

Erasmus+ project: Continuing professional development in digital education for VET

Desarrollo profesional continuo en educación digital para FP

# ANÁLISIS DE LAS NECESIDADES DEL DOCENTE

## Informe de la encuesta

2023



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## Introducción

La pandemia de COVID-19 ha presentado desafíos que se extienden más allá del sector de la salud, lo que requiere que nuestra sociedad desarrolle estrategias y herramientas para responder en todos los niveles. Uno de los sectores que se ha visto muy afectado es el de la educación, que no solo necesita entregar contenido de manera efectiva sino también garantizar la seguridad de docentes y estudiantes. Escuelas, empresas, centros de formación profesional y universidades buscan herramientas que les ayuden a alcanzar sus objetivos educativos sin comprometer la calidad de la educación.

El sector educativo ha encontrado una solución a la situación actual a través de la digitalización. Sin embargo, es importante señalar que la digitalización y el uso de las tecnologías de la información y la comunicación (TIC) no implican necesariamente la educación a distancia. Más bien, la digitalización implica aplicar nuevas tecnologías al proceso educativo, que ya había comenzado antes de la pandemia. Estas nuevas tecnologías, como las aulas virtuales, el uso de internet en el aula, las visitas virtuales y la gamificación, no requieren que docentes y alumnos estén en diferentes lugares.

Aunque antes el uso de la tecnología digital en el aula era mínimo, la situación actual ha acelerado este proceso. La tecnología digital se introdujo y utilizó por necesidad durante el cierre del semestre pasado y ahora es la única solución viable a las limitaciones actuales.

El uso de las TIC no solo facilita el trabajo de los docentes sino que también ayuda a los estudiantes a desarrollar sus habilidades. Al interactuar con los sistemas digitales, los estudiantes aprenden a usarlos y están mejor preparados para navegar en un mundo cada vez más tecnológico. La crisis actual presenta una oportunidad para adoptar las TIC y aprovecharlas al máximo.

Las tecnologías que se pueden aplicar no se limitan a las que ya conocemos y usamos, como las aulas virtuales y las videoconferencias. Hay muchas otras herramientas que se pueden crear, como cuestionarios donde los estudiantes compiten para responder preguntas y ver los resultados de los demás, presentaciones interactivas y visitas virtuales. Las posibilidades de las herramientas y sus usos son infinitas.

Este informe de la encuesta es uno de los resultados del proyecto Erasmus+ denominado "Desarrollo profesional continuo en FP", que se creó para ayudar a los docentes de toda Europa a abordar la difícil situación de la educación y formación profesional (VET).

Los resultados del proyecto fueron producidos por siete socios de siete países europeos que trabajaron juntos:

ProEduca zs (República Checa), Archivio della Memoria (Italia), Asociatia Pentru Sprijinirea Initiativelor Educationale (Rumania), Solution Based Training & Consultancy (SBTC) (Turquía), CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao) (España), TUS Midwest (Irlanda) y Northern Regional College (Reino Unido).

## Contexto y alcance

A pesar de continuar impartiendo sus cursos en línea, los docentes se han dado cuenta en los últimos meses de que la enseñanza en línea efectiva requiere que asuman roles diferentes a los que conocen para ayudar a los estudiantes a tener éxito en el aprendizaje a distancia. El paso de simplemente impartir información a facilitar el aprendizaje requiere adoptar nuevos métodos. Si bien la enseñanza en línea y la enseñanza en el aula comparten algunas similitudes, también existen muchas diferencias significativas. Como resultado, los docentes necesitan desarrollar un nuevo nivel de alfabetización digital para hacer esta transición.

El objetivo principal del proyecto era crear un programa de Desarrollo Profesional Continuo (CPD) para profesores y formadores de FP. El objetivo principal del programa era mejorar las competencias digitales de los profesores y formadores de FP, permitiéndoles diseñar y ofrecer lecciones en línea de alta calidad a sus estudiantes.

Se ha hecho evidente que los métodos educativos tradicionales son inadecuados para enseñar en condiciones de crisis de cualquier tipo. Los resultados significativos de la encuesta ayudarán a los docentes que participan en el proyecto COVET a mejorar su comprensión de los conocimientos, habilidades y competencias cruciales necesarios para diseñar y brindar formación en línea. El objetivo principal del estudio es recopilar toda la información relevante para el diseño y desarrollo de los otros tres productos del proyecto: el plan de estudios, el programa de formación y la plataforma de aprendizaje para los profesores de FP.

## Proceso de recopilación y evaluación de datos

### Objetivo de la encuesta

Encuesta sobre las necesidades y el nivel de las competencias actuales de los profesores de FP en relación con su capacidad real para enseñar en línea y preparar lecciones en línea atractivas.

### Objetivo de la encuesta

Para medir y evaluar:

1. Profesores de FP - Identifique dónde están - qué combinación de responsabilidades profesionales, conocimientos, habilidades y capacidades relacionadas con la entrega en línea tienen actualmente
2. Identificar las competencias actuales y los objetivos profesionales futuros: qué conocimientos, habilidades y capacidades se requieren para que la carrera actual de VET alcance una mayor calidad de oportunidades de aprendizaje en línea.

### Resultados esperados

Definir la brecha y proporcionar herramientas, aplicaciones, programas, métodos, planes de lecciones, etc. concretos que utilicen los profesores de FP.

## **Formación del Cuestionario de la Encuesta**

1. Los socios de COVET hacen una "lluvia de ideas" de sus respuestas a las tareas de la encuesta
  - a. Identificar a los Encuestados en su región y
  - b. Identificar las áreas de Necesidades a ser atendidas.
2. Recopile estas respuestas y distribúyalas al equipo de desarrollo de COVET
3. Redacte preguntas específicas que el encuestado podría y responderá
4. Condense y distribuya un borrador final de una encuesta y distribúyalo a los socios de COVET

## **Distribución y Prueba del Cuestionario de la Encuesta**

1. Una vez aprobada, pruebe la encuesta con un grupo de prueba limitado de "primera llamada" de encuestados específicos (sugerir un encuestado por país / región)
2. Recuperar datos de la primera llamada y modificar anomalías o problemas con la estructura de la encuesta
3. Compilar la versión final del cuestionario.

## **El conjunto final de preguntas en el cuestionario de la Encuesta**

Véase el Anexo 1 de este informe.

## **Recopilación de datos**

1. Distribuya el cuestionario de la encuesta entre el objetivo de la encuesta
2. Recibir datos de encuestados de todos los socios de COVET (en inglés) y tabularlos
3. Analice los datos y esboce las conclusiones: sugerencias para el desarrollo futuro de los resultados del proyecto.

## **Distribución de responsabilidades durante la Encuesta**

TUS como socio principal (con SBTC como socio codirector) fue responsable del diseño y la recopilación de todas las sugerencias de preguntas, desarrollándolas más y proporcionando los cuestionarios finalizados a los socios.

Los siete socios fueron responsables de la distribución de los cuestionarios a los encuestados del grupo objetivo: profesores de FP en diversas áreas en sus países.

TUS supervisó y verificó la consistencia y calidad de toda la información proporcionada por los socios. TUS también orientó a los socios en el consecuente procesamiento de la información. SBTC hizo una contribución significativa en la distribución de la encuesta y atrajo a una gran parte de los encuestados.

Se utilizó una herramienta de encuesta en línea Métodos de encuesta. Los resúmenes de los comentarios de la encuesta se adjuntan en el Anexo 2 (solo en inglés).

## **Análisis de los datos**

Una vez que se han completado las encuestas, la siguiente etapa importante consiste en analizar, evaluar y editar los datos recibidos de los socios. Por lo tanto, las organizaciones socias recopilaron

los datos recibidos, los tradujeron (si fuera necesario) al inglés y proporcionaron los datos organizados en cuadrículas.

Luego, los datos y la información se recopilaron y resumieron, y los resultados relevantes se compartieron con los socios a fin de utilizarlos para una mayor discusión y explotación.

## Resultados

Los principales hallazgos de la encuesta:

Resumen de Instituciones involucradas en la Encuesta

- 67 respuestas reunidas en total
- la mayor parte de la contribución provino de Turquía e Irlanda del Norte
- la mayoría de las respuestas provinieron de universidades y escuelas VET (65%)
- la mayoría de las respuestas provinieron de profesores y formadores universitarios y de VET, luego desarrolladores de formación y jefes de departamento.
- El 90% de los encuestados provienen de instituciones públicas
- 21% de las cuales eran organizaciones pequeñas, 51% medianas y 28% grandes.

Resumen de las herramientas digitales que se utilizan

- LMS (sistema de gestión de aprendizaje) más popular: Moodle, Canvas
  - o Métodos tradicionales utilizados: tareas, materiales impresos combinados con videos y cuestionarios
  - o Recursos utilizados: YouTube, Linked-In Learning, Coursera, Udemy, mientras que el 54 % de los encuestados no utiliza ninguna herramienta de formación en vídeo
  - o Comunicación principalmente a través de Microsoft Teams y Zoom
  - o Creación de contenido: principalmente Google Apps, Microsoft Apps.
- Las herramientas de investigación digital más populares
  - o Google Académico
  - o padel
  - o Quora
  - o estudio azul
  - o Udemy

Resumen de las necesidades de los educadores

- 62% de los educadores se sienten desafiados
- El 44% de los educadores no cumplía con los requisitos de la enseñanza en línea
- Solo el 50% de los educadores estaban satisfechos con la preparación de los estudiantes para las lecciones en línea (proporciona una gran área de mejora)
- La gran mayoría de los educadores buscan capacitación, especialmente diseño de cursos y técnicas de enseñanza y aprendizaje para la entrega en línea.

Resumen de las necesidades de los estudiantes como aprendices

- Aprobar el curso – 94%
- Mejorar la gestión personal y las habilidades en idiomas extranjeros

- La falta de motivación fue identificada como el problema principal por el 71% de los encuestados.

Los Resultados tal como se recibieron de la aplicación Survey Method están disponibles en el Anexo 2 de este informe.

## Conclusiones

Los resultados indican que el nivel de competencias de diseño de cursos, competencias de comunicación, competencias de gestión del tiempo, así como las competencias técnicas que poseen los profesores de FP no son suficientes. Los docentes de FP necesitan y desean actualizar sus habilidades docentes a los requisitos de la entrega de formación en línea, digital o virtual.

