### **21st Century Teachers**

How the societal and technological demands of the 21st Century are changing the way we learn and teach.

A teachers' survey of the Vodafone Foundation in eleven European countries

Country report for Spain

lpsos July 2022



#### Summary 1/2

#### Skills of teachers:

- > Solid IT-skill levels (Experts and Explorers) are the dominating self-assessed skill profiles of teachers in Spain.
- > Overall, Spanish teachers assess their digital skill level better than do European teachers on average.

#### Needs:

- > Digital literacy, creative problem-solving, adaptability, critical thinking and responsibility are regarded as the most important skills in a digital society.
  - > **However**, there is a considerable gap between the perceived relevance of certain competencies and the capability of schools to promote them well.

#### **IT Equipment:**

- > Spanish teachers rate their schools' Internet connectivity very positively. Even if the other aspects of the IT infrastructure do not reach a similar level, none of them is alarming.
- > Compared with other European Countries, Spain ranges in the middle-field when assessing schools' IT infrastructure (see Global Report). A positive exception is internet connectivity. Here, Spain's schools belong to the better performing ones – exceeded only by Romania.

#### Summary 2/2

#### Sources of information and trainings:

- > Like on average across Europe, the main source for knowledge, ideas, and inspiration for teachers in Spain is the internet and social media. In contrast to the European average, this source is more dominant and likewise used by teachers with limited digital teaching skills.
- When it comes to training for digital teaching, teachers in Spain are much more active than their European peers. 59% of teachers in Spain have attended official trainings repeatedly. This is substantially higher than the European average of 39%.
  - > Like the average European teacher, Spanish teachers have attended more often optional and less often compulsory trainings.

#### Purpose of the study and overarching Questions

#### Purpose of the study:

Teachers are asked about their perception on the 21<sup>st</sup> century school. Therefore, all results represent the opinion/perception of the teachers and are not based in objective measurements of the schools' situation. Nevertheless, teachers can of course have a valid view of their schools.

#### **Questions:**

- > How are the societal and technological demands of the 21st Century changing the way we learn and teach?
- > Are schools across Europe preparing students for the challenges of the 21st Century? What competencies do they focus on? How well do they foster 21st Century skills?
- > How does the use of technology in the classroom change the process of learning? How does it alter the process of teaching?
- > What vision of 21st century pedagogy do teachers across Europe have?
- > How does digital education change the self-understanding teachers have of their role as educators?
- > How prepared are teachers across Europe for this transformation? What support do they need?

#### **Methodological Remarks**

- > The survey was conducted in **11 countries**: Albania, Germany, United Kingdom, Greece, Hungary, Italy, the Netherlands, Portugal, Romania, Spain, and Turkey.
- > To give the reader some orientation, we provide a **benchmarks** for results on a general level (not in splits). The benchmark (global) shows the aggregated results of all 11 countries.
- > **Response options** "don't know" and "prefer not to answer" are not considered by the calculation of the results.
- In the questionnaire we deployed different rating scales. There are 4-point scales and 5-point scales. Reported will be "Top-2 Boxes" in % of all respondents (see Image 1).
- Some questions are analysed by comparing different quality levels of IT equipment in the schools. To do so we first calculated an index consisting of 5 questions (Q11\_1-5). This index was used to distinguish three groups reflecting 3 levels (see Image 2). Cases with invalid answers on any of the items were deleted listwise.
- Some questions are analyzed by comparing different skill levels of teachers when using digital media in the classroom. These levels refer to the 5 statements of Q6 from which the most applicable should be chosen. Statement Q6\_1 = traditional; Q6\_2 = beginner; Q6\_3 = explorer; Q6\_4 = expert; Q6\_5 = leader). For a description of the skill levels see page 23.

