

Supporting the professional development of Ukrainian teachers to develop their digital competencies



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The structure of the study conducted in 2022

The scope and the purpose of the survey

The methods used, respondents' profile

Questions about the teachers' use of digital tools

Topics proposed by teachers for their professional development

Conclusions and recommendations

The scope and the purpose of the survey 2022

- ❖ Determine the actual needs of New Ukrainian School teachers regarding the use of ICT for teaching
- ❖ Determine the most popular digital tools and instruments for distance teaching
- ❖ Determine what instruments teachers use for the communication with parents and students
- ❖ Identify the teachers needs and the areas of professional development regarding ICT
- ❖ Provide appropriate recommendations to stakeholders based on an survey results

Respondents profile

Trainers and NUS coordinators from the following regions took part in the online survey:

Vinnytsia, Volyn,
Dnipropetrovsk, Donetsk,
Zakarpattia, Zaporizhia,
Zhytomyr, Ivano-Frankivsk,
Kyiv, Kirovohrad, Luhansk,
Lviv, Mykolaiv, Odesa, Poltava,
Rivne, Sumy, Ternopil, Kharkiv,
Kherson, Khmelnytsky,
Cherkasy, Chernivtsi, and Kyiv

total number of
respondents is *48 people*

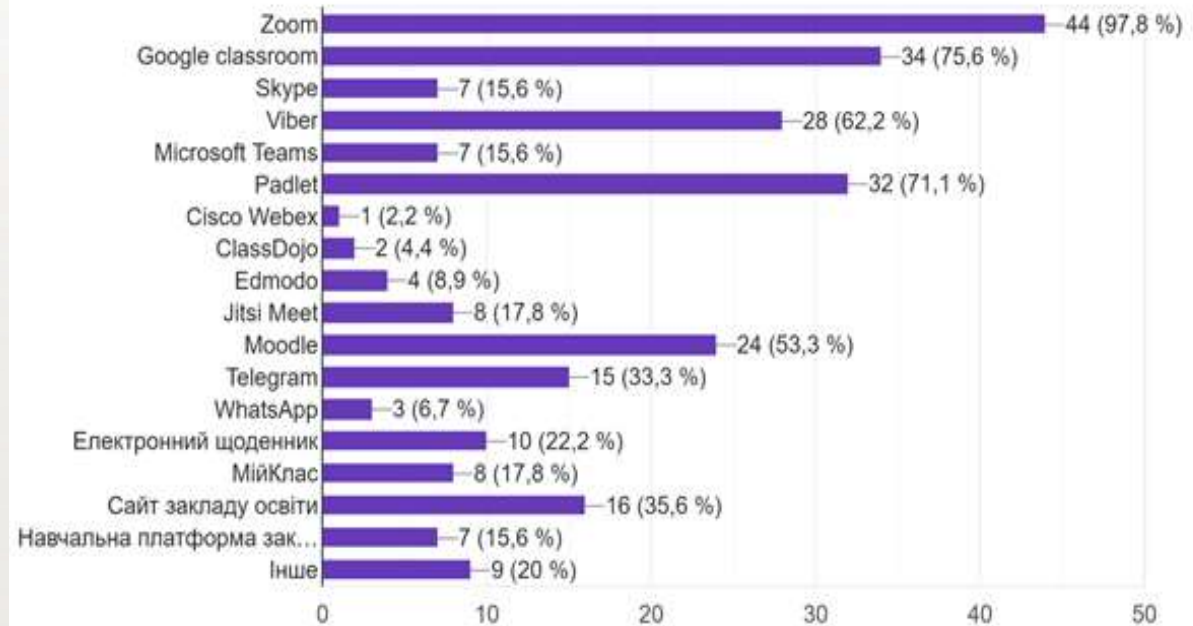
categories: *teacher trainers
and coordinators from the
In-service teacher training
institutions, who
coordinate NUS
implementation in the
regions*

Questions about the teachers' use of digital tools

- How NUS teachers organized distance learning and what tools they used to conduct lessons during distance teaching
- Which online resources serve respondents to prepare for lessons
- What are the areas of professional development of NUS teachers regarding the use of ICT
- What are the actual topics of the professional development courses for NUS teachers

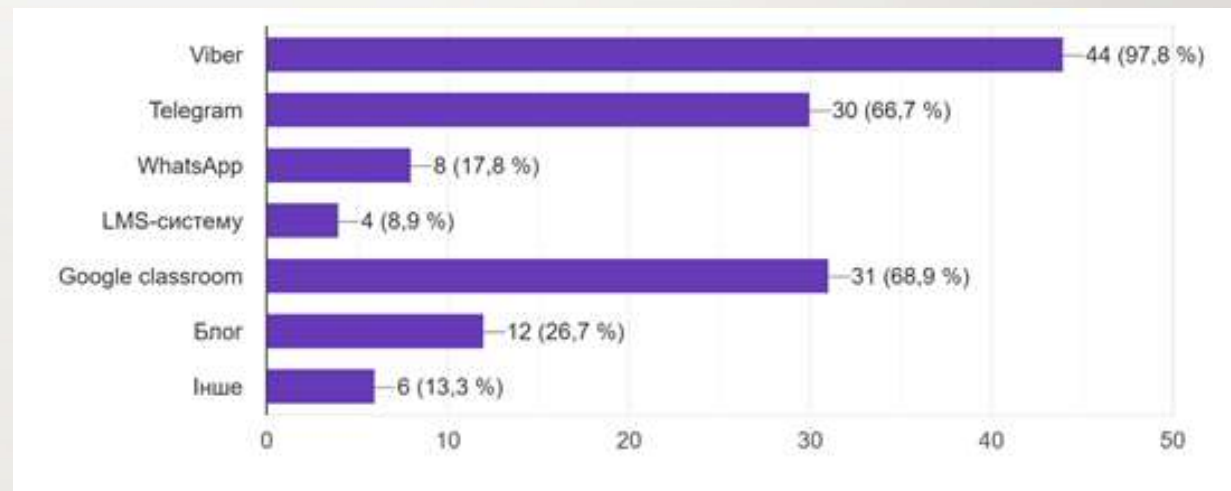
Which online resources teachers use to conduct lessons online