Los docentes de FP deben estar equipados con nuevas competencias junto con nuevas herramientas (digitales) para diseñar y desarrollar sus lecciones de capacitación digital en línea o virtual, tales como:

- Sistemas de gestión del aprendizaje
- Plataformas de experiencia de aprendizaje
- Herramientas de formación en vídeo
- Plataformas de Microaprendizaje
- Herramientas móviles
- Herramientas de gestión y planificación de proyectos
- Herramientas de creación de contenido
- Herramientas de gestión de contenido
- Herramientas de comunicación

Estos hallazgos brindan una gran oportunidad para que las instituciones de formación diseñen e impartan programas de formación apropiados y eficaces para los profesores de FP y les ayuden a adquirir el nivel de competencia exigido en la impartición de formación de FP en línea.

En el proyecto COVET, hemos abordado estas conclusiones mediante el diseño de un programa práctico de DPC para profesores de FP. Los materiales de formación, así como todos los demás resultados del proyecto, están disponibles en la página web del proyecto:

<https://www.covet-project.eu/>



Erasmus+  
Desarrollo Profesional Continuo en Educación Digital para FP

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<https://www.covet-project.eu/>



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# Annex 1



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## NEEDS ANALYSIS - COVET Resources Development

\* 1. **Please identify your country of operation?**

[--Please Select--]

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2. **Which profile best describes your learning institution?**

	Type of Institution
Training Centre	<input type="checkbox"/>
Post-Secondary High School Centre	<input type="checkbox"/>
University	<input type="checkbox"/>
College	<input type="checkbox"/>
Vocational Education Training Centre	<input type="checkbox"/>
Unsure	<input type="checkbox"/>

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3. **Optional** addition of description of Type of Institution. Perhaps you might copy / paste a line or two of your Institutions description from your website.

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\* 4. **Type of Institution**

- Public
  - Private
  - Mixed
  - Unsure
  - If other, please specify
- 

\* 5. **Do students pay fees to undertake courses ?**

Yes  No

Additional Comments

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\* 6. **Years of Operation in current form**

- 0 - 10 years  11 - 50 years  51+ years  Unsure
  - If other, please specify
- 

\* 7. **Estimated number of students - full-time and part-time enrollments**

- 0 - 500 students
  - 501 - 5000 students
  - 50001 + students
  - Unsure
  - If other, please specify
-

- \* 8. **From the list below, please indicate which software platforms you use to deliver online education. These may be described broadly as Learning Management Systems (LMS). Tick more than one, if applicable**

- Moodle
  - Canvas
  - Blackboard
  - Google Classroom
  - Sakai
  - None
  - If other, please specify
- 

- \* 9. **Which activities and resources do you use on the LMS?**

- Assignment
  - Attendance
  - Books
  - Chat
  - Files
  - Folders
  - Glossary
  - Links to URL's
  - Quiz
  - SCORM packages
  - Surveys
  - Video
  - Video - interactive
  - Wikis
  - If other, please specify
- 

- \* 10. **From the list below, please indicate which Learning Experience Platforms you use.**

**Tick more than one, if applicable**

- Udemy
  - Coursera
  - LinkedIn Learning
  - None
  - If other, please specify
- 

- \* 11. **From the list below, please indicate which Video Training Tools you use.**

**Tick all that apply**

- Camtasia
- Panopto
- Screencast-O-Matic

- Loom
  - Filmora
  - None
  - If other, please specify
- 

\* 12. **From the list below, please indicate which Microlearning platforms you use.**

**Tick more than one, if applicable**

- EduMe
  - EdApp
  - OttoLearn
  - LearnUpon
  - None
  - If other, please specify
- 

\* 13. **From the list below, please indicate which Mobile Tools you use.**

**Tick more than one, if applicable**

- Twitter
  - Duolingo
  - YouTube
  - Instructable
  - Mentimeter
  - Poll Everywhere
  - Vevox
  - None
  - If other, please specify
- 

\* 14. **From the list below, please indicate which Project Management and Planning Tools you use.**

**Tick more than one, if applicable**

- Trello
  - Monday.com
  - Slack
  - None
  - If other, please specify
- 

\* 15. **From the list below, please indicate which Content Creation tools you use.**

**Tick more than one, if applicable**

- Google Apps - Google Drive, Docs, Slides, Forms
- Microsoft Apps - Word, Excel, PowerPoint, OneNote, Forms, Teams
- Panopto
- H5P
- Articulate 360
- iSpring

- None
  - If other, please specify
- 

16. **From the list below, please indicate which Communication tools you use.**

**Tick as many as applicable**

- Microsoft Teams
  - Zoom
  - BigBlueButton
  - Padlet
  - Mentimeter
  - Vevox
  - Poll Everywhere
  - Flipgrid
  - Slack
  - None
  - If other, please specify
- 

\* 17. **Which Browser types are usually utilised to access online courses?**

- Internet Explorer (Microsoft)
  - Chrome (Google)
  - Firefox (Mozilla)
  - Safari (Apple)
  - Opera (Freeware)
  - Vivaldi (Freeware)
  - Maxthon (Freeware)
  - If other, please specify
- 

\* 18. **Online Assessment styles utilised (not including face-to-face interactions or physical delivery of these systems).**

- Assignments (in various forms - essay, PowerPoint, Pictures, Video etc)
  - Exam
  - Interview
  - Demonstration / Presentation
  - Participation
  - Attendance
  - If other, please specify
- 

19. **What free online learning applications do you utilise to deliver online learning?**

- Udemy
- Lynda (now, LinkedIn Learning)
- Khan Academy
- YouTube
- Quora
- GoodReads

- DuoLingo
  - StudyBlue
  - Wikipedia
  - Google Scholar
  - Other Google apps
  - (many more to be included here....)
  - If other, please specify
- 

20. **From the various tools listed above, please select which ones you would like to explore further and for which you require further training.**

Digital Tool 1: \_\_\_\_\_

Digital Tool 2: \_\_\_\_\_

Digital Tool 3: \_\_\_\_\_

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\* 21. **In a post-pandemic learning environment, how much of your course delivery will occur online (including assessment).**

- None to very little online learning (0% - 25%)
- Blended Learning, less online (26% - 50%)
- Blended Learning, more online (51% - 75%)
- Mostly to All online learning (76%- 100%)

Additional Comments

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\* 22. **Will you be delivering any component of future online learning from home?**

- Yes  No

Additional Comments

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\* 23. **Ideally, what percentage component of your courses, is the best balance for delivery online?**

- 0%-25%
- 26% - 50%
- 51% - 75%
- 76%-100%

Additional Comments

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\* 24. **Please select the appropriate responses to the following statements using the scoring scale.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am in need of training and professional development in online teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am in need of training and professional development in online skills usage and deployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current experience with online delivery has been challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and learning online teaching strategies and tools over the last 12 months, has met my requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training undertaken so far has kept me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interested throughout

The training undertaken so far has been interactive i.e. - Questions and participation were encouraged

\* 25. **How satisfied are you with the current state of your online resources?**

	<b>Extremely satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Extremely dissatisfied</b>
The consistency and quality of the Internet speed accessible to you (not about student accessibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usability of online resources with respect to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own knowledge and skill level with the online facilities you currently have?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of the training software and hardware?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. **How could your learning institution improve the quality of educator training services?**

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27. **My Institution understands the training needs of my departments.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments

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28. **Overall, the value of the training is:**

- Excellent
- Very Good
- Average
- Below Average
- Poor

29. **How likely are you to recommend your training course to students and contacts within the industry?**



- 10 - Very likely to recommend
- 9
- 8
- 7
- 6
- 5 - Neutral
- 4
- 3
- 2
- 1
- 0 - Not at all likely to recommend

Additional Comments

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**30. Which online programs are most important to your development? (Check all that apply)**

- Course Design and Development
  - Teaching & Learning techniques for online delivery
  - Software skills
  - Presentation Skills
  - Foreign Language
  - Marketing Skills
  - Time Management
  - Negotiating Skills
  - Management Development
  - Leadership
  - Team Process
  - If other, please specify
-

31. Please rate the following:

	Extremely satisfied	Satisfied	Neutral	Dissatisfied	Extremely dissatisfied
Your student's readiness (attitude) to learning online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of induction and orientation of students to take up using online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Institutions support for my efforts to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student's progress through current online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent system of feedback / rewards / grades to students via online communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of student engagement to completing online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. From a student viewpoint, what is most important to them? (Check all that apply)

- Passing the course
- Sincerely developing the skills as per the course objectives
- Advancing knowledge and understanding to a high level within and beyond the course objectives
- Advancing onward to next level courses
- Becoming an Instructor / Manager / Supervisor within the Industry
- Advancing their own job / career, perhaps outside of the Industry
- Maximizing their income potential by completing the online course
- Improving their own Presentation Skills
- Improving their own Foreign Language Skills
- Improving their own Time Management Skills
- Improving their own Management Development Skills
- If other, please specify

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33. What other areas of training should be added to the course curriculum?

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34. **This survey is designed to identify your needs as an online / blended learning Educator. Please comment as to what you would like as to the provision of Online resources?**

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35. **Has this survey being sufficient in identifying and obtaining detail as to your Needs as an online Educator? Please rate from 1 (no) to 5 (yes).**

**Tick one please**

Not at all	<input type="radio"/>
In part	<input type="radio"/>
Half way	<input type="radio"/>
Mostly	<input type="radio"/>
Sufficient	<input type="radio"/>

36. **Optional response.**

**Thank you for your input. Should you wish to make a more direct contribution and are open for an interview or follow-up questions, please leave your contact details below. A member of the COVET team will be in contact with you.**

First Name

Last Name

City

Country

Work Phone

Email Address



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37. **Respondent (for trial only) - how much time did it take to complete this survey?**

- 0-5 minutes
- 6-10 minutes
- 11-15 minutes
- 15-20 minutes
- 20 minutes +

Additional Comments

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38. **Respondent only for this trial - What improvement or suggestions can you advise as to the can/will appropriateness of this survey i.e. style of questions, balance of questions / layout / ease of completion of this survey....please be 'brutally honest' :)**

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Annex 2



CONTINUING PROFESSIONAL  
DEVELOPMENT IN DIGITAL  
EDUCATION FOR VET



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Erasmus+ project: Continuing professional development in digital education for VET

## Digital Training Delivery in Vocational Education and Training

### ANALYSIS OF TEACHER'S NEEDS

#### Summary Report

## Survey Introduction

The aim of the COVET project is to design a quality training program for VET teachers and trainers to help them meet current and future requirements on digital training delivery in VET.