#### Scales



#### **Quality of IT equipment**



lmage 2

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#### Methodology



#### TARGET GROUP

Teachers of:

- Primary school
- Lower secondary schools
- Upper secondary schools



#### METHOD\*

- · CAWI
- Diverse mix on:
- Teachers' schools' education level, region and age



#### TIME FRAME May 4<sup>th</sup> – June 16<sup>th</sup>



#### INTERVIEWS

300 interviews were conducted

lpsos

AGENCY Ipsos Germany



MARKETS

11 countries

\*Definitions: **CATI** = Computer Assisted Telephone Interviewing; **CAWI** = Computer Assisted Web Interviewing; **CAPI** = Computer Assisted Personal Interviewing



in percent

#### **Education Level**



#### Age of teachers



### Skill level when using digital media in the classroom



#### Quality of IT infrastructure



Calculated variable based on q11. For further information please see page 4



- Most teachers asked in ES work at upper secondary schools but teachers from primary and lower secondary school are also well represented.
- > Different age groups of teachers are covered in the survey to about the same extent.
- > The **level of** self-assessed **digital skills** of teachers surveyed is rather **good**.
- > Teachers perceive their schools' **IT infrastructure** as rather **poor**. A third report a low IT quality.

### Attitudes of teachers: 21st Century Skills



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### Relevance of competencies and personal characteristics to strive in a digital society





- For ES teachers, the most relevant competencies for the digital society of the 21<sup>st</sup> century are digital literacy and creative problem-solving.
- > Teachers in ES attribute about the same relevance to each competence as do their European peers.
- Empathy and resilience are considered the least important competencies and are only picked by about four out of five teachers in Spain.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 1: "How relevant do you consider the following competence and personal characteristics in order to strive in a digital society?"; scale: 1=very relevant to 5= completely irrelevant.



### Relevance of competencies and personal characteristics to strive in a digital society





- ES teachers from primary schools tend to attribute slightly lower relevance to all competencies to strive in a digital society than those belonging to secondary schools.
- Among secondary schools, teachers in upper secondary schools rate most competencies as more important than do teachers from upper secondary schools.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 1: "How relevant do you consider the following competence and personal characteristics in order to strive in a digital society?"; scale: 1=very relevant to 5= completely irrelevant.



## Responsibility of schools to promote the following competencies to students





- Nearly all ES teachers agree that it is the schools' responsibility to promote these skills. The share of teachers supporting schools' responsibility is in line with the European average.
- Consensus on schools' responsibility is highest for critical thinking and creative problem-solving skills.
- > Empathy and resilience rank lowest but are still considered to be a task for schools by nearly 90%.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 2: "To what extent do you see it as the responsibility of schools to promote the following competencies to students?"; scale: 1= fully agree to 4= disagree



### Responsibility of schools to promote the following competencies to students





- Differences between teachers from different education levels in ES are small for the most popular competencies such as critical thinking, creative problem-solving skills or digital literacy.
- > Teachers working in upper secondary schools see less relevance in soft skills such as responsibility, empathy and resilience than do their peers from other education levels.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 2: "To what extent do you see it as the responsibility of schools to promote the following competencies to students?"; scale: 1= fully agree to 4= disagree



### Capabilities of school to promote respective competencies to students





- Only about two out of three teachers in ES rate the capabilities of their schools to foster competencies for the 21<sup>st</sup> century as good or very good.
- > The assessment of **Spanish schools' capabilities** is **in line with** the **European average**.
- > Teachers in ES see strongest capabilities of schools in promoting communication skills and critical thinking but lowest in resilience.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 3: "To what extent is your school capable of promoting these respective competencies to students?"; scale: 1= very well to 6= insufficient



### Capabilities of school to promote respective competencies to students





- > Teachers in primary schools rate their school's capabilities in enhancing pupils competencies better than those from secondary schools.
- > Teachers in lower secondary schools tend to be more concerned about their school's capabilities than those from upper secondary schools.
- > Only 44% of ES teachers in lower secondary schools agree that their school does well in fostering resilience.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 3: "To what extent is your school capable of promoting these respective competencies to students?"; scale: 1= very well to 6= insufficient



### Mainly responsible for the requirements of a digital future





- > Like teachers from other European countries, ES teachers predominantly say it is the school that must prepare young people in technological competencies, while parents are responsible for enhancing kids' social and emotional abilities.
- Compared to the European average, ES teachers attribute slightly lower responsibility to parents in preparing young people for the technological requirements of the digital future.

Base: All participants n=300; shown: single punch answers

Questions 3a and 3b: "Who do you consider to be mainly responsible for: preparing young people for the technical / technological requirements of a digital future? (a) / preparing young people for the emotional and social demands of a digital future?"



## Mainly responsible for the requirements of a digital future

technical / technological requirements of a digital future?



