



***Digital soft skills
for blended
learning S4B
Project***

FOCUS GROUP



with teachers and stakeholders

Each national pair of partners includes at least 10 education experts participating in the focus groups giving their valuable opinion and feedback on the key digital soft skills set.

The outcome of each national focus group leads to a comprehensive report describing the implementation, results, opinions and most relevant conclusions of the focus group.

Based on the results and conclusions of the national focus group reports, the partnership combines the findings in a common report defining the list with the 12 most important soft skills which is the main focus in the framework of the following activities and products.

OBJECTIVES

- To identify the current professional reality of the teachers and pedagogues
- To gather information about the learning needs of the teachers
- Competences they are lacking but would like to gain in order to be more effective in their work
- Important competences managing teaching process in an online environment
- The most important "soft digital skills"
- Difficulties teachers experience to organize distance online educational process
- Initiatives, practices and trainings for skills' improvement

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The results from the focus groups will help the partners to better understand the teachers and their current needs which will ensure that the following project products will be tailored to the specific needs of the final users

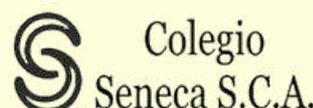
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12 MOST IMPORTANT DIGITAL SOFT SKILLS



WHAT DID WE FOUND?

1. EFFECTIVE COMMUNICATION

Communicate in digital environments, share resources through online tools, connect and collaborate with students through digital tools, interact and participate in communities and networks

2. PROBLEM SOLVING

The ability to find a solution to a difficult or complex question or situation. Solving problems through digital media in a digital environment

3. EMPATHY

The ability to see situations from the learner's place and connect emotionally making the learning process much more fluid and stable in a digital environment

4. CREATIVITY

The ability to create imaginative approaches to engaging and effective learning, continually adapting to the needs of our learners, open to teaching creatively in a digital environment

5. INNOVATION

The ability to integrate technology to embrace new ways of teaching from any location

6. ADAPTABILITY

Adaptation to change. Adapting their teaching competence to a digital world. The ability to orderly and clearly transfer knowledge in a manner tailored to both learners' needs and training goals in a digital environment.

7. TEAMWORK

The ability to contribute to the collective pedagogical result by optimising the balance between one's own qualities and interests and those of the educational group.

8. ORGANIZATIONAL SKILLS AND TIME MANAGEMENT

The ability to set goals and prioritize effectively, setting time limits, defining initiatives, allocating the resources and managing efficiently

9. ACTIVE LISTENING

The ability to concentrate fully on what is being said, which involves listening with all the senses and paying full attention to the speaker in a virtual environment.

10. RESILIENCE AND STRESS MANAGEMENT

Is the ability to overcome and cope with difficult situations with serenity, tolerance and autonomy. When teachers face situations that affect the teaching-learning process.

11. POSITIVE ATTITUDE

The attitudes adopted by each of the team members will shape the working climate. It is therefore important that there is a positive attitude of collaboration, adaptation to change, helpfulness, involvement in the educational project, etc

12. PASSION AND SELF-MOTIVATION

To maintain energy and enthusiasm to achieve our goals. It influences the teaching work and give the teacher the necessary strength to carry out his or her pedagogical work in a virtual environment