



Erasmus+ (KA 2) Project
2015-1-ES01-KA219-016034

***“Getting to know, sharing and enjoying
our cultural heritage”***

KSHECH

TEACHERS' COMPETENCES
in an Erasmus+ project

Output 1

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What a competency is?

A competency is a way of thinking, feeling, acting or speaking that causes a person to be successful in a specific job or role.

Should teachers involved in an Erasmus+ project have some of the needed competencies or will they develop them?

Though competencies may be developed, it is most powerful when the people selected for a job, already have some of the needed competencies

Research indicates that previous demonstration of competence to achieve success is one of the best predictors of future performance in a related role.

What this guide is about?

The guide will be a product coming from teachers' reflection on project findings and results, essential for exploit project activities in participant institutions, but also for dissemination in partner countries and across Europe. This guide is essential to describing the affordances, pedagogically sound, and innovative character of the approaches/e-learning materials and collaborative projects implemented in the project. Tools used and skills needed by teachers will be also included. Its main focus will be on a pedagogical perspective, including technical help and instructions to teachers. It also deals with the uses of materials produced by partners.

How we started to make this guide

We created a list of teachers' competences.

The teachers of each school got the list and voted which of them are the most important for an Erasmus+ teacher. They had the option to add one or more competences of their choice.

They were asked to check the 3-5 most important of them, in their opinion.

Then, they had to choose and present one of them, with the support of video or written instructions. They were asked to justify their choice.

In the following page you will find the list of teachers' competences we made.

TEACHERS' COMPETENCES

Knowledge	1.	Effective use of technologies in learning
	2.	Knowledge of the subject
	3.	Ability to approach topics from a disciplinary point of view
Transferable skills	4.	Flexibility and a real understanding of people.
	5.	Talking to others to convey information effectively
	6.	Critical Thinking
	7.	Ability to cooperate
	8.	Empathy
	9.	Ability to encourage and motivate students
Management skills	10.	Planning, managing and coordinating teaching
	11.	Evaluation and assessment processes and methods
	12.	Classroom management. Effectively teaching others how to do something, training, coaching and facilitating.
	13.	Coordinating and guiding others to meet objectives and goals
	14.	Judgment and Decision Making
	15.	Time management
	16.	Conflict resolution, motivating, organizing, troubleshooting, establishing rapport
Dispositions - Methods and Strategies	17.	Team-working, collaboration
	18.	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things
	19.	develop strategies for keeping students calm, encouraging, motivating them, and setting targets and goals
	20.	Lesson Plan Development
	21.	Monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action

13 (++++) 4 votes	-These Skills are necessary to achieve the objectives of the group (the students) in which the teacher instructs. -The Coordination-planning-direction of a cooperative group in the context of self-assessment process required for best results -The Modern role of the teacher is coordination, because it must distribute tasks to groups of students. He must guide them and check each time whether the meetings proceeded the team and what problems were encountered. Many times we need to revise some methods and designs and we have to check and revise.
9 (+++) 3 votes	- To achieve the desired result, the teacher should be able to motivate student's interest -The benefits for students is more significant than for teachers. So, if you can not motivate students to participate, the project has failed - The incentive and ability to mobilize students to perform in accordance with their capacities, skills and not be discouraged to possible difficulties
19 (+++) 3 votes	-----
3 (++) 2 votes	-The Interdisciplinary allows widening the scope of cooperation of various groups (teachers or students) with varied interests
16 (++) 2 votes	-Due to the number of participants in such a program, the organization is necessary to achieve the objective and of course always problems will appear which should be treated.
4 (+) 1 vote	- During the project the teacher mingles with people with different characters and is forced to adapt to them, it is necessary to have understanding.
12 (+) 1 vote	-The teacher should have the proper training to guide students to perform at a certain time the best they can without stress, pressure
17 (+) 1 vote	-In Such programs believe that teamwork is required. Through this defines the roles of each and everyone focuses on what entrusted. Knowledge sharing in the substance and thus a puzzle. Looking everyone sources will provide the answers so will conclude with the final presentation of the puzzle. Of course, the groups meet together periodically and discuss their course. So slowly the knowledge puzzle is completed by placing each group the track each time missing.
21 (+) 1 vote	-These are created at the end should not, in my opinion, be made only to learn the participants, but other players even outside school. Because knowledge should not be left some property but as "Everything flows" so and knowledge. The organizers and the various players can not take care of everything, so you need to pinpoint them through experience gained improvement methods. These methods will continually improve, if subject to evaluation.
2 (+) 1 vote	-----
8 (+) 1 vote	-----

