilat keni marrë pjesë lidhur me kompetencat digjitale ?

	Nuk bie dakord aspak	Nuk bie dakord	As pajtohem as nuk pajtohem	Dakord	Shumë dakord
* ZHVP më ka ndihmuar të komunikoj në mënyrë digjitale me nxënësit dhe prindërit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të bashkëpunoj në mënyrë digjitale me kolegët	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të gjej, të përshtas dhe të krijoj burime digjitale që i shërbejnë detyrave të ndryshme dhe nxënësve të ndryshëm	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* ZHVP më ka ndihmuar të manaxhoj dhe të mbroj të dhëna dhe përmbajtje sensitive	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ZHVP më ka ndihmuar të kem një përdorim më të mirë dhe efektiv të pajisjeve të ndryshme digjitale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar që tju bëj të mundur nxënësve të përdorin teknologjitë digjitale për të punuar në grup	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar që të përdor teknologjitë digjitale për të vlerësuar punët e nxënësve dhe tju mundësoj atyre një feedback	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të përdor teknologjitë digjitale për të monitoruar dhe analizuar aktivitetin digjital të nxënësve	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar që të përdor teknologjitë digjitale për të angazhuar në mënyrë aktive nxënësit në mësim	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të përdor teknologjitë digjitale për të adresuar nevojat individuale të të nxënit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të planifikoj të mësuarin digjital që do të te tejkalojë problemet e mundshme digjitale, si p.sh. mungesa e aksesit në pajisje ose të dhëna	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar që tju mësoj nxënësve si të punojnë dhe mësojnë në mënyrë digjitale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të mësoj nxënësit si të përdorin pajisjet dixhitale në mënyrë të përgjegjshme dhe kritike	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ZHVP më ka ndihmuar të jap mësim dhe të vlerësoj në distancë gjatë periudhës së izolimit nga Covid19	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 Cfarë metode të ZHVP për kompetencat digjitale preferoni?

Ju lutem përcaktoni nqs bini dakord me fjalitë e mëposhtme.

	Nuk bie dakord aspak	Nuk bie dakord	As pajtohem as nuk pajtohem	Dakord	Shumë dakord
* Do të preferoja të merrja pjesë në workshope ballë për ballë të ZHVP të drejtuara nga					

