



strengthenING diGital pEdagogy skills aNd competences Of edUcatorS

NATIONAL REPORT: LATVIA



APPENDIX V. Latvian national report IO1.

The validity of the created questionnaire was also tested by the Latvian partner – the Transport and Telecommunication Institute (TTI). The total number of the surveyed TTI instructors was very limited, which was attributed to the fact that TTI provides higher education, not VET education, and only 6 instructors were found to combine teaching at TTI and in vocational education settings.

The key figures, representing this survey data of Latvia, are provided below. The number following the number of the figure indicates the question in the survey.

Representative questions and the summary of data

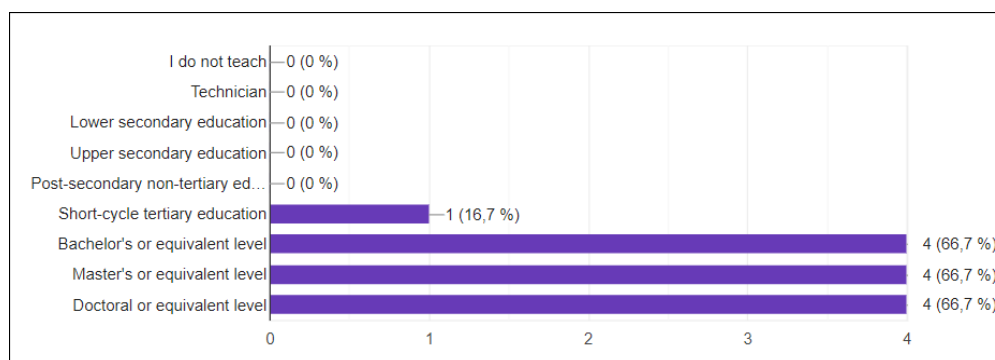


Fig. 1. G20. What level of International Standard Classification of Education (ISCED-2011) do you teach at / work in (Latvia)?

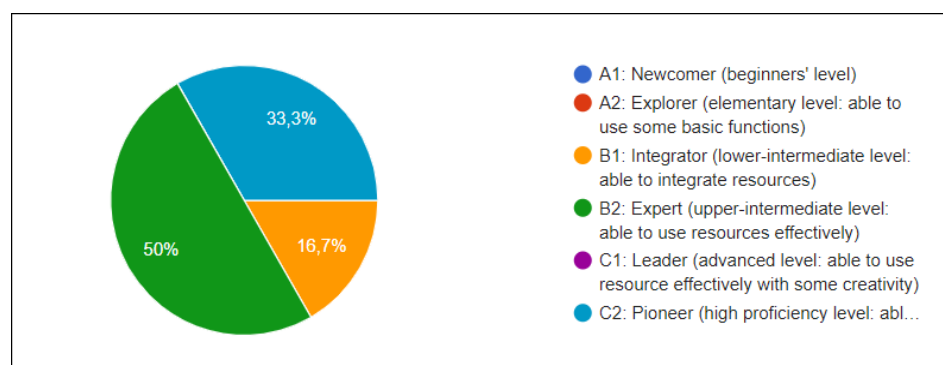


Fig. 2. T10. What is your level of digital teaching competence (Latvia)?



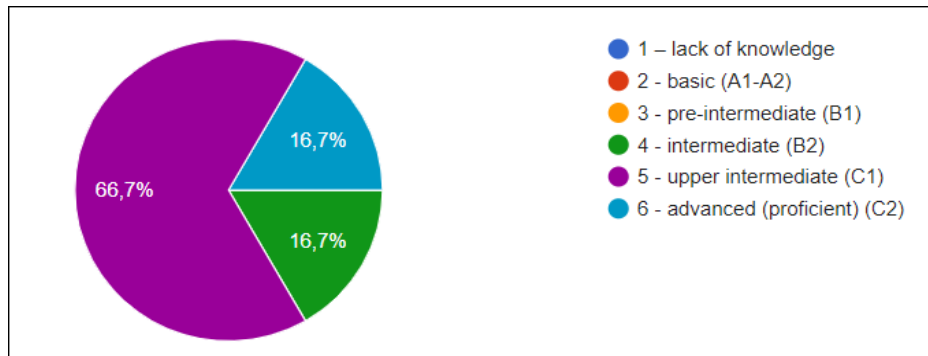


Fig. 3. T60. I use digital tools for formative and summative assessment (Latvia)