#### emotional and social demands of a digital future?







extracurricular institutions



- Differences in responsibility attributions between teachers from different education levels are limited in ES regarding technological skills.
- However, variations between education levels exist on responsibility attributions regarding emotional/social skills. Here, nearly half of ES teachers in primary schools choose schools to be mainly responsible. Among teachers in upper secondary school this figure stands at only 24%.

Base: All participants n=300; shown: single punch answers. Shown without don't know  $\,/\,$  prefer not to answer.

Questions 3a and 3b: "Who do you consider to be mainly responsible for: preparing young people for the technical / technological requirements of a digital future? (a) / preparing young people for the emotional and social demands of a digital future?"

Teachers' digital skill level

## Mainly responsible for the requirements of a digital future

technical / technological requirements of a digital future?



#### emotional and social demands of a digital future?







extracurricular institutions

- Across self-assessed digital skill levels of ES teachers, a vast majority says it is the school that is responsible for preparing young people for the technical demands of the digitalization.
- Regardless of the teachers' digital skill level, they attribute more responsibility to parents than to schools when it comes to promoting emotional and social skills for the digital future. The only exception are the beginners.

Base: All participants n=300; shown: single punch answers. Shown without don't know  $\, \prime \,$  prefer not to answer.

Questions 3a and 3b: "Who do you consider to be mainly responsible for: preparing young people for the technical / technological requirements of a digital future? (a) / preparing young people for the emotional and social demands of a digital future?"

### Attitudes of teachers: Risks and potential of digital technologies



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## Potential of digital technologies and media hold for learning

Global Percentage of respondents who selected the statement help pupils acquire necessary skills and 56% 70 competencies in the age of digitalisation enable students to access better sources of 47% 56 information support students with special educational 33% 35 needs help students to work at a level appropriate 36% 34 to their individual learning needs help students develop a greater interest in 30 35% learning help students to develop skills in planning 32% 28 and self-regulating their work enable pupils to work more effectively with 27% 22 others improve the academic performance of 20% 13 pupils



- > Teachers in ES see the biggest potential of digital technologies in helping pupils acquiring skills for the age of digitalization and in access to better information. These skills are also most popular across Europe, though the levels are higher in ES.
- > ES teachers see lowest potential of digital technologies in improving pupils' work efficiency and academic performance. The ratings for these aspects in ES are below the European average.

Base: All participants n=300

Question 4: "Please name the 3 statements you agree with the most about the potential digital technologies and media hold for learning."



## Potential of digital technologies and media hold for learning

Percentage of respondents who selected the statement



- Except for the potential of helping pupils acquiring skills for the age of digitalization, teachers from different education levels in ES differ considerably in their assessment of digital media's potential in teaching.
- > Teachers in upper secondary schools see higher potential in improved access to information, while those in primary school highlight that digital media can generate interest in learning.

Base: All participants n=300

Question 4: "Please name the 3 statements you agree with the most about the potential digital technologies and media hold for learning."

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## Risks of using digital technology and media in teaching and learning





- ES teachers strongest concerns with digital technology in relation to learning are exposure to misinformation, the weakening of traditional skills and the reinforcement of inequalities.
- Only a minority of 31% are worried that digital technology will devalue their role as a teacher.
- Overall, teachers in ES see greater risks than their European peers, particularly regarding the reinforcement of inequalities.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 5: "To what extent do you agree with the following statements about the risks of using digital technology and media in teaching and learning?"; scale: 1= fully agree to 4= disagree

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## Risks of using digital technology and media in teaching and learning





- Across education levels, there is consensus among teachers that the biggest risk of digital technology in learning and teaching is increased exposure to misinformation, while the lowest risk is a devaluation of the teacher's role.
- Teachers in primary schools are less worried that using digital media in the classroom leads to a decline in traditional skills or more distraction in class than are teachers in secondary schools.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 5: "To what extent do you agree with the following statements about the risks of using digital technology and media in teaching and learning?"; scale: 1= fully agree to 4= disagree

### Self-Assessment: Teacher competencies





# Use of digital technology in the classroom - which statements applies most to you? (digital skill level)



- > Overall, the self-assessed digital skill level of ES teachers is better than on average in Europe with less teachers in ES consider themselves being at the level of a traditionalist or a beginner.
- Most teachers in ES say they are explorers or experts when it comes to digital teaching skills – more than in Europe.
- However, only 9% of ES teachers describe themselves as digital leaders.

