



## Pädevuste töörühma seminari memo

01.11.2011

Tallinna Teeninduskool (Majaka 2, Tallinn)

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| <b>Pädevuste töörühma liikmed:</b> | Hans Põldoja; Heikki Eljas; Jane Mägi; Marju Piir; Marko Puusaar; Varje Tipp; Mari-Liis Peets                                      |
| <b>Osalesid:</b>                   | Hans Põldoja; Jane Mägi; Marju Piir; Marko Puusaar; Varje Tipp; Mari-Liis Peets; Ene Koitla, Kerli Kusnets                         |
| <b>Kohtumise päevakava teemad:</b> | 1. Haridustehnoloogiliste pädevuste enesehindamismudeli ülevaatamine saadud tagasiside põhjal.<br>2. Tuleviku plaanid ja ISTE NETS |

1. Vaadati üle haridustehnoloogiliste pädevuste enesehindamismudelile saadud tagasiside.

Tagasiside laekus Anne Rosenbergil (Lisa 1) ja haridustehnoloogide suvekoolist

(<http://bit.ly/o4nt92>).

Tagasiside ettepanekud arutati läbi ning enesehindamismudelisse tehti parandused ja täiendused.

Mari-Liis viis muudatused sisse e-õppe kodulehel ning koolituste ja pädevuste veebis.

2. e-Õppe Arenduskeskus on alates 2011. aastast International Society for Tehnology in Education (ISTE) organisatsiooni Premium liige.

2012. aastal tõlgitakse ära ISTE haridustehnoloogilised standardid õppijatele, õpetajatele ja administratiivtöötajatele:

- [NETS For Students](#) (Lisa 2)
- [NETS for Teachers](#) (Lisa 3)
- [NETS for Administrators](#) (Lisa 4)

Pädevuste töörühm koosseisus Hans Põldoja, Heikki Eljas, Jane Mägi, Ly Sõõrd, Marju Piir, Marko Puusaar ja Varje Tipp lõpetab tegevuse. Alates 2012.aastast luuakse uus töörühm, mis hakkab tegelema otseselt ISTE standarditel põhineva haridustehnoloogiliste pädevuste enesehindamismudeli väljatöötamisega.

**Rühmatöö**  
**17.08.2011**

Analüüs koostatud Tartu Tervishoiu Kõrgkooli õppejõududega läbiviidud küsitluse põhjal

Anne Rosenberg

**Hinnang HT pädevuste hindamismudelile (1)**

- Paljud karakteristikud tasemete (E - A) kirjeldamiseks ei ole sõnastatud hierarhiliselt (näiteks 2.1.; 4.3.; 4.4. jt). Seetõttu hindasid mitmed õpetajad kõrgemad pädevustasandid (B ja A) saavutatuks, kuid ei tunnistanud madalamate tasandite (C, D, E) saavutatust.
- Ettepanek: HT pädevusi mõõta maksimaalselt kolmel tasemel (baas-, kesk- ja kõrgtase).

Anne Rosenberg

**Hinnang HT pädevuste hindamismudelile (2)**

- Paljud A-taseme pädevused on tegelikult haridustehnoloogi, mitte õpetaja (õppejõu) töövaldkond.
- Ettepanek: lähtuda karakteristikute sõnastamisel õpetaja (õppejõu) pädevusstandardist.

Anne Rosenberg

**Hinnang HT pädevuste hindamismudelile (3)**

- Nii pädevused kui nende karakteristikud on erakordselt keeruliselt sõnastatud, mistõttu ei sobi enesehindamiseks.
- Ettepanek: sõnastada pädevusmodel lihtsas keeles, arusaadavalt ka haridustehnoloogiaga vähem kokkupuutunud isikule.

Anne Rosenberg

**Hinnang HT pädevuste hindamismudelile (4)**

- Hindamismudelil esineb pädevusi, mis sisaldavad mitut erineva taseme oskust.  
*N. 1.4 lihtsamate õppematerjalide loomine ja erinevates internetikeskkondades märksõnade abil nende jagamine*
- Ettepanek: Sõnastada üks oskus pädevuses. Mitme oskuse korral jälgida, et oskused vastaksid samale pädevusele.

Anne Rosenberg

**Hinnang HT pädevuste hindamismudelile (5)**

- Enesehindamise vorm ei anna õpetajale tagasisidet tema pädevustest ega viita võimalikule koolitusvajadusele.
- Ettepanek: e-keskkonnas läbiviidud uuring võiks anda kokkuvõtliku tagasiside ning osutada õpetaja tugevustele ja puudustele ning soovituslikele täiendusõppe valdkondadele.

Anne Rosenberg

## The ISTE NETS and Performance Indicators for Students (NETS•S)

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively

- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new Technologies

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## The ISTE NETS and Performance Indicators for Teachers (NETS•T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

### **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

- b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

#### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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The ISTE NETS and Performance Indicators for Administrators (NETS•A)

**1. Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

**2. Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning
- b. model and promote the frequent and effective use of technology for learning
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. ensure effective practice in the study of technology and its infusion across the curriculum
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

**3. Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new Technologies for their potential to improve student learning

**4. Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. establish and leverage strategic partnerships to support systemic improvement
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

**5. Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a.** ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b.** promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- c.** promote and model responsible social interactions related to the use of technology and information
- d.** model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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