All the countries' voting

TEACHERS' COMPETENCES

		SPAIN	POLAND	GREECE	ITALY	ROMANIA	ENGLAND
Knowledge	Effective use of technologies in learning	+	+	+	+	+	+
	Knowledge of the subject		+	+	+	+	+
	Ability to approach topics from a disciplinary point of view			+	+		
Transferable skills	Flexibility and a real understanding of people.						
	Talking to others to convey information effectively		+	+		+	+
	Critical Thinking				+	+	
	Ability to cooperate		+	+	+	+	+
	Empathy			+		+	+
	Ability to encourage and motivate students			+	+	+	
							+
Management skills	Planning, managing and coordinating teaching	+	+	+	+	+	+
	Evaluation and assessment processes and methods	+				+	
	Classroom management. Effectively teaching others how to do something, training, coaching and facilitating.		+	+		+	+

		SPAIN	POLAND	GREECE	ITALY	ROMANIA	ENGLAND
	Coordinating and guiding others to meet objectives and goals			+	+	+	+
	Judgment and Decision Making					+	
	Time management					+	
	Conflict resolution, motivating, organizing, troubleshooting, establishing report			+		+	+
Dispositions - Methods and Strategies	1 team-working, collaboration	+	+	+	+	+	+
	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things			+	+	+	
	develop strategies for keeping students calm, encouraging, motivating them, and setting targets and goals			+		+	+
	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things			+		+	
	Lesson Plan Development		+	+	+	+	
	Monitoring/assessing performance of yourself, other individuals, or					+	+

	organizations to make improvements or take corrective action						
	Designing curriculum, incorporating learning strategies, problem solving					+	+

Each participating country presents a competence that it considers as especially important for the teachers who participate in an Erasmus+ project

Greece

School: 8th Gymnasio Thessalonikis - Greece

Date of Activity: 10/02/16

Key Competency Addressed:

Ability to encourage and motivate students

One of the biggest difficulties in European projects is the motivation of students to be involved in such a project, be active and remain active from the beginning to the end of it.

<p>When the theme is interesting for the students and easy to understand it, it is easy to make a big project team, sometimes much bigger than expected. The problems with these big teams is that</p> <p>a) some students join the team, but they don't work sufficiently</p> <p>b) It's not easy for the teacher to manage it.</p> <p>c) Many students join the team, because a friend of them joined it, too and after some time they leave. It is very often in a European project (Comenius, Erasmus+, Etwinning) In this case the teacher must have the ability to persuade the members of the team to stay and avoid the early leaving</p>	<p>When the theme is not very interesting for the students or easy to understand it, the students don't dare to join the project's team. So it is very important for the teacher who will join a European project to have the ability to find arguments to motivate students join the team and to encourage them to work for the project sufficiently.</p>
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These teachers' abilities include:

1. The Ability to motivate students to join the project team.

When the teacher informs the students about the new project, which is going to start, he/she demonstrates the strong points of the project, these points that seem to interest the certain target group. Also he/she must be able to convince the students that they can manage without exhaustive effort

The teacher must make clear what his /her expectations are.

He/she must be flexible, add or change activities, in order to make the whole procedure attractive.

2. The Ability to encourage students to do things

It is usual to have a team with a sufficient number of students, but some of them join the team only for socialization and they are not interested to work for the project. The teachers organize meetings where he/she is trying to discover the special interests and abilities of his/her students. He/she includes actions related to the students' interests. When the students are involved in an activity of their interest and brings it to end successfully, they are more open to be involved also in other activities, less interesting or more demanding to them.

3. The Ability to keep the students active from the beginning until the end of the project.

The students must trust you that they will not only work as they do with all the other school lessons, but that they will have fun and the teachers respect their interests.

Ask the students about their expectations from the project

Ask them about their interests.

Ask them how much time they can spend for the project

Ask them to work in groups and let them make a group with the persons they prefer.

4. The Ability to make the students be interested even if they are not enthusiastic with the theme.

In the beginning of the project make a brainstorming meeting to see what the students think about the project, their ideas and their expectations.

Convince them that they will have fun and they will gain the knowledge in a alternative way, using innovative methods.

Example

The first teachers' meeting of our Erasmus+ project took place in our school. It was the first time that our school was going to organize an event like this.

As the theme of our project is related to the cultural heritage, it was in the teacher's plans to organize a cultural event to provide the cultural heritage of our country.

When the students were informed about this, most of them didn't want to participate in this event, because they believed that they can't manage it and they hadn't ideas about how and what they could do.

So the teacher in charge had to motivate and encourage them.

She started with brainstorm meetings. During these meetings she motivated the students to exchange ideas about probable activities related to the event. The students expressed their doubts about what they can or what they believed that they can't do.

She asked them to talk about the skills and abilities they believed they have and about what they were eager to try.

She asked them to make groups according to their interests. So, it was created a group for dance, a group for singing, a group for drawing pictures related to the cultural heritage or the spirit of Erasmus+, a group for making photos and videos providing the cultural heritage of the city, a group for making a presentation using the photos and videos of the other group, a group of preparing questions that the students wanted to ask to the visitors. It was permitted to the students who were eager to follow the activities of more than one group when it was possible.