Base: All participants n=300; shown: single punch answer

Question 6: "When using digital technology in the classroom – which of the following statements applies most to you?"



# Use of digital technology in the classroom - which statements applies most to you? (digital skill level)



Percentage of respondents who selected the statement



- Variations in how ES teachers assess their skills in digital teaching are limited between education levels. Across education levels, the digital expert is most prevalent, followed by the explorer.
- > Teachers from primary schools consider themselves more often digital leaders than do those at other education levels.
- > There are more beginners among teachers from lower secondary schools than other schools.

Base: All participants n=300; shown: single punch answer

Question 6: "When using digital technology in the classroom – which of the following statements applies most to you?"

### Overall Personal competencies

Global Top-2 boxes in percent 90% 94 88% 92 89% 91 86% 90 86% 88 80 84%

I can research and select context-specific digital resources for teaching.

I can collect, organise, manage, and share digital content with parents, teachers and students.

I know how to move safely and responsibly within the digital realm including when it comes to critically engaging with information online.

I can create my own digital content for teaching and prepare existing digital technology content to use in my lessons.

I can work creatively and independently with digital technologies.

I always use and distribute digital resources in a manner that is compliant with copyright and data protection laws.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 7: "To what extent do you agree with the following statements about your competencies?"; scale: 1= fully agree to 4= disagree



- > ES teachers' self-assessment of their personal digital competencies for teaching is good and slightly better than on average across Europe.
- Researching and selecting context-specific digital resources for teaching ranks highest among UK teachers with a share of 94% stating they are competent in this aspect.
- > The **lowest competence** is the lawful distribution of digital resources with 80%.



## Education level Personal competencies

I can research and select context-specific digital resources for teaching.

I can collect, organise, manage, and share digital content with parents, teachers and students.

I know how to move safely and responsibly within the digital realm including when it comes to critically engaging with information online.

I can create my own digital content for teaching and prepare existing digital technology content to use in my lessons.

I can work creatively and independently with digital technologies.

I always use and distribute digital resources in a manner that is compliant with copyright and data protection laws.

#### Top-2 boxes in percent





- > Overall, there are only limited differences between different education levels in ES teachers' self-assessment of their personal digital competencies for teaching.
- > Teachers in lower secondary schools feel they are less able to move safely within the digital realm and report less often they can work creatively and independently with digital media than do their peers in at other education levels.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 7: "To what extent do you agree with the following statements about your competencies?"; scale: 1= fully agree to 4= disagree

## Overall Use of digital technology in the classroom



- ES teachers' attitudes on digital technology enabling the creation of new materials and on appreciating to learn from students through digital teaching closely resemble those of the average European teacher.
- However, less teachers in ES than in Europe agree that digital technology is a substitute for previous learning material and that they personally reach a limit when using digital media.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 8: "To what extent do you agree with the following statements about the use of digital technology in teaching and learning in your classroom?"; scale: 1= fully agree to 4= disagree

#### **Education level** Use of digital technology in the classroom

In my teaching, digital technology makes it possible to create new kinds of tasks and materials that were previously

I like that I can learn from my students.

Digital technology is a direct substitute for materials I previously used in my lessons

I have increased work stress due to the integration of digital technology in my

I quickly reach my limits when using digital

Top-2 boxes in percent





- > Variations in ES teachers' attitudes on digital teaching are limited between education levels.
- > Teachers belonging to primary schools appreciate somewhat more to learn from their students through digital teaching, while teachers working in upper secondary schools agree more often that digital technology is a direct substitute for materials they previously used in their lessons.

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Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 8: "To what extent do you agree with the following statements about the use of digital technology in teaching and learning in your classroom?"; scale: 1= fully agree to 4= disagree

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# Role of the teacher & actions in the classroom

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### Please order the following roles of teachers regarding their current / future importance





- > ES teachers do not expect fundamental changes in the relevance of certain roles of teachers.
- The teacher's role as conveyor of knowledge is most often ranked as the most important role for now and in the future, though it's current relevance in ES is below the European average.
- The roles as facilitator, co-creator and organizer are expected to be equally important in the future and nearly as important as the conveyor.

Base: All participants n=300; shown: single punch answer

Questions 9a and 9b: "Please order the following roles of teachers regarding their importance [to today's schools (a) / they might have in the future (b)] from 1 to 4, where 1 means "most important" and 4 means "least important".