Gaps identified by COVET project:

- 1.VET teachers need to upgrade their teaching skills to the requirements of the online, digital or virtual training delivery.
- 2.VET teachers need to be equipped by new (digital) tools to design and develop their digital online or virtual training lessons.

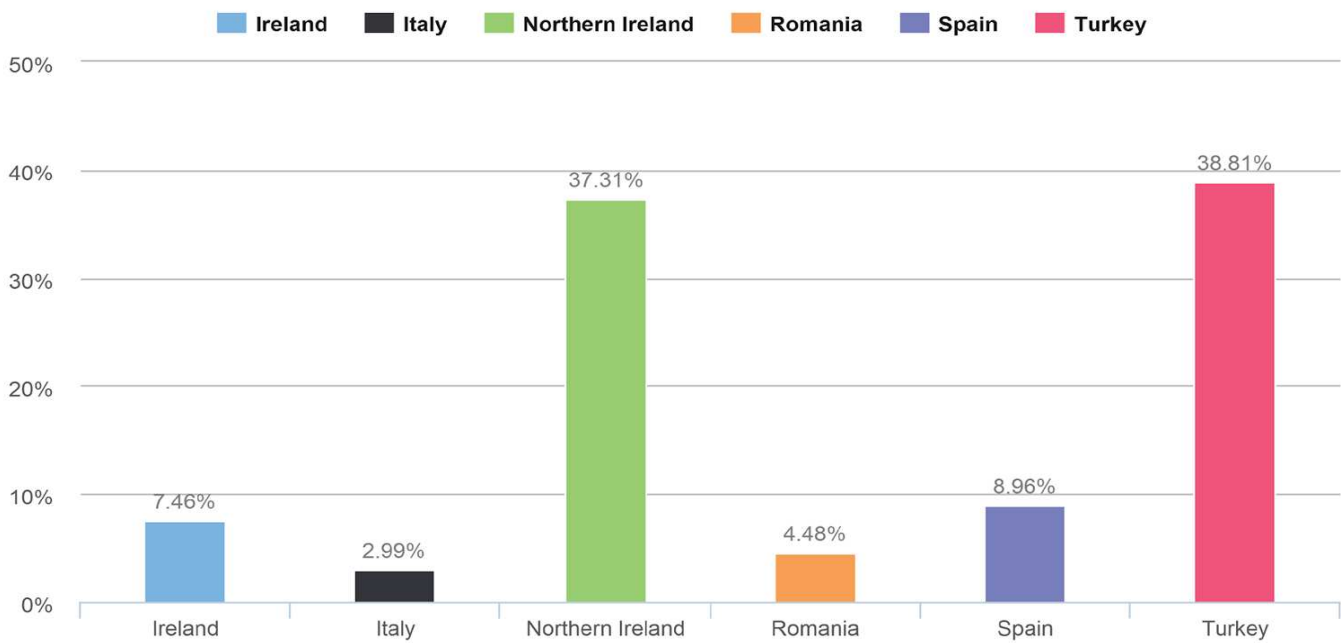
This survey was designed to identify the needs of VET staff in the following key areas:

- Identify the online Teaching and Learning skillsets within various staff bodies at VET institutions
- Identify training required in use of digital tools for teaching online – how and when to incorporate these tools based on pedagogical principles
- Identify strategies that are in place or are needed to retain and develop disengaged learners
- Support staff to make informed choices on how they can use technology to enhance teaching, engage learners and improve the learning experience.

## Survey Statistics

Survey Status:		Web Deployment Status:		Email Deployment Status:	
Status:	Live	Total Takers:	67	Invited Via Email:	7
Launch Date:	06/21/2021	Complete Responses:	47	Total Takers:	0
Closed Date:		Partial Responses:	20	Complete Responses:	0
Total Survey Takers:	67			Partial Responses:	0
Median Response Time:	18 mins, 23 Seconds			Opted Out:	0

## 1. Please identify your country of operation





## 2. Which profile best describes your learning institution?

	Type of Institution	Total
Further Education and Training College:	25(100%)	25
Training Centre:	1(100%)	1
Post-Secondary High School Centre:	2(100%)	2
University:	30(100%)	30
College:	3(100%)	3
Vocational Education Training Centre:	6(100%)	6
Other:	1(100%)	1
	Total Responded to this question:	67 100%
	Total who skipped this question:	0 0%
	Total:	67 100%

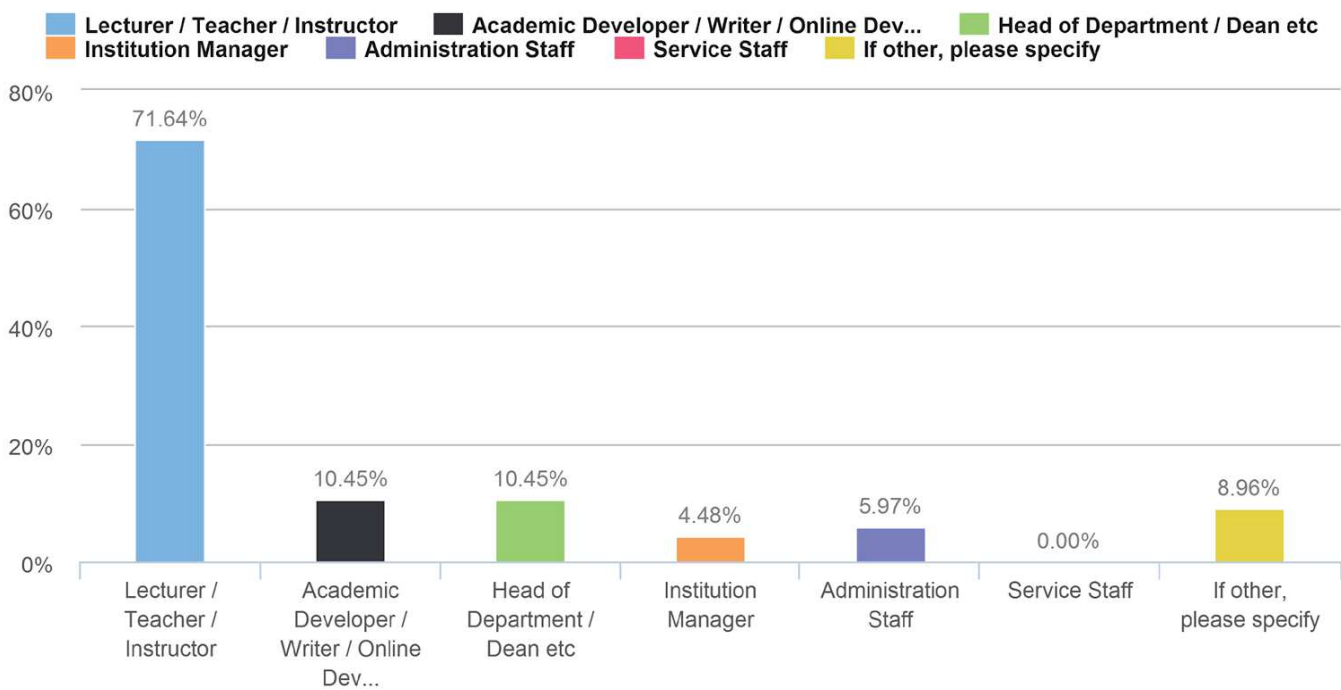
### 3. Optional addition of description of Type of Institution.

1	Faculty of Education
2	Centro de formación profesional con oferta educativa en las áreas de informática, administración y electricidad y electrónica. Enseñanzas medias, superiores y básicas.
3	Centro de formación profesional fásica, media y superior en áreas de informática, administración y gestión y electricidad y electrónica.
4	University of Rome 113 courses, 6 Schools, 18 Departments, 1700 faculty staff members, 25.000 students.
5	<a href="https://ltmaiasi.webs.com/Scurt%20istoric.pdf">https://ltmaiasi.webs.com/Scurt%20istoric.pdf</a>
6	We are a public universit based in Turkey
7	<a href="http://www.mu.edu.tr">www.mu.edu.tr</a>
8	<a href="https://uzem.mu.edu.tr/">https://uzem.mu.edu.tr/</a>
9	Vocational Training Centre focusued un areas as IT, electronics and electricity and business and administration. Baseic, Medium and High studies.
10	Technical High-School with mixed forms of education: high-school, evening classes, apprenticeship.

## Question 3 continued responses – description of type of institution

11	NRC further and higher education college
12	<a href="http://www.nrc.ac.uk">www.nrc.ac.uk</a>
13	To be an outstanding provider of training and further and higher education, focused on the needs of society and the modern economy.
14	Northern Regional College is the main provider of further education across four of the 11 council areas in Northern Ireland, covering a population of over 560,000. We offer a comprehensive range of qualifications for school leavers, full and part-time courses for adults, apprenticeships, professional qualifications and university accredited courses as well as providing a range of business services to support the business community.
15	Northern Regional College Ballymena Northern Ireland
16	Northern Regional College (or NRC) is a third level educational institution in Northern Ireland, United Kingdom. The college has six campuses around the north-east of Northern Ireland (County Antrim and eastern County Londonderry): Ballymena (Trostan Avenue and Farm Lodge campuses), Ballymoney, Coleraine, Magherafelt and Newtownabbey. <a href="http://www.nrc.ac.uk">www.nrc.ac.uk</a>
17	Limerick Institute of Technology is a third level education provider but will be merging with Athlone Institute of Technology on October 1st to become the Technological University of the Shannon.
18	Technology University with many Trade programs
19	Technical University
20	I'm at Limerick Institute of Technology which this Friday becomes the 'Technological University of the Shannon: Midlands Midwest'. New horizons opening up for both LIT and Athlone Institute of Technology.