Though the teacher had a plan about the dances to be presented, the songs to be sung, or the questions to be asked she was open to hear the students' proposals and make the necessary changes to make them feel comfortable.

During the next meetings each group started working on its own subject. The teacher was flexible to make the suitable changes when the students had serious disagreements or she used arguments to persuade them.

She was sharing her time among all groups. The students work better when the teacher becomes part of the group.

She tried to make them have fun during the meetings and rehearsals, but in the same time she was giving them deadlines for the progress of the activities.

It was obvious that the students were enjoying it and as a result there was very good progress. The motivation and encouragement of the students was successful and the final result was excellent.

Poland

School: Zespół Szkół Ogólnokształcących Nr 1 w Chorzowie

Date: March 2016

Teacher's Competence:

Ability to use ICT for the teaching process and support students' learning

Teachers of all school subjects must be aware of the fact that teaching teenagers is unimaginable without the computers, the Internet and videos. The use of ICT is beneficial for both the students and the teachers as it provides a wealth of resources enabling the students to become active and responsible for their own learning while the teachers can broaden their professional horizons in order to keep up with the modernized societies in the current digital world.

When our school joined the Erasmus Plus Project we formed a group of enthusiastic students who called themselves the **Ligon Team** (Julius Ligon is

the patron of our school). During the meetings we discussed the main guidelines of the project, especially our cultural heritage and how to present it to our partners to its best advantage. According to the project the students of 5 partner schools were to meet in Naples in April so we decided to introduce our school and our city to all participants of the meeting. Our students were not interested in any “usual” methods such a short speech illustrated with neither photos nor even a PowerPoint presentation as they thought them boring and unimaginative.

They came with the idea making a film first showing our school and the city, which they thought would arouse the viewers’ interest. They also wanted to surprise everyone so at the end of the movie the plan was to introduce themselves to all the students and teachers present at the meeting in Naples.

When our students began preparing a film for a broader and more international audience, they became so enthusiastic about their work that they even engaged their friends into making of the movie as their creative script demanded quite a few actors to present our school in a way that met their requirements. They set the standards at a very high level, perceiving the task as a challenge to stimulate their creativity in order to produce an informative, yet entertaining and intriguing film.

They wanted their foreign peers to have a better insight into our school and city. They integrated cultural products into the movie: tangible and intangible things people create, for example, our classrooms, the statute of our patron, the chess students play, the instruments they play, the view of the school building and that of a city with its landmarks (the Post Office, the Silesian Stadium, the main street, the President Mine Shaft) and people, that is our students walking in the corridors of the school building and citizens strolling along the main street. They showed tangible products of the culture such as food, attire, types of dwellings with stirring music in the background.

The making of this video taught the students:

- how to use appropriate verbal and non-verbal communication
- how to communicate both in a foreign language and mother tongue
- how to make observations and analyze the information they obtained from visuals, realis, oral and written texts
- how to integrate language knowledge and skills with other subject areas (history, social sciences, ICT)
- how to use ICT to produce the outcome they desired
- how to prepare dramatization to provide their foreign peers with an opportunity to experience, analyze and understand the connections and differences between our cultural practices
- how to cooperate in a group selecting, adapting, and creating materials and activities needed for the film

The making of this video improved the competences of the teachers:

- to use ICT skills to promote independent learning
- to use ICT to maintain contact and monitor the activities of the group
- to motivate the students to design, do and complete a task they had undertaken
- to give guidance to gifted students
- to engage technologically savvy students in computer-based activities
- to understand the connections between languages and other disciplines.

UK

Erasmus + Key Competency Evaluation

School: Stokeinteignhead Primary School, Devon UK

Date of Activity: 18/04/16

Key Competency Addressed:

Talking to others to convey information effectively

Activity

We are building up cultural links as part of our Erasmus+ project “Getting to Know You Sharing Our Culture” Students in the UK want to know more about students’ lives in our partner countries and we discussed key questions we could ask the partner schools. The UK children had to think about making comparisons between our lives and the lives of children in other countries. We then made a short film to ask our partners some questions. Our Greek partner students then had to think and plan their answers in English and convey the information clearly back to the UK students by film.

Evaluation

The activity gave an opportunity to build a link between the children in both schools. They were able to plan questions and clearly convey information to one another. We could now use the activity to generate further questions to be asked between students of different countries.