횓 Education level

## Please order the following roles of teachers regarding their current / future importance



#### Roles of teachers regarding their importance in the future







- Teachers in upper and lower secondary schools interpret the current and future importance of the various roles of teachers in a similar way. They rank the conveyor as most important and the role as co-creator as least important.
- In contrast, teachers belonging to primary schools attribute the highest relevance to the role as cocreator for now and the future, while the role as conveyor ranks second.

Base: All participants n=300; shown: single punch answer.

Questions 9a and 9b: "Please order the following roles of teachers regarding their importance [to today's schools (a) / they might have in the future (b)] from 1 to 4, where 1 means "most important" and 4 means "least important".



## Knowledge, ideas and inspiration for using digital technology in the classroom



- ES teachers' most important information sources for inspiration on how to integrate digital technologies in their teaching are internet/social media, training courses and teacher networks. All three sources are more popular in ES than on average in Europe.
- Like in the rest of Europe, one's school or international sources are the least frequented gateways to get inspiration on digital teaching.

Base: All participants n=300

Question 9c: "Where do you look for knowledge, ideas, and inspiration for using digital technology in the classroom?"; multiple answers possible

Quality of IT infrastructure

## Knowledge, ideas and inspiration for using digital technology in the classroom





- Compared to teachers stating they work at schools with medium or low quality of IT infrastructure, teachers who say their school's IT is good rely less on the internet/social media as inspirational source for digital teaching
- > Teachers at schools with IT infrastructure considered to be poor receive less information on the use of digital technology in the classroom via their schools and via international sources.

#### Base: All participants n=300

Question 9c: "Where do you look for knowledge, ideas, and inspiration for using digital technology in the classroom?"; multiple answers possible

Teachers' digital skill level

## Knowledge, ideas and inspiration for using digital technology in the classroom





- Regardless of teachers' self-assessed skill level in digital teaching, the vast majority of teachers in ES uses the internet/social media as a source to obtain inspiration for employing digital technology in the classroom.
- Training courses and teacher networks are prominent sources for teachers from all digital skill levels, except for the traditionalist.

Base: All participants n=300

Question 9c: "Where do you look for knowledge, ideas, and inspiration for using digital technology in the classroom?"; multiple answers possible

# School Life, Peer-group collaboration and IT Equipment



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## Use of digital technology in teaching and learning at your school





- Four out of five teachers in ES agree that their school's administration supports the use of digital technology in the classroom. This figure is comparable to the European average.
- However, just a bit more than half of teachers in ES agree that their school provides a proper concept on how to employ digital technology. In contrast, the European average stands at 68% agreeing their school provides a proper concept.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 10: "To what extent do you agree with the following statements about the use of digital technology in teaching and learning at your school?"; scale: 1= fully agree to 4= disagree



#### Use of digital technology in teaching and learning in your classroom





- > Across education levels, teachers positively acknowledge their school's administrative support on digital teaching, a digitally-friendly atmosphere at their school and their colleagues' positive attitude towards digital technology.
- > Teachers in lower secondary schools report less often that their school provides a proper concept on using digital technology in the classroom than do those in upper secondary or primary schools.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 10: "To what extent do you agree with the following statements about the use of digital technology in teaching and learning at your school?"; scale: 1=fully agree to 4=disagree



### Various aspects of the IT infrastructure at your school

How would you rate the various aspects of the IT infrastructure at your school?



Base: All participants n=300; shown: single punch answer.

Question 11: "How would you rate the various aspects of the IT infrastructure at your school?"



- ES teachers are divided in their ratings of the quality of their school's IT infrastructure.
- > A slight majority gives good or excellent ratings to their school's IT infrastructure, while at least four out of ten teachers in ES rate all aspects as being average or poor at their school.
- Overall, teachers assess their school's internet connection and IT hardware the best, while they are reserved regarding software and IT support.

## Education level IT infrastructure at your school

Quality of IT infrastructure



Base: All participants n=300

Variable "Quality of IT infrastructure" was calculated with Q11. For further explanations see "Methodological Remarks".



- According to the opinion of ES teachers, the best IT infrastructure in Spain can be found in primary schools, while only 18% of lower secondary schools receive a high overall rating.
- Across educational levels, about a quarter of teachers reports poor quality of their school's IT infrastructure. This figure rises to about 40% in lower and upper secondary schools.