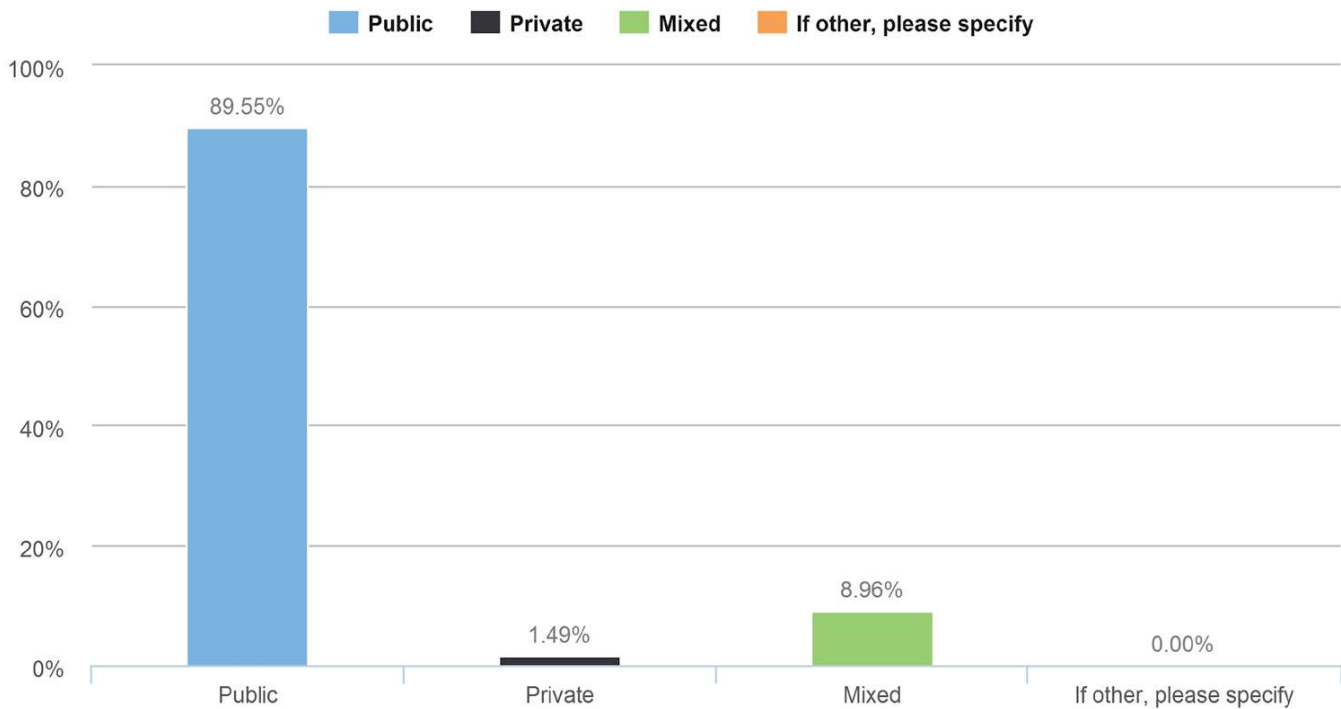
#### 4. Please indicate what your primary role is within your institution.



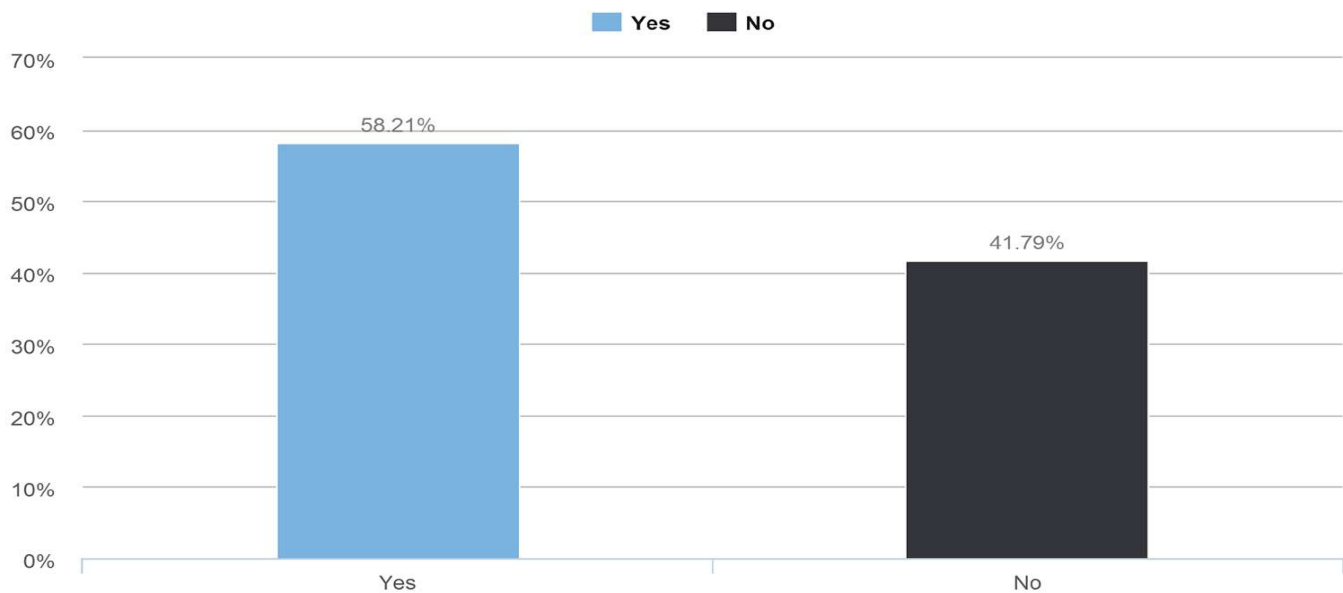
##### Other:

- 2 x Research Assistant
- 2 x Business Engagement Officer
- 1 x Enterprise & International Manager
- 1 x Educational Technologist

## 5. Type of Institution



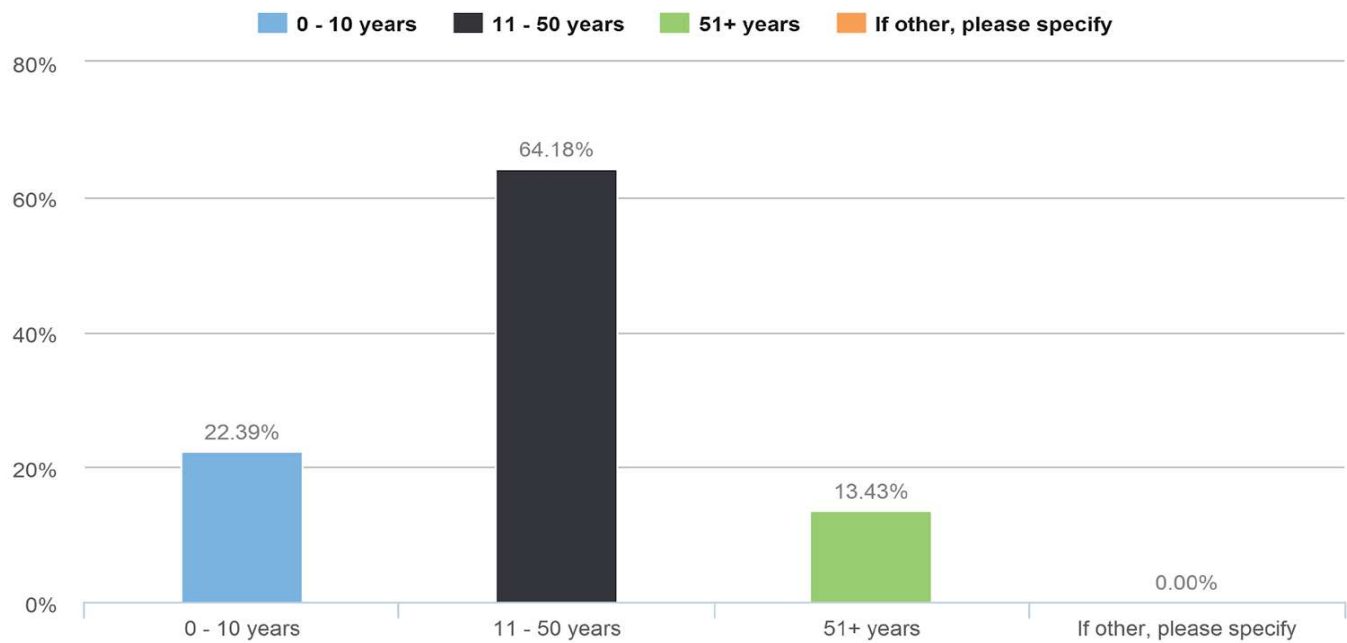
6. Do students pay fees to undertake courses ? Please add any specific detail if applicable.



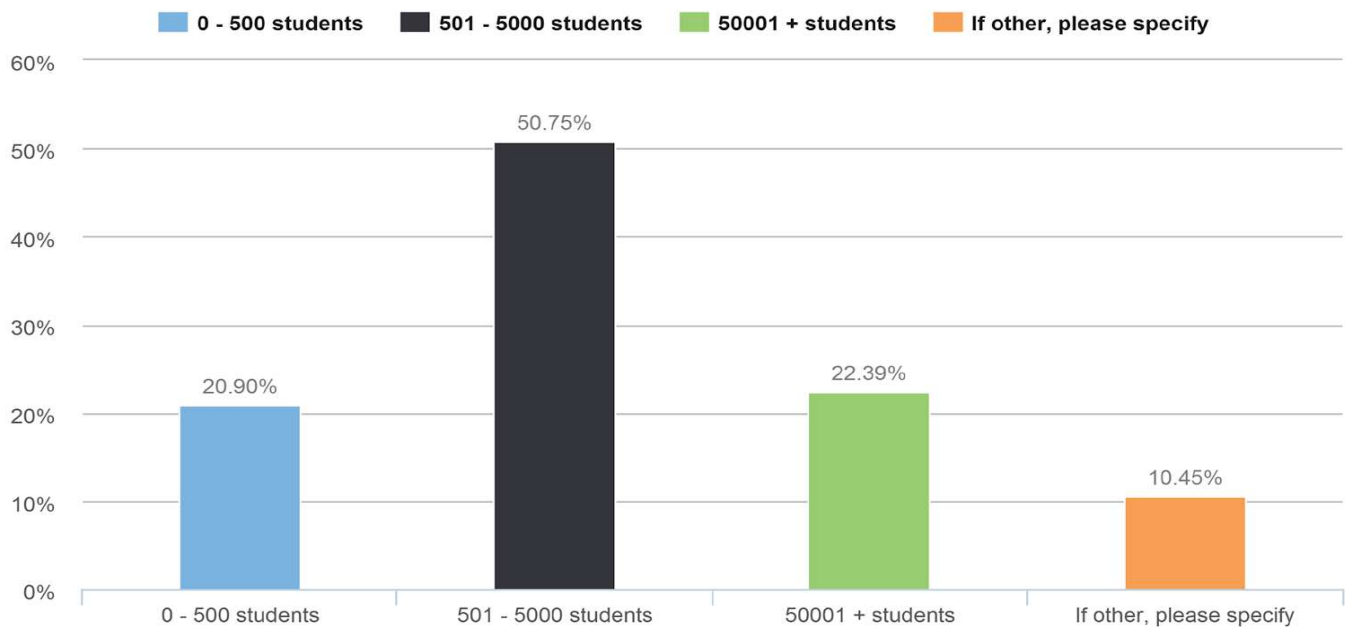
Additional comments:

1. Only some courses
2. Part-time students do, full time do not
3. Students taking evening or online classes pay fees
4. Some courses are available fully funded to students
5. Some fees are govt funded while others are funded by the students
6. Higher education pay fees, further education is free

## 7. Years of Operation in current form



8. Estimated number of students - full-time, part-time, flexible learning, blended learning, etc. Please add any specific comment to clarify if required.