Spain

School: Centro Público Integrado O Cruce, Cerceda

SCHOOL CURRICULUM: Model of STRUCTURED COURSE FOR TEACHERS and STUDENTS

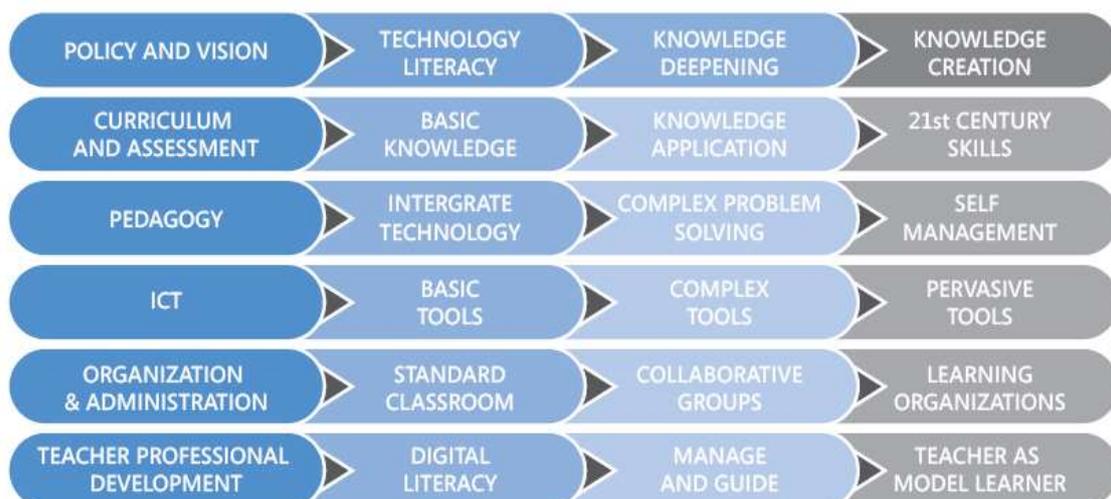
What is a competence?

A competence is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain' (Deakin Crick, 2008). *Competence* is therefore distinguished from *skill*, which is defined as the ability to perform complex acts with ease, precision and adaptability.

Competences and professional standards

According to *supporting teachers competences for better learning outcomes* a distinction needs to be made between definitions of teacher competences and professional standards. A *professional standard* endeavors to describe what teachers believe, know, understand and are able to do as specialist practitioners in their fields (Ingvarson, 1998). In particular, *professional standards for teachers focus on what teachers are expected to know and be able to do*

ICT COMPETENCY STANDARDS FOR TEACHERS (Unesco)



The breaking down of teacher competences – which are essentially dynamic and holistic - into separate areas and components serves the analytical purpose of understanding the implications and assumptions that underlies

them. Indeed, cross-cultural views of teaching and learning seem to highlight the need for a systemic, context-bound perspective of teachers' competence development and expertise (Schratz & Wieser, 2002).

Knowledge and understanding	<p>Subject matter knowledge</p> <p>Pedagogical Content Knowledge (PCK), implying deep knowledge about content and structure of subject matter:</p> <ul style="list-style-type: none"> - knowledge of tasks, learning contexts and objectives - knowledge of students' prior knowledge and recurrent, subject-specific learning difficulties - strategic knowledge of instructional methods and curricular materials <p>Pedagogical knowledge (knowledge of teaching and learning processes)</p>
	<p>Curricular knowledge (knowledge of subject curricula – e.g. the planned and guided learning of subject-specific contents)</p> <p>Educational sciences foundations (intercultural, historical, philosophical, psychological, sociological knowledge)</p>
	<p>Contextual, institutional, organizational aspects of educational policies</p> <p>Issues of inclusion and diversity</p>
	<p>Effective use of technologies in learning</p> <p>Developmental psychology</p>
	<p>Group processes and dynamics, learning theories, motivational issues</p> <p>Evaluation and assessment processes and methods</p>

S K I L L S	Planning, managing and coordinating teaching
	Using teaching materials and technologies
	Managing students and groups
	Monitoring, adapting and assessing teaching/learning objectives and processes
	Collecting, analysing, interpreting evidence and data (school learning outcomes, external assessments results) for professional decisions and teaching/learning improvement
	Using, developing and creating research knowledge to inform practices
	Collaborating with colleagues, parents and social services Negotiation skills (social and political interactions with multiple educational stakeholders, actors and contexts) Reflective, metacognitive, interpersonal skills for learning individually and in professional communities Adapting to educational contexts characterised by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)
Dispositions: beliefs, attitudes, values, commitment	Epistemological awareness (issues concerning features and historical development of subject area and its status, as related to other subject areas) Teaching skills through content Transferable skills
	Dispositions to change, flexibility, ongoing learning and professional improvement, including study and research Commitment to promoting the learning of all students
	Dispositions to promote students' democratic attitudes and practices, as European citizens (including appreciation of diversity and multiculturalism)
	Critical attitudes to one's own teaching (examining, discussing, questioning practices)
	Dispositions to team-working, collaboration and networking
	Sense of self-efficacy