- Zoom (97%)
- Google classroom (75.6%)
- Padlet (71.1%)
- Viber (62.2%)
- Moodle (53.3%)
- website of the educational institution (35.6%)
- Telegram (33.3%)
- Electronic diary (22.2%)
- Jitsi Meet (17.8%)
- MyClass (17.8%)
- school webplatform (15.6%)
- Edmodo (8.9%)
- WhatsApp (6.7%)
- ClassDojo (4.4%)
- Cisco Webex (2.2%)



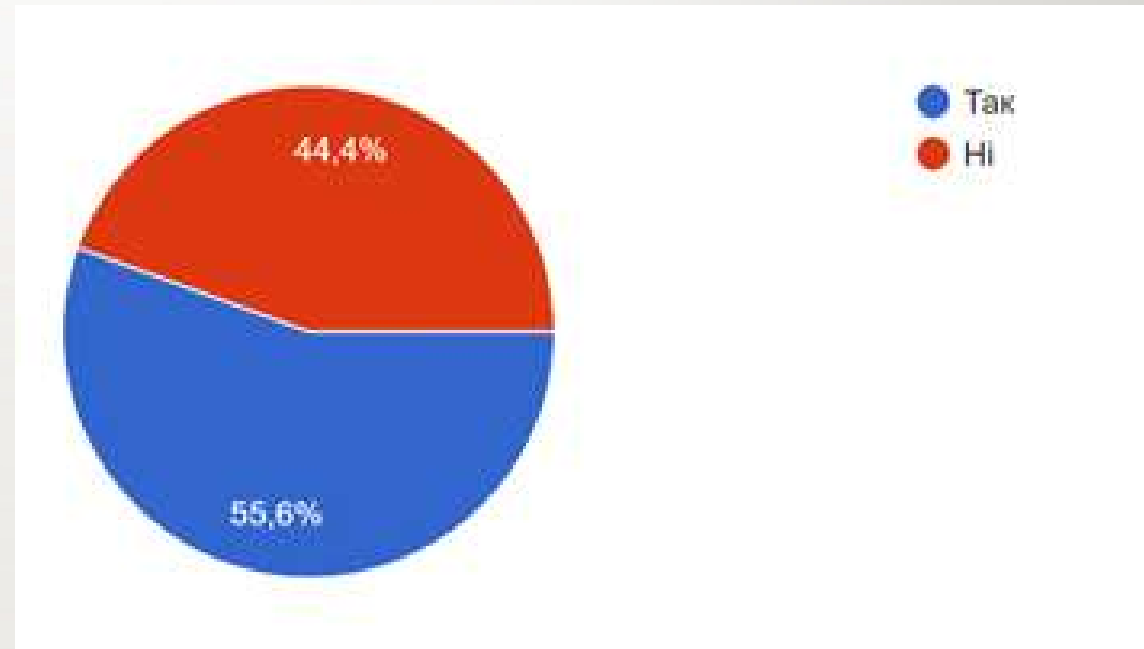
The most effective online instruments for the communication of teachers with parents and students

- Viber (97.8%)
- Google classroom (68.9%)
- Telegram (66.7%)
- blog (26.7%)
- WhatsApp (17.8%)
- LMS (8.9%)



8 | The use of LMS for the organization of distance learning

- Yes - 55,6%
- No – 44,4 %



The areas of professional development of NUS teachers regarding the use of ICT

- assessment of students' performance during distance learning – 91.1%
- methods of conducting online lessons - 82.2%
- the use creative online tools and services - 80%
- creation of video, audio lessons, blog - 62.2%
- familiarization with new sites-workshops for students - 62.2%
- mastering new tools for/from ITTIs specialists – 55.6%
- receiving quick online consultations on specific issues of using ICT for/from ITTIs specialists – 44.4%
- courses for primary school teachers - 44.4%, for teachers of high NUS– 42.2%
- ensuring accessibility to online courses, webinars – 33.3%

Topics proposed by teachers for their professional development (1)

- how to create an educational video so that there is a live person + animation
- maintenance of own electronic resources (portfolio, blogs, sites), resources for online communication with parents
- how to carry out distance learning in the absence of light and Internet?
- creation of interactive notebooks for learning
- administration of various online learning environments
- online competitions for students
- methods of engaging students in active online interaction
- how to create the educational multimedia/content for lessons

Topics proposed by teachers for their professional development (2)

- methods of conducting extracurricular work
- how to change/combine forms, methods and means of learning in difficult war-related situations (long-term anxiety, sudden power failure, etc.)
- didactic materials for students with special needs in remote conditions
- digital applications that can be used in the absence of the Internet.
- support of supervisors in using the specified forms of work
- instruments for conducting testing and evaluation of students' performance
- psychological support in the remote format and war-related situations

Conclusions and Recommendations

- this survey showed the growth of teachers' digital competence in using different tools, platforms and applying new methods of teaching
- there is still a low motivation, professional support (on the working place)
- particular attention should be paid to the digital competence of teachers, its constant development, which should be provided by teacher training institutions
- new realities of education during the quarantine period prompted to search for innovation solutions for the organization of the educational process, this should be applied in the war time



Thank you!