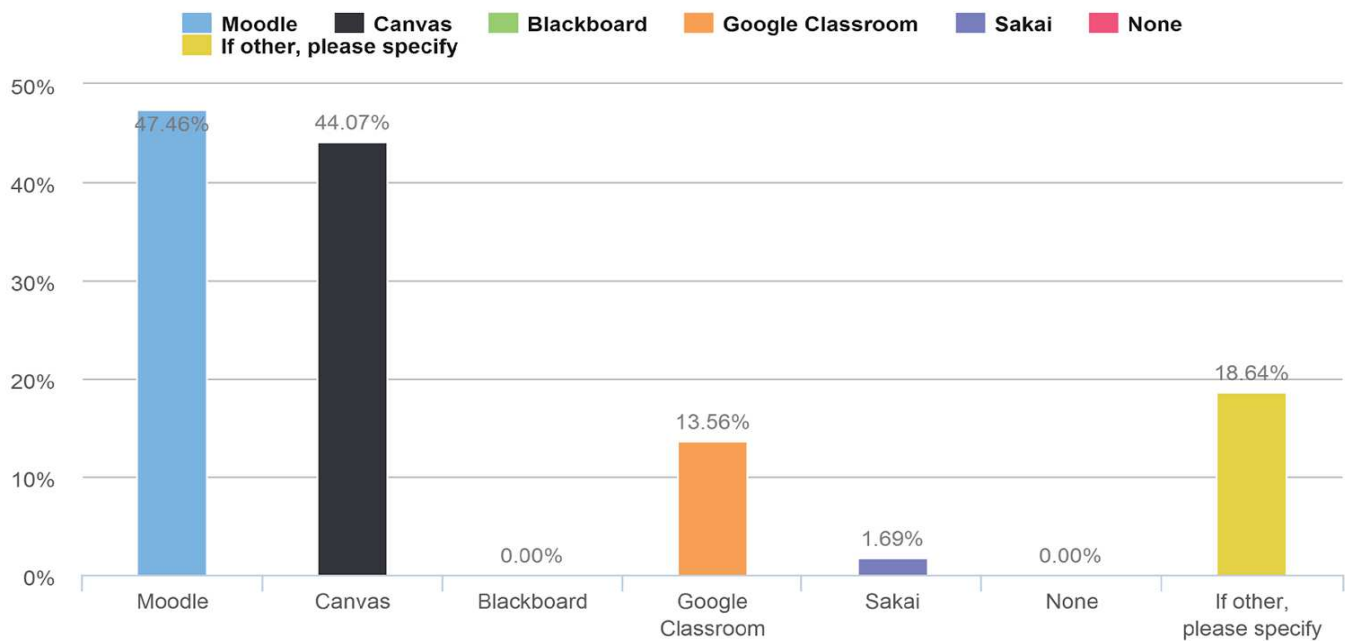


Other (6 responses)

- 1.45,000
- 2.42,000
- 3.Estimate 10,000 students
- 4.4,000 FT, 1,000 apprenticeships, 15,000 PT/Flexible/Blended
- 5.25,000 – 30,000
- 6.8,000

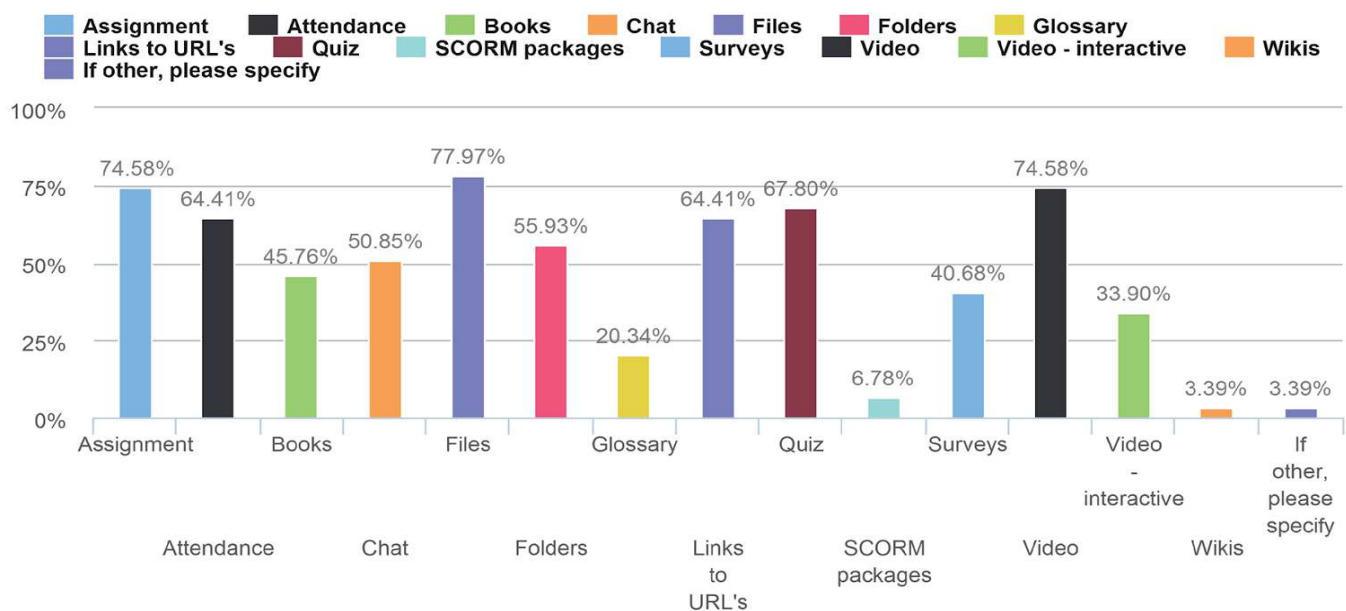


9. From the list below, please indicate which software platforms you use to deliver online education. These may be described broadly as Learning Management Systems (LMS). Tick more than one, if applicable



Other: (11 responses)  
 Adobe Connect x 4  
 MS Teams x 3  
 Zoom x 2  
 Google Meet x 1  
 Genial.ly x 1

## 10. Which activities and resources do you use on the Learning Management System?

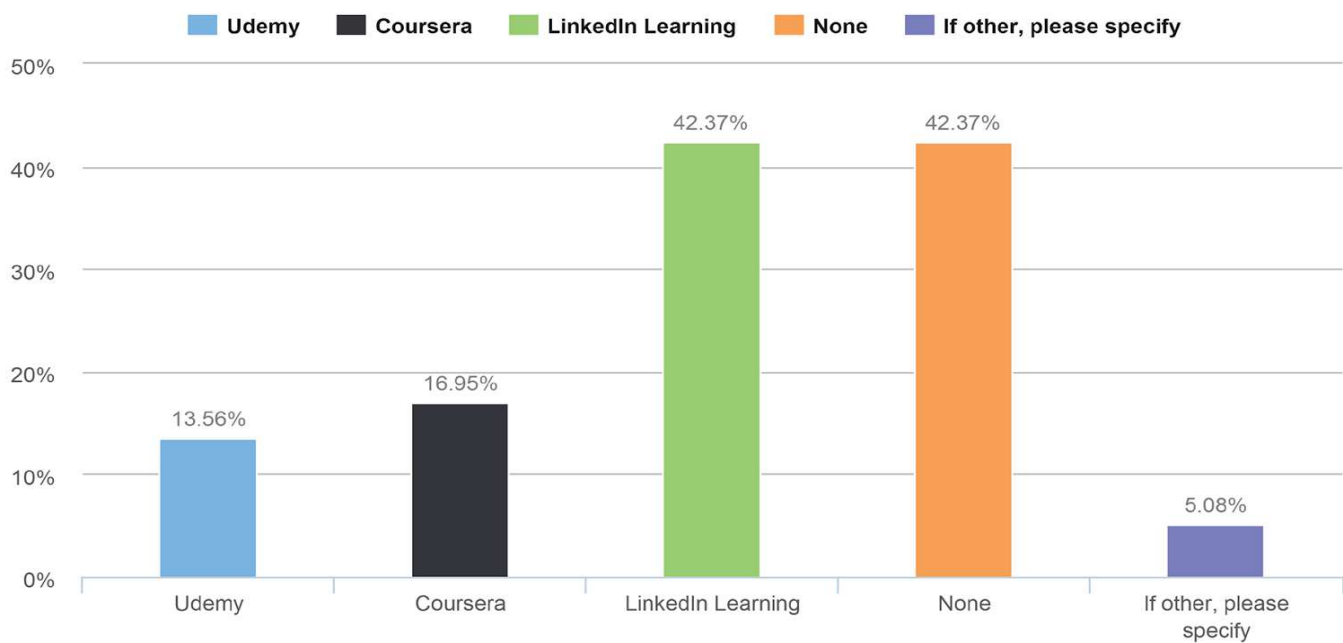


Other (2 responses):