Teachers' competences to implement our project

Knowledge and understanding	Planning, managing and coordinating teaching
	Pedagogical knowledge (teaching and learning processes)
	Curricula knowledge (integrate the project in students curricula)
	Issues of inclusion and diversity
	Effective use of ICT in teaching and learning
	Evaluation and assessment processes (including teaching process)
Skills	Managing students groups
	Using, developing and collecting research knowledge to inform practices
	Adapting to educational contexts characteristics from Macro-level to meso-level
Attitudes, Values and Commitment	Teaching skills through contents- Transferable skills
	Be open to change, flexibility, ongoing learning and professional development including teacher training, research and study
	Commitment for improving the learning of all students
	Promote students' democratic attitudes and European citizenship
	Critical attitudes on one's teaching (critical and systemic review of the teaching and learning process)
	Sense of self- efficacy

In the project we'll pay special attention to ICT teachers competences. According to ET 2020 working group transversal skills (supported by the IPTS.9 Up to now, 2 years of work were invested to get to the current state), ICT and digital learning, include five different competence areas:

Each of the competence areas was broken down in subcomponents (21 in total). We have made a selection of skills in order to equip teachers to use ICT in innovative way. We will be focused in the following skills:

1. Digital Communication
2. Digital Literacy:
3. Digital Rights & Responsibilities/ Digital Security

Italy

School: ITI Augusto Righi – Secondary School, Naples - Italy

Date of Activity: april 2016

Key Competency Addressed:

Ability to use ICT for the teaching process and support students' learning

At the end of our project, the Italian teachers improved lingual and digital competencies, comprehension of multiculturalism, the opportunity for creating the international teachers network and for building the European identity of our organization.

The project helped us to create activities and programmes which correspond with European society and educational system. Therefore we chose two key areas of development for our organization. First area includes the implementation of innovations, new educational methods and models and direct teaching-learning process with the students. We would like for our teachers to get information and knowledge about models and approaches focused on learners individual abilities and learning styles, about natural and innovative learning environments that stimulate creativity in the educational process, to learn about models of excellence in education. The second key area is learning and development of digital competencies as well as utilization of interactive media in education. The proper usage of computers, tablets and smartphones can enhance students cognitive and social skills, creative play, problem – solving skills and language skills. For understanding of the importance of computer literacy and interactive media in learning process, we created a new software application for Android smartphones about cultural heritage; we used web technologies, Augment and Virtual Reality. Our main goal is to compare our experience with other colleagues in an international environment.

The results of the project are:

- development and improvement of basic competencies of our teachers and students
- ICT competencies
- English language competencies
- communication and presentation skills
- new theoretical and practical knowledge in the education field
- Innovation in curricula

Our plan was the implementation of the acquired knowledge: from project planning, action surveys, anecdotal and narrative notes to systematic observing, monitoring and recording of student learning development.

The teachers, that participated to the project, acquired knowledge and skills to create their own new learning environment.

The new method was presented via different workshops in student's meeting inside our school and in Poland. It can stimulate the changes in our educational system and contribute to its adaptation to the European models. Internalization and modernization of the curricula according to the European practice, the development of high quality early programmes, learner-centred education, stimulation of creativity and exploration, support for students with challenged learning capabilities and implementing the European dimension in educational contents was our strategic objectives within this project.

Romania

School: Unirea College – Turnu Magurele - Romania

Date of Activity: april 2016

Key Competency Addressed:

Digital skills/competencies of our students and teachers

Our tem choose to develop the digital skills/competencies of our students and teachers having the contents and assessment in the follow PROPOSED manner to improve seven areas of skills /competencies like these:

- Using the Computer and Managing Files;
- Text Editor;
- Information and communication;
- Basic Concepts of Information Technology (IT)
- Spreadsheet editor;
- Spreadsheet editor;
- Presentations;

We present the contents and the assessment not compulsory linked by Micro Soft Office of the famous american giant of software industry because this Soft is licenced and must buy before using. We strongly consider the using a full free version is a better solution to develop the digital skills of the students and teachers are the using OPEN OFFICE soft. It contains a:

- [word processor](#) (Writer),
- [spreadsheet](#) (Calc),
- [presentation](#) application (Impress),
- [drawing](#) application (Draw),
- [formula editor](#) (Math),
- [database management](#) application (Base).

Apache OpenOffice's default [file format](#) is the [OpenDocument](#) Format (ODF), an [ISO/IEC](#) standard. It can also read and write a wide variety of other file formats, with particular attention to those from [Microsoft Office](#) (although unlike LibreOffice, it cannot save Microsoft's newer XML formats like DOCX, only import them). Apache OpenOffice is developed for [Linux](#), [macOS](#) and [Windows](#), with ports to other [operating systems](#).

The CONTENTS for improvement the digital skills.