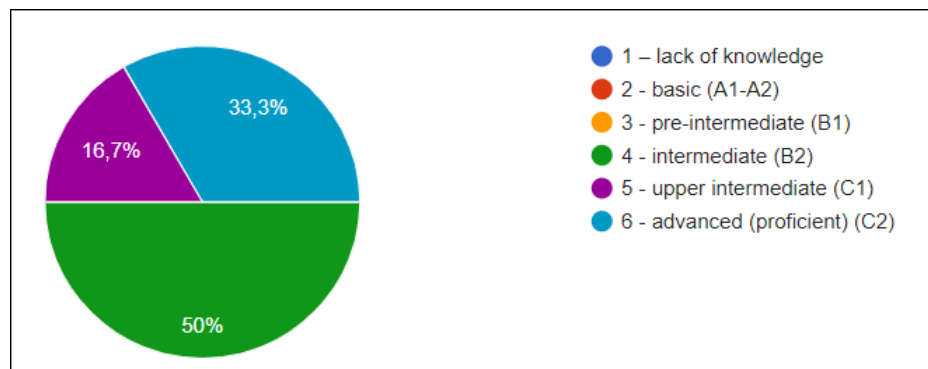


Fig. 4. T40. I use digital tools for facilitating students' independent learning (Latvia)

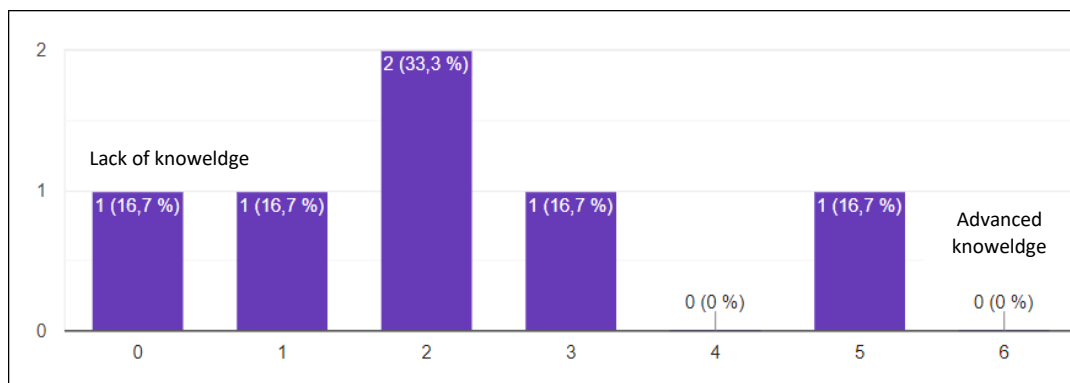


Fig. 5. GDGC90. I use digital tools for risk management (Latvia)



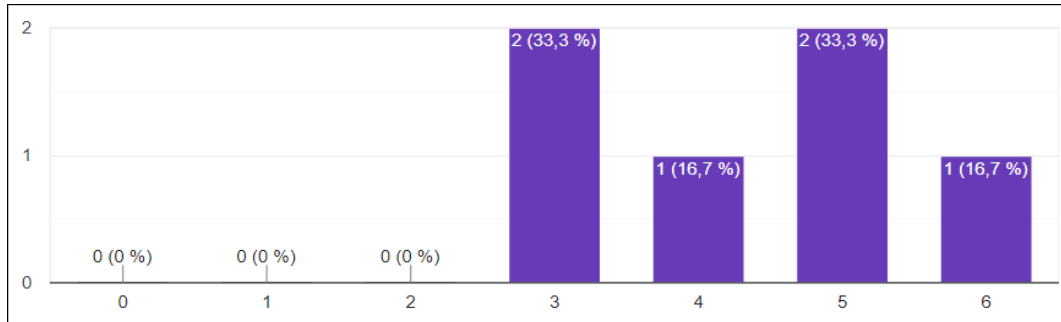


Fig. 6. GDGC100. I use digital tools for document creation and management (Latvia)