1 x ClickView, Blended Learning Consortium, LinkedIn Learning

1 x Moodle H5P tool

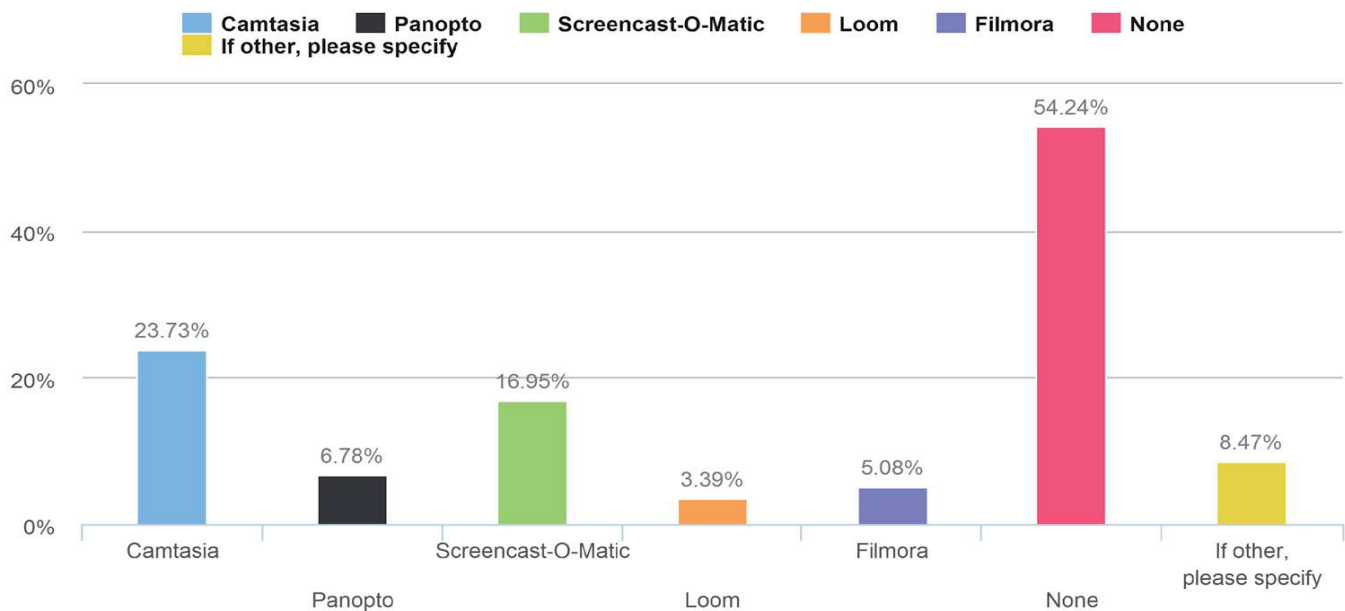
11. From the list below, please indicate which online learning resource / Learning Experience Platforms you use. Tick more than one, if applicable



Other (3 responses):

- 1.EdX, MIT OCW
- 2.ClickView, Blended Learning Consortium
- 3.ClickView

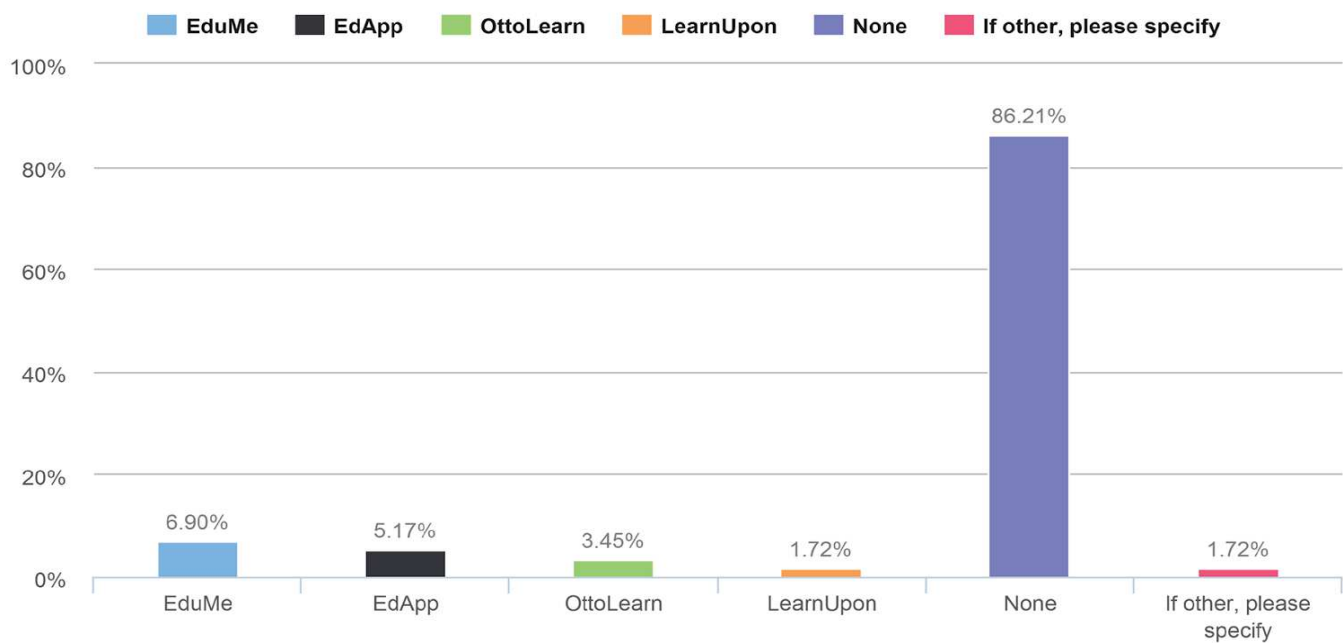
12. From the list below, please indicate which Video Training Tools you use. Tick all that apply



Other (5 responses):

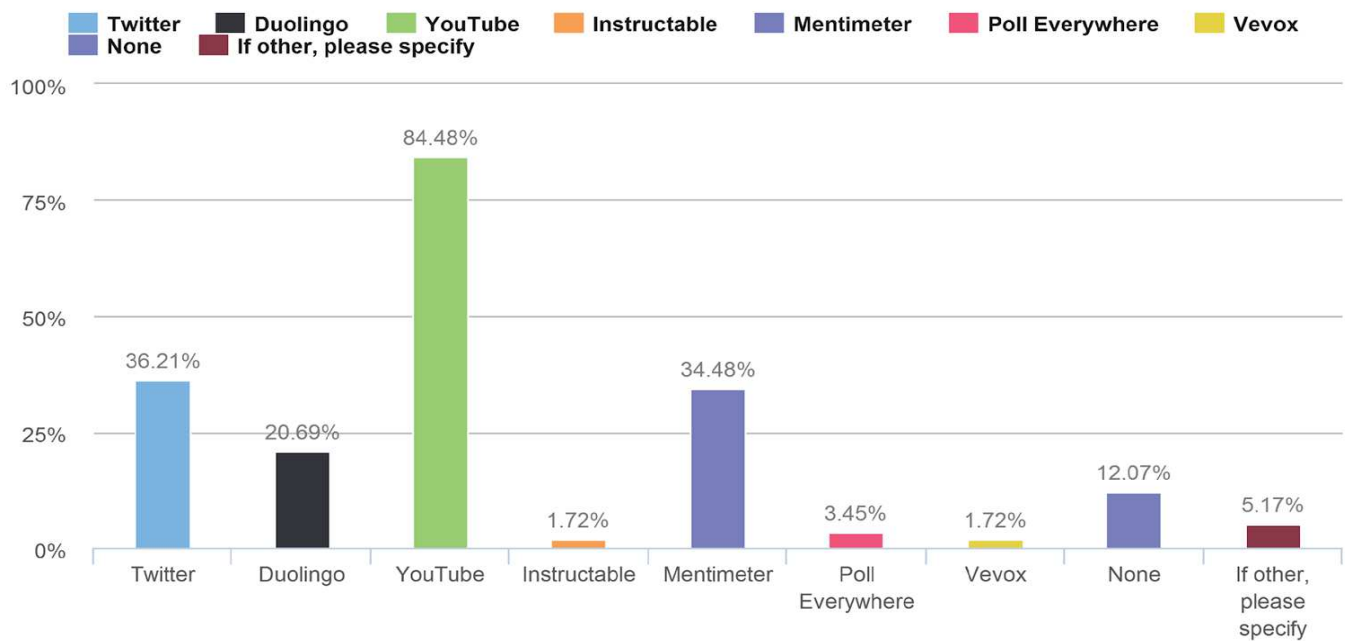
- 1.Epic Pen
- 2.Adobe
- 3.Don't know
- 4.Click View
- 5.Adobe Premier Pro for video production and editing

13. From the list below, please indicate which Microlearning platforms you use. Tick more than one, if applicable



Other (1 response):  
1 x Don't know

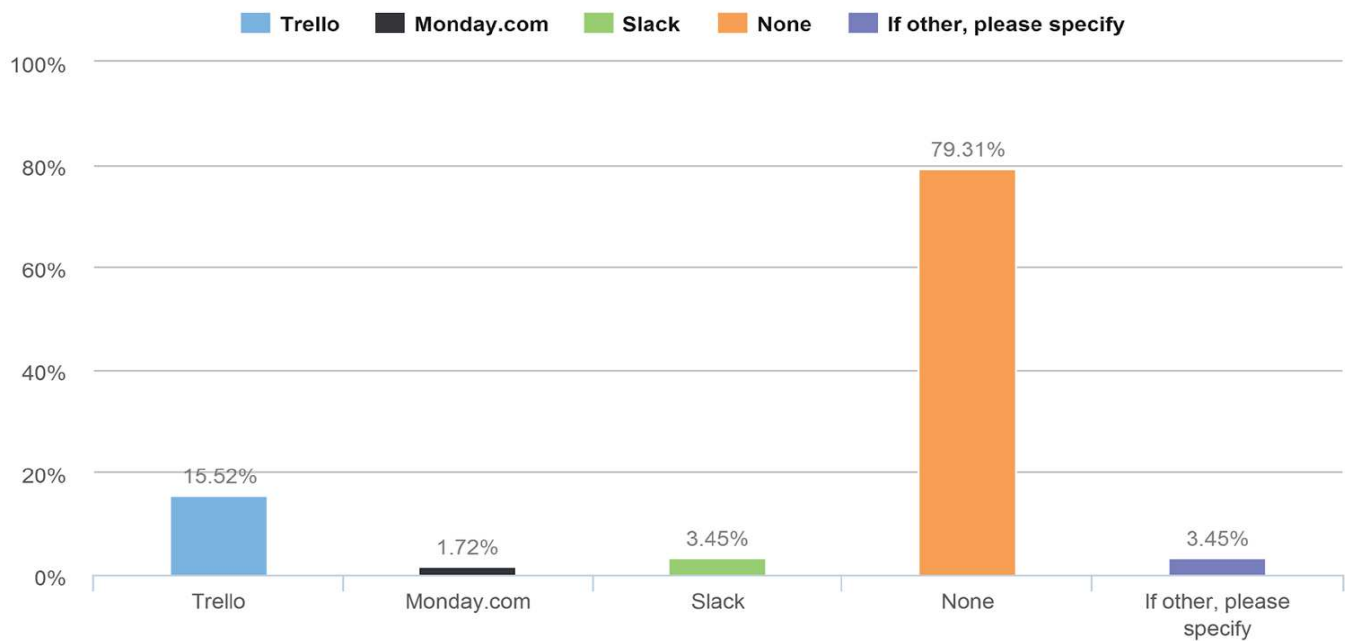
14. From the list below, please indicate which software / Mobile Tools you use. Tick more than one, if applicable