### **Education policy measures**



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### Teachers' attitudes on education policy measures





- Like in Europe as a whole, about four out of five teachers in ES feel overburdened by government expectations regarding digital teaching.
- > 80% criticize their government's education policies for a lack of job market orientation.
- Only between a third and half of teachers in ES agree that government's education policies are reaching their school, are supportive and are sufficient. This is below the European average.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 12: "To what extent do you agree to the following statements?"; scale: 1= fully agree to 4= disagree



### Teachers' attitudes on education policy measures

More is expected of schools and teachers from the government in the area of digitalisation than can currently be achieved.

The education policy measures are not sufficient to prepare pupils for the job market of the future.

There should be uniform European standards for digital education

EU-wide policy measures, such as the adoption of new standards for teacher education, are important to support digitalisation in schools.

In terms of digital education my country would benefit from exchange with other EU countries to learn from them

Top-2 boxes in percent





- Feeling overburdened by government expectations on digital teaching is a wide-spread phenomenon across education levels.
- > Teachers in upper secondary schools are slightly less concerned about the lack of government's education policies in preparing kids for the future job market, though 75% are still pessimistic.
- > Teachers in lower secondary schools see less benefits in European standards and policies.

Base: All participants n=300; calculated without don't know  $\, / \,$  prefer not to answer.

Question 12: "To what extent do you agree to the following statements?"; scale: 1= fully agree to 4= disagree



#### Teachers' attitudes on education policy measures





- Teachers in primary school agree more often that digital education is a priority of the ES government than do those belonging to secondary schools.
- ES teachers working at primary schools are also more likely to say government policies are reaching their school, are supportive and are sufficient, while those in in lower secondary schools agree the least often on these aspects.

Base: All participants n=300; calculated without don't know / prefer not to answer.

Question 12: "To what extent do you agree to the following statements?"; scale: 1= fully agree to 4= disagree

### **Teacher Training & Support**



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Overall
Official training on the use of digital technology

Official training or further education focussing on the use of digital technology and media in teaching in the last two years



Base: All participants n=300 Questions 13-15



- > With 59%, more than half of teachers in ES have attended official trainings repeatedly. This is substantially higher than the European average of 39%.
- > Like the average European teacher, ES teachers have attended more often optional and less often compulsory trainings.
- > Most trainings in ES are organized either by the school or governmental training institutions.

## Education level Official training on the use of digital technology

Official training or further education focussing on the use of digital technology and media in teaching in the last two years



#### Was this training compulsory or optional?







- > Teachers from lower secondary schools participate slightly less often in official trainings than do their peers at other education levels.
- Training for teachers in primary schools is slightly more often compulsory than for teachers from secondary schools, though most of them still attend optional rather than compulsory courses.
- > Variations between education levels regarding the organizing institution of trainings are limited.

Base: All participants n=300

Questions 13-15



## Informal professionalisation measures and learning opportunities for the use of digital technology





- Like on average in Europe, about a third of teachers in ES have never participated in informal trainings on the use of digital technology in the classroom.
- Repeated participation in informal trainings is more prevalent in ES than on average in Europe.
   More than two in five ES teachers participated more than once in such courses.

Base: All participants n=300; shown: single punch answer.

Question 16: "In the last two years, have you participated in informal professionalisation measures and learning opportunities that have focused on the use of digital technology in teaching (e.g. via social media, webinars)?"



### Informal professionalisation measures and learning opportunities for the use of digital technology





- > The share of teachers who have never participated in informal trainings on employing digital technology in teaching is relatively similar across education levels.
- However, teachers from lower secondary schools are more likely to have participated only once in such courses, while those working in primary and upper secondary schools report more often about participating repeatedly.

Base: All participants n=300; shown: single punch answer.

Question 16: "In the last two years, have you participated in informal professionalisation measures and learning opportunities that have focused on the use of digital technology in teaching (e.g. via social media, webinars)?"



### Informal professionalisation measures and learning opportunities for the use of digital technology





- The majority of ES teachers who report possessing only low digital skills, i.e., the beginner and the traditionalist, have never participated in informal trainings on the integration of digital technology in the classroom.
- In contrast, the majority of digital leaders and experts have participated in informal trainings.
   Moreover, they also are more likely to repeatedly attend such courses.

Base: All participants n=300; shown: single punch answer.