The contents proposed for improvement the digital skills of the students and teachers correspond to seven areas of skills/competencies are as follow:

1. Content for Using the Computer and Managing Files skills

- Ways to Start / Stop right / restart your computer.
- Arrangements for closing a non-responding application.
- Information on computer hardware and software resources (operating system version, processor type, memory installed.)
- Keyboards: types, specific options
- Keys: functions, special keys (specific operating system for moving the cursor.), editing keys, function keys; Shortcuts - keyboard shortcuts
- Printer. Ways to print a document. Printing options. Operations specific printing process (a printer system installation, viewing stage in which the printing process, restart, giving up a printing process)
- Icons
- Windows: description, operation with windows
- Desktop, system date and time, volume, display options (options for wallpaper, screen saver.)
- Screenshots
- Logical disk, directory, file: properties, content
- Operations with directories and files: create, copy, move, delete, search, rename, content viewing options, size, properties
- Change the current working disk
- Change the current working directory
- Accessories: Notepad, Paint, Calculator
- Applications for archiving files
- Viruses and antivirus

2. Content for Text Editor skills (WORD or WRITE)

- Elements interface and application-specific operations text editor: opening, closing .
- Documents: structure, operations with documents (create, open, edit, save, close, view .)
- Items inserted in the document: header, footer, graphics and images, files, predefined shapes, hyperlinks, text boxes, calendar date, symbols .
- Fonts: name, size, style, color, style underscores, effects .
- Paragraphs: type alignment, line spacing, indentation, numbering, bullets, background color, .
- Pages: margins, orientation, size, text columns, switches, sections, background, numbering .
- Tabs: alignment, positioning.
- Borders and lines: style, width, color.
- Tables: specific operations (insertion, modification number of rows and columns, split cells)
- Tools for drawing
- Footnote or end of text
- Operations on Document .Content for Positioning the document, input, selection .
- Commands for editing the document: Insert, copy, move, delete, search text, replace text .
- Orders for character-level formatting, paragraph, page, inserted objects; commands to copy format
- Orders to correct spelling and grammatical errors
- General writing rules and aesthetics of the printed page
- Rules for drafting official documents or other
- Options for printing

3. Content for Information and communication skills

- Elements of History of the Internet
- Internet access: provider, modem configuration options to link with a provider
- Types of communication
- Transmission protocols
- Host and Client
- Databases online
- Protocol http, www (World Wide Web), ftp
- Address at Internet IP address, DNS

- Web page, site, portal, search engine
- Applications Web browser (browsers): General Interface elements
- Applications by mail (for example Outlook Express)
- Applications for conversation in real time
- Services offered by the Internet: electronic mail (e-mail), real-time chat (IM), discussion groups, telephony (VoIP), video and audio conference
- Specific options for using electronic mail (reading, drawing, sending, forwarding a message, attach files, address book, account management.)
- Specific of conversation on the Internet: acronyms, emoticons, addressing polite
- Operations search and retrieval of information using search engines and their use
- Options for editing web pages with HTML: inserting and formatting text (font, size, style, color), images (positioning, size, fit to text), background, links, mapping), tables.
- Digital signature
- How to protect Internet: Firewall, Antivirus, .
- Compliance with legislation on the use of the facilities offered by Internet

4. Content for Basic Concepts of Information Technology (IT)

- The central unit (CPU)
- Input Devices; mouse, keyboard, trackball, scanner, touchpad, light pens, joysticks, camera, microphone.
- Output Devices; video display units, monitors, screens, printers, plotters, speakers.
- Input- output Devices; modem, touch screen
- Storage Devices
- Memory RAM, ROM, units of measurement; comparison of the main types of data storage devices in terms of speed, cost and capacity.
- The concept of operating system; the main functions of an operating system
- Types of software
- Role and Functions of a personal computer
- Factors influencing the performance of a computer: CPU speed (units), RAM size, applications
- Types of networks (LAN, MAN, WAN, Internet, Intranet, Extranet)
- Sharing resources, networking; World wide web
- Access rights
- Use apps in activities in various fields
- Viruses and antivirus
- Ergonomics of the workstation
- Health and safety measures computer use
- Diseases caused by a bad working environment
- Legislation on copyright on software

5. Content for Spreadsheet editor (EXCELL or CALC)

- Elements interface and application-specific spreadsheet operations: opening, closing.
- Spreadsheets: structure, operations with spreadsheets (creating, opening, modifying, saving, closing, view.)
- Pages: margins, orientation, size, background options for spreadsheets.
- Sheets: structure, specific operations (create, select, rename, move, delete, color panel.)
- Items inserted into the spreadsheet: header, footer, graphics and images, files, predefined shapes, hyperlinks, text boxes, calendar date, symbols.
- Operations on the content of the spreadsheet: positioning, data entry, select the cells, rows and columns selection.
- Orders for modifying the structure of the spreadsheet: inserting rows / columns, resize rows and columns, split cells
- Orders to edit cell contents: paste, copy / move (within the same spreadsheet, spreadsheet another active between registers), deleting, text search, text replacement, sorting.