Other (3 responses):

1. Padlet, Nearpod, Gosoapbox, edpuzzle
2. Instagram
3. Canva

15. From the list below, please indicate which Project Management and Planning Tools you use. Tick more than one, if applicable

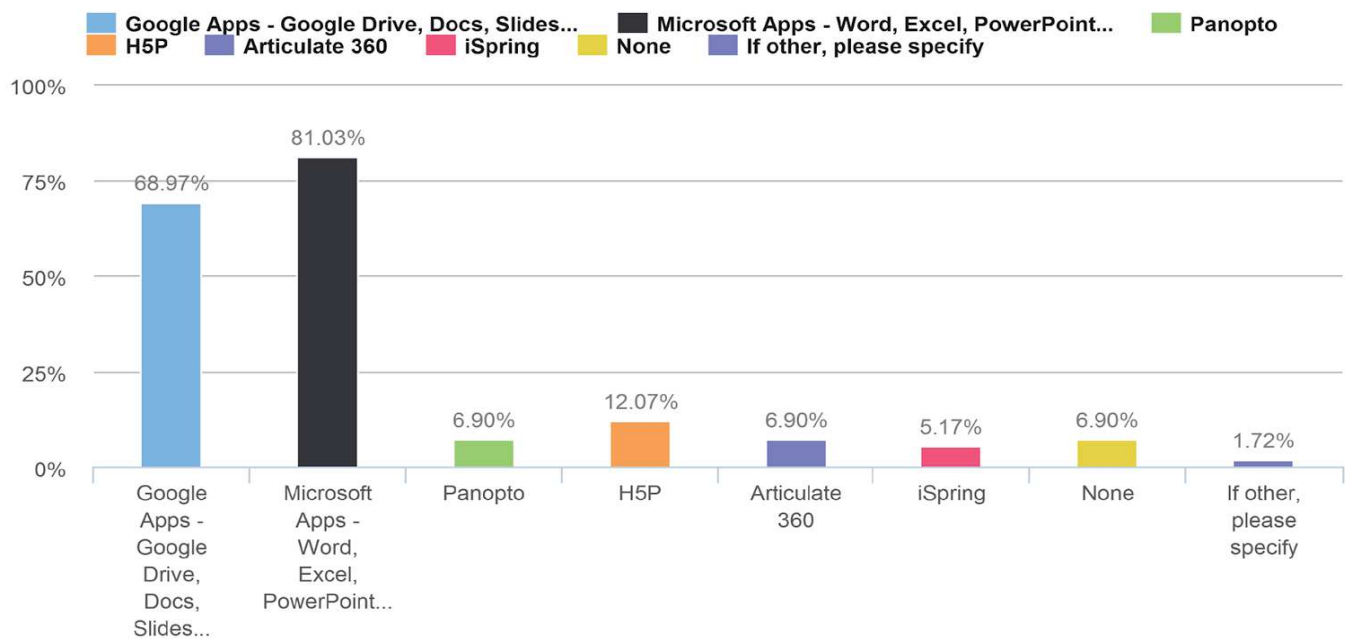


Other (2 responses):

1 x Calendar

1 x Used Trello and Slack previously but not currently

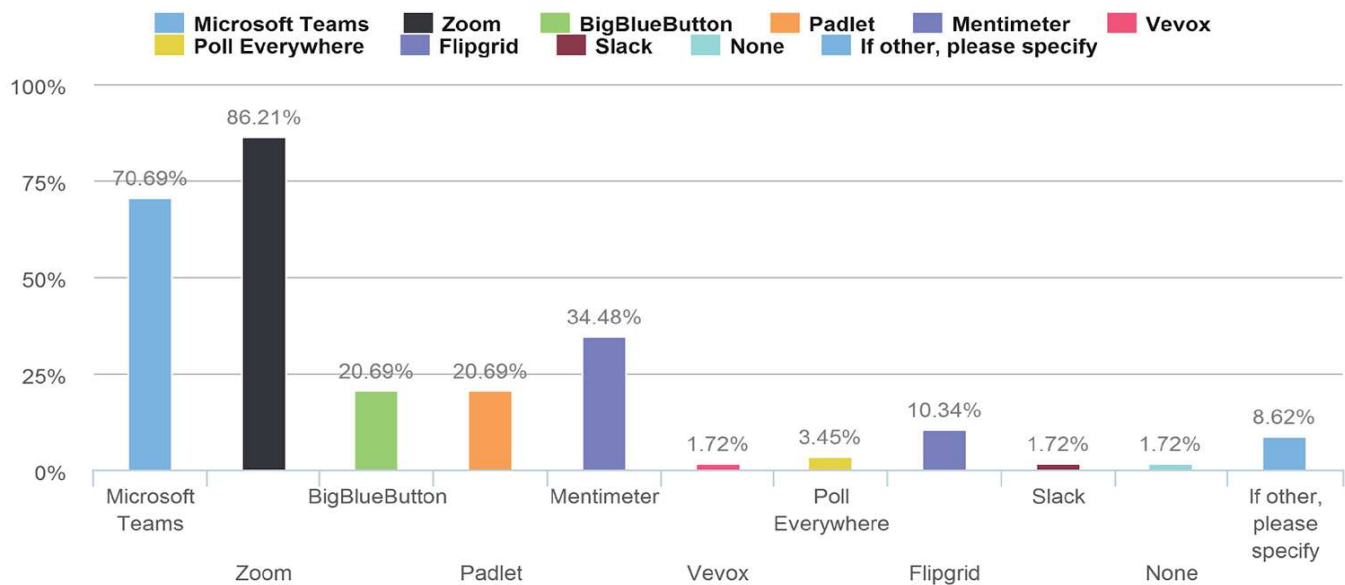
16. From the list below, please indicate which software / Content Creation tools you use. Tick more than one, if applicable



Other (1 response):  
1 x Canva



17. From the list below, please indicate which software / Communication tools you use. Tick as many as applicable



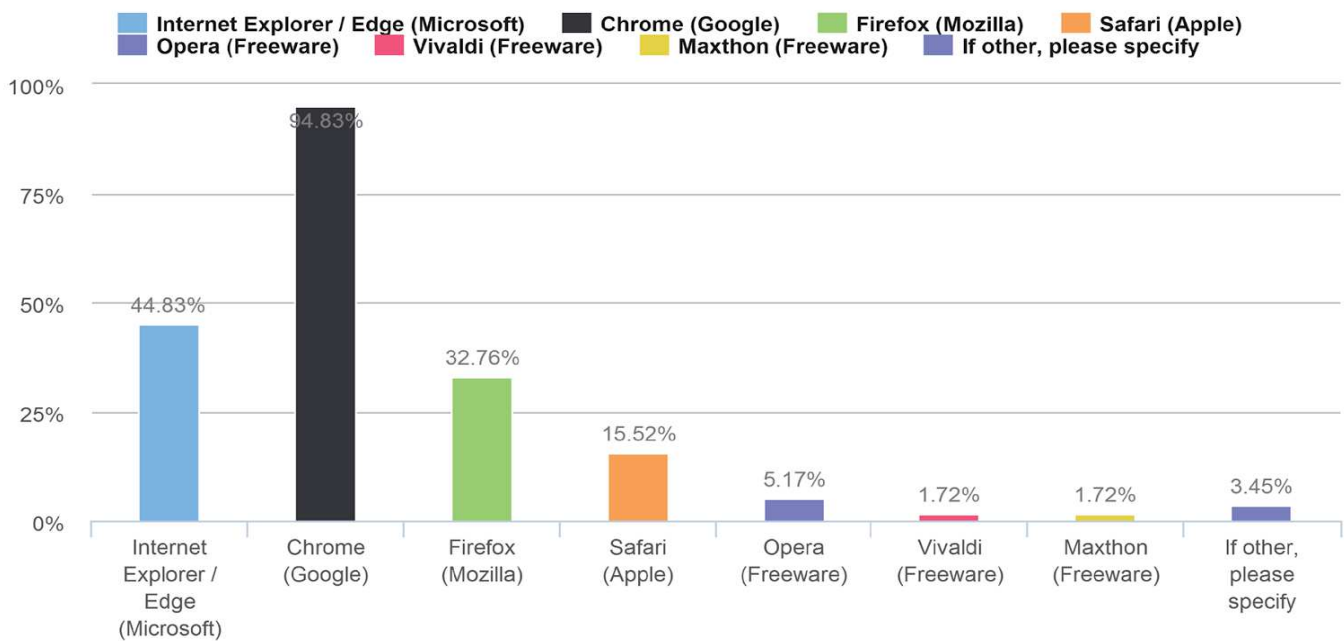
Other (5 responses):