Question 16: "In the last two years, have you participated in informal professionalisation measures and learning opportunities that have focused on the use of digital technology in teaching (e.g. via social media, webinars)?"

## Overall Participation in Trainings



Base: All participants n=300; shown: single punch answers.

Questions 17 and 17a: "In your opinion, do enough relevant, high-quality trainings for the use of digital technology for teachers like you exist? (a) Would you have the opportunity and the time to participate in these trainings?

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## Education level Participation in Trainings

In your opinion, do enough relevant, high-quality trainings for the use of digital technology for teachers like you exist?



#### Would you have the opportunity and the time to participate in these trainings?





- > Teachers from lower secondary schools agree less often that sufficient high-quality trainings exist for the use of digital technology in the classroom than do their peers at other education levels.
- Across education levels, most teachers say they would have time to attend such courses. The share is highest among teachers from primary schools with 73%.

Base: All participants n=300; shown: single punch answers. Shown without don't know / prefer not to answer.

no

Questions 17 and 17a: "In your opinion, do enough relevant, high-quality trainings for the use of digital technology for teachers like you exist? (a) Would you have the opportunity and the time to participate in these trainings?

yes

## Teachers' digital skill level Participation in Trainings

In your opinion, do enough relevant, high-quality trainings for the use of digital technology for teachers like you exist?



#### Would you have the opportunity and the time to participate in these trainings?





- > Teachers who rate their digital skill level to be relatively good agree more often that enough relevant, high-quality trainings for the use of digital technology for teachers exist than do those with limited self-assessed skills.
- Across digital skill levels, a vast majority states they would have the opportunity and time to participate in such trainings, particularly among digital leaders, experts and explorers.

Base: All participants n=300; shown: single punch answers. Shown without don't know / prefer not to answer.

Questions 17 and 17a: "In your opinion, do enough relevant, high-quality trainings for the use of digital technology for teachers like you exist? (a) Would you have the opportunity and the time to participate in these trainings?

## Overall Preference for training or further education



Base: All participants n=300; shown: single punch answer.

Question 18: "Which of the statements most reflects your preference for training or further education?"



- > Teachers in ES prefer much more strongly online courses for further education on digital teaching than do their peers in Europe. Nearly half of teachers in ES prefers this format, while it is only about a quarter on average in Europe.
- In contrasts, Spanish teachers are less inclined to attend in-person trainings than the average European teacher.
- > Webinars are unpopular in ES and in Europe.

#### Teachers' digital skill level

#### Preference for training or further education



Percentage of respondents who selected the statement



- > ES teachers who report possessing good or very good digital teaching skills, i.e., the **leader**, **expert** and explorer, prefer online courses over in-person trainings.
- > In contrast, the **beginner** and the **traditionalist** prefer in-person trainings over online courses.
- Blended learning and webinars are the least > popular training settings across all skill levels.

Base: All participants n=300; shown: single punch answer.

Question 18: "Which of the statements most reflects your preference for training or further education?"



## Most interesting trainings with regard to the use of digital technology in the classroom





- The training areas Spanish teachers are most interested in are the use of digital technology to support individualized learning, the pedagogical integration of technology and the subject-specific use of digital teaching. These areas are also most popular across Europe.
- Like for European teachers, trainings on data protection and data economy play a minor role for teachers in ES.

Base: All participants n=300

Question 19: "Which trainings with regard to the use of digital technology in the classroom would you be most interested in? Please, select the three most attractive trainings."



## Which content / material would best support you in the use of digital technology in the classroom?





- The majority of teachers in ES say they would profit from ready-to-use materials for digital teaching. This type of content is also most popular among European teachers, though to a lesser extent than in ES.
- Compared to their European peers, more teachers in ES state they would profit from didactic concepts for digital teaching.

Base: All participants n=300

Question 20: "Which content / materials would best support you in the use of digital technology in the classroom? Please, select the three most supportive contents / materials."



## Which measures would best support you in the use of digital technology in the classroom?



- Most Spanish teachers say the best support structures for digital teaching are high-quality training for teachers, reliability of devices/internet, and a dedicated IT support at their school. These aspects are also most popular across Europe.
- Like in Europe, guidance from the school's administration is rated as least important by teachers in ES.

Base: All participants n=300

Question 21: "Which measures would best support you in the use of digital technology in the classroom? Please, select the three most supportive measures."