- Orders for formatting cells (data type, alignment, font, borders, background) and objects inserted;
- Tools for drawing
- Formulas: structure, ways of introducing cell
- Data series filled automatically
- Functions (min, max, count, sum, average, if)
- Reference relative, absolute or mixed cell formulas or functions
- Options for printing

6. Content for Databases (ACCESS or BASE)

- Elements interface and application-specific tasks for database management: opening, closing.
- Database: structure, design, databases operations (create, open, edit, save, close, view)
- Tables: structure, primary key index fields (properties) and records specific operations (creation, insertion data, view data, change data, delete data, search)
- Single and multiple queries: data source, specific operations (create, format, data visualization, modification, deletion, filters, sorting.)
- Forms: structure, data source, specific operations (create, format, video and data entry, modification, deletion.)
- Reports: structure, data source, specific operations (create, format, data visualization, modification, deletion, header, footer, group data, total, subtotal.)
- Creating a database and query them

7. Content for Presentations (POWE POINT or IMPRESS)

- Elements interface and application-specific operations presentations editor: opening, closing.
- Presentations: structure, with presentations operations (create, open, edit, save, close, view.)
- Slides: orientation, size, structure, specific operations (insert new slide, duplication, select, move, delete.)
- Items inserted into the presentation: header, footer, tables, graphs, charts and images, files, predefined shapes, hyperlinks, text boxes, calendar date, symbols, decorative text, slide number, video, audio.
- Tools for drawing
- Animation and transition effects
- Notes for presenter
- Orders for editing text and objects contained slide: paste, copy / move (within the same slide, another slide, another active presentations), deleting, text search, text replacement.
- Orders for formatting level text, paragraph, inserted objects, slide, animation effects, transition effects;
- Slideshow: specific options (slide commencement of exposure, hide slides, timing .), on-screen navigation tools
- General rules for editing, aesthetics and a presentation
- Options for printing

The Digital skills assessment

The contents for the seven skills of digital competencies acquired may be assessed considering the for each chapter a specific assessment like as follow:

Digital skills assessment is very important in working of improvement these assessment. We consider the following scale to determine the level of these skills by scoring is a good approach. Depending on the score, it will be determined the level of digital competence of the students as follows:

0-10 points- not granted certified
 11-30 points - beginner user
 31-55 points - average user
 56- 74 points - advanced user
 75-100 points - experienced user

Evaluated skills for Basic Concepts of Information Technology skills

- The identification of hardware and software components of personal computer.
- Description of the operation of a personal computer.
- Description of a computer performances.
- Definition of computer network and listing the advantages of networking.
- Circumstances when a computer can be used in daily work.
- Argumentation of the security necessity of computers and networks.
- Description of the user implication, from the point of view of health.
- Description of basic legal issues regarding the use of the software.

Evaluated skills for Computer using and managing Files skills

- Elementary correct operation.
- Interface description of the operating system.
- Description of the information organization on the external support.
- Acquiring skills with logical disks, folders, files.
- The use of Windows operating system accessories.
- Applying the method to print a file.
- Making practical applications.
- Knowing the keyboard as input device and especially as editing device. Mouse functions.
- Acquiring the skills to use the keyboard in the text or graphics processing.
- Ergonomic and efficient keyboard operation.
- The quick use of practical skills.

Evaluated skills for Text editors skills

- Listing and applying basic operations required for processing text.
- Using basic text processing operations.
- Apply different ways to format text.
- The use of advanced text editor.
- The final formatting of a document.
- Description and application of how to print a document.
- Description of facilities using emails, fax and presentation provided by the publisher.
- Making practical applications.
- Acquiring accurate and rapid drafting of documents.

Evaluated skills for Editors spreadsheet skills

- Applying basic operations and basic concepts of Excel application.
- Using formatting options and management of data in spreadsheets.
- Using formulas and functions.
- Proper use of print options for a spreadsheet.
- The use of techniques and procedures for making the charts.
- Making import objects.
- Making practical applications.

Evaluated skills for Databases skills

- Applying basic operations and basic concepts of Access application.
- Work with databases.
- The use of the information from a database.
- Creating and using forms.
- Creating and using reports.

EVALUATED SKILLS for Presentations skills

- Applying basic operations necessary for a presentation - PowerPoint.
- Applying the basic elements in the text processing.
- Using basic operations required for a presentation: Copy, Move, Delete.
- Applying the methods of formatting a presentation.
- The use of graphics in your presentation.
- The use of charts.

- Inserting images and other objects in a presentation.
- Making animation in a presentation.
- Making a presentation.
- Identifying ways to make the printing presentation.
- Making practical applications.

EVALUATED SKILLS for Information and communication skills

- Defining concepts related to "architecture" of the Internet.
- Enumerating services offered in the Internet and their description
- Enumerating components required for Internet access.
- Classification and the use of the Internet addressing mode.
- Using different search possibilities.
- Applying the methods of using the e-mail.
- Description and application of security measures in the Internet use.
- Using the conversation.
- The proper use of behavior rules on the Internet.
- Making practical applications.
- Using basic operations necessary to make a HTML page.
- Using the base for elements insertion into page: text, image.
- Applying the basic operations required for a page: Copy, Move, Delete.
- Listing and applying the methods to make hyperlinks.
- Use of tables in a web page.
- Making practical applications.