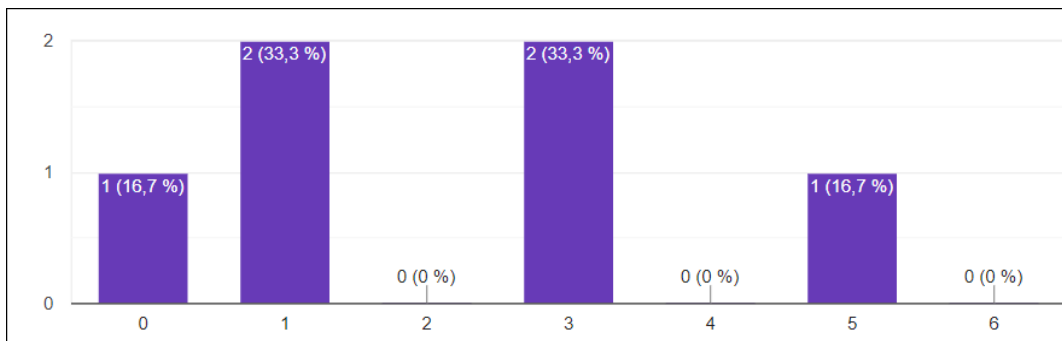


Fig. 7. GDGC170. I use digital tools for greener service development, flawless maintenance (Latvia)

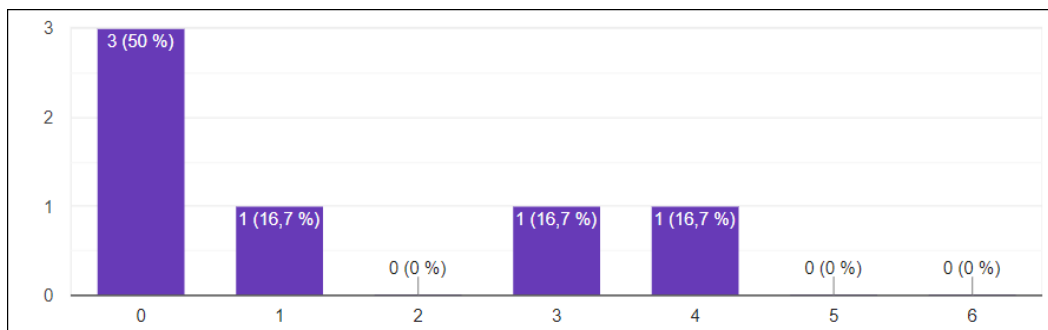


Fig. 8. SDGC80. I use digital tools for supply-chain management and traceability of the source of products and supplies (Latvia)



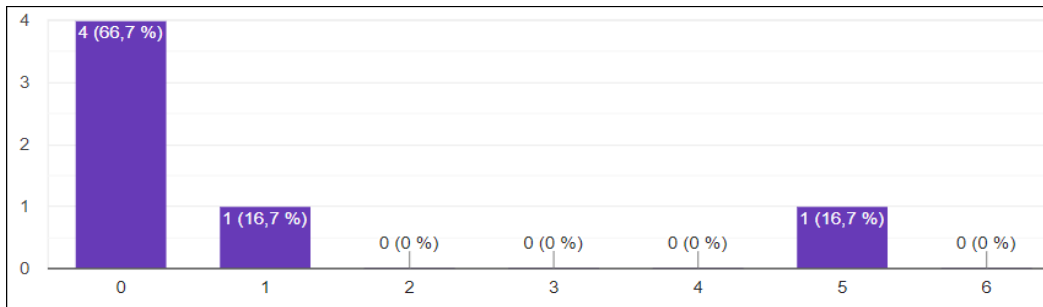


Fig. 9. SDGC420. I use digital tools for management of recycling facilities (Latvia)

Overall, the Latvian data indicates that the average level of digital competences of VET instructors in Latvia tends to range between levels B2 and C1. However, greening and green competences tend to be lower, mostly ranging between basic and pre-intermediate levels, which might be attributed to the lack of experience of teaching courses requiring greening or green competences.