2 x Adobe Connect

2 x Google Meet

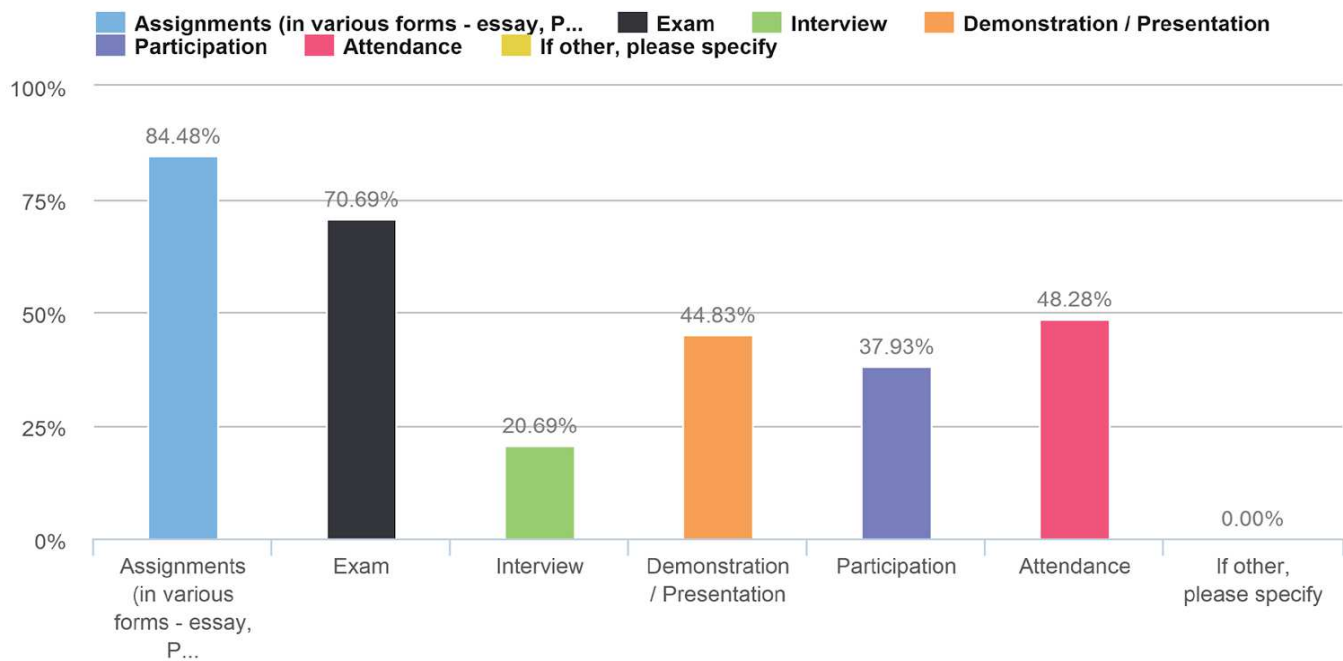
1 x Skype

## 18. Which Browser types are usually utilized to access online courses?

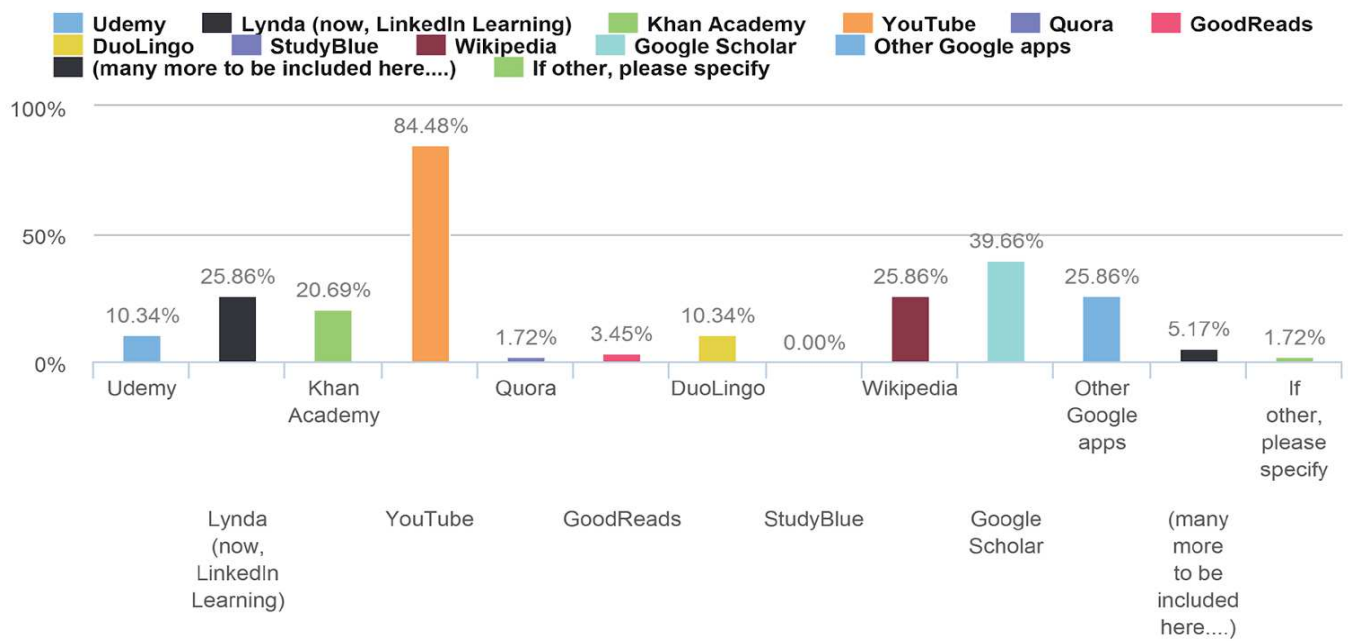


Other (2 responses):  
2 x Brave

## 19. Online Assessment styles utilised (not including face-to-face interactions or physical delivery of these systems).

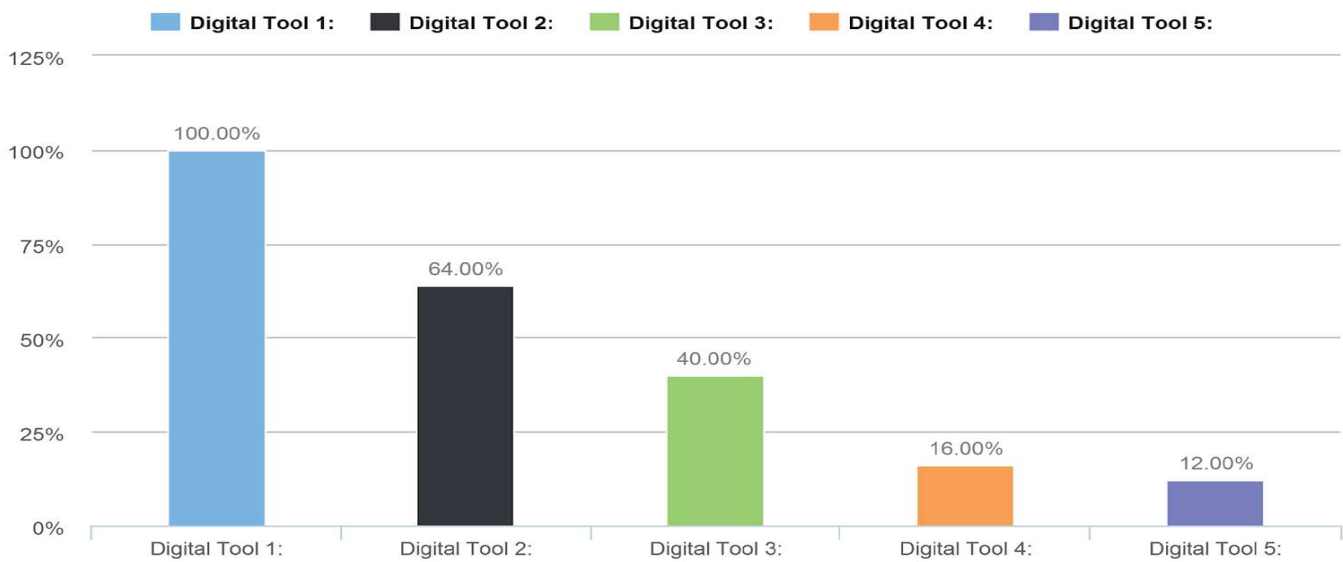


## 20. What free online learning applications do you utilise to deliver online learning?



Other (1 response):  
1 x Clickview

21. From the various tools listed above, please select which ones you would like to explore further and for which you require further training.

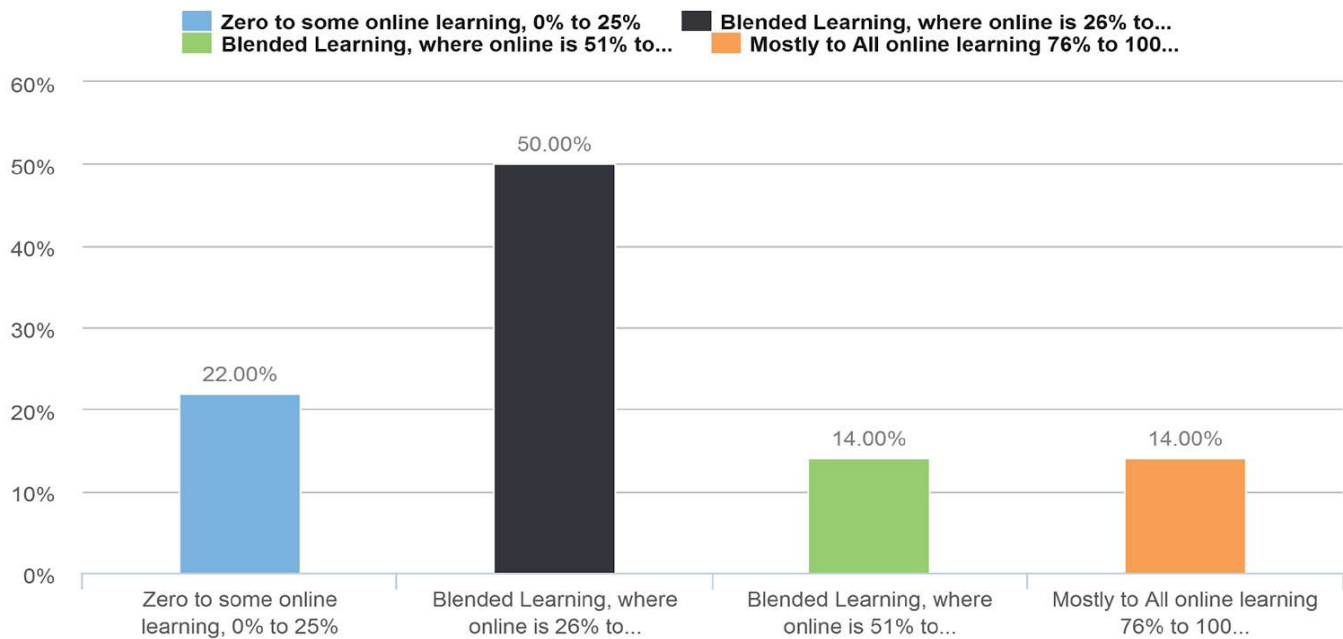


Tools listed on next slide

## Digital Tools listed for further exploration and training

- Google Scholar x 3
- Padlet x 3
- Quora x 3
- StudyBlue x 3
- Udemy x 3
- BigBlueButton x 2
- Canvas x 2
- Duolingo x 2
- EdApp x 2
- GoodReads x 2
- Khan Academy x 2
- LinkedIn Learning x 2
- Mentimeter x 2
- Moodle x 2
- Panopto x 2
- Vevox x 2
- Camtasia
- EduMe
- Flipgrid
- H5P
- Linguee
- Loom
- MS Teams
- Nearpod
- Poll Everywhere
- Screencast-o-matic
- Screenpresso
- Slack
- Trello
- Video Editing Software
- Wikis
- YouTube