End of the project Questionnaire

The last weeks of the project all the partners answered the following questionnaire, in order to gather their experience during the project and the justification, whether their choice about the most important competency was correct or not.

In the next page you will find the form of the last questionnaire and our partners' answers follows.

The FORM



Erasmus+ (KA 2) Project 2015-1-ES01-KA219-016034

“Getting to know, sharing and enjoying our cultural heritage”

KSHECH

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

5. Justify your answer

The ITALIAN opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

The learning and development of digital skills as well as the use of interactive media in education. The proper use of computers, tablets and smartphones, creative play, problem-solving and the use of the same language improves cognitive and social skills of teachers and students.

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

Ability to cooperate

5. Justify your answer

Participation in the meeting, Their Organization, the exchange of good practices and sharing of activities to carry on with the students give the opportunity for the creation of the network of international faculty. Teachers use a variety of communication tools and ICT facilities, working on common objectives building the identical European Identity for All Participants. As described, leads to enrich the individual skills of teachers by means of creating various activities and programs using new teaching methods, models and direct teaching-learning processes with students from different countries.

The ROMANIAN opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

We consider that we are changing the way of improvement the digital skills of our students and teachers proposing a contents and assessments of digital skills using another office Soft of the famous Micro Soft OFFICE. The reason is linked by money. The OFFICE soft is lincenced and must buy before using. The OPEN OFFICE is full free and, additional, is compatible with Office Soft. So we consider that the trend of using free soft like operating system LINUX and his developments are a better solution .

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

We would choose developing the skills of Critical Thinking of using the local cultural heritage in a more active manner. We have worked on this manner in our Cultural Workshops about our great personalities borne in our county like: Zaharia Stancu, Marin Preda, Dimitrie Stelaru, but the low budget allowed us have permitted moving only 14 students from the target group. We wish we could move in these workshops at least 35 students.

5. Justify your answer

The developing the Critical Thinking of using our local cultural heritage in the developing the profile of our students would have a big importance in the adult life of our students. The practice of folk dances would represent an element of the entertainment in adult life in special events.

The GREEK opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

Usually, when the school year starts, all the students who join an Erasmus+ project are very active and eager to be present and work for the project. The usual problem is that after some time they get tired to join the an after school meeting 2 hours every week and absences start. During the 2 years of this project , we successfully used many ways to keep the students motivated to the end

If you had to choose a competency now, would you choose it again?

YES NO

3. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

The ability of teachers to use new technologies, web 2 tools and to be eager to learn new ways to cover a subject.

4. Justify your answer

Many of my colleagues didn't dare to join the project, though they were interested about it because they are not familiar enough with new technologies.

The POLISH opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

Today's generations of students are technology-oriented. It is difficult to imagine daily lessons in all school subjects without ICT to help and support teaching and learning

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

Ability to motivate and encourage students

5. Justify your answer

Motivating students is one of the major challenges we face every day. Students most often have short attention spans and teachers' ability to engage them in a learning process and hold their interest focused on the task is the key competence each teacher should acquire. Good motivation leads to engagement in learning, which results in high academic achievements

The BRITISH opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

Subject knowledge is a really important aspect of teaching. If you are confident in your subject knowledge you are able to share this effectively with students, anticipate their misconceptions and know the next steps to support them effectively in their learning.

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

Yes I still feel excellent subject knowledge is the foundation of strong teaching.

5. Justify your answer

I am professionally interested in the development of technology in education and I am always seeking ways to build this across the curriculum and into future projects.

The SPANISH opinion

Output 1: TEACHERS' COMPETENCIES in an Erasmus+ project

Questionnaire (end of the project)

1. Now that our project is close to its end do you still believe that the competency you chose as one of the most important for the participation in an Erasmus+ project?

YES NO

2. Justify your answer

We included few competences like critical thinking, decision making, creativity,...

For me in Primary and Secondary competences are more interesting than knowledge. Students that achieve competences are ready to acquire knowledge and only knowledge is limited

3. If you had to choose a competency now, would you choose it again?

YES NO

4. If you could choose another one which one it would be? (use the list of competencies in page 4 of the attached output1 file)

I suggest choosing several competences and working all of them

5. Justify your answer

They'll contribute to prepare e-students for future studies.

Conclusion

According to the opinions of the partners of this project the most important competence for the teachers involved in European projects is the ability to use ICT to help and support teaching and learning.

The second very important competence is the ability to motivate students to be involved in such a project, be active and remain active from the beginning to the end of it.

The third one is the subject knowledge, which is the foundation of strong teaching. In contradiction to this opinion another opinion says that knowledge is limited, but competences like critical thinking, decision making, creativity,...are more important, because they will lead students to achieve competences, which will help them to acquire knowledge.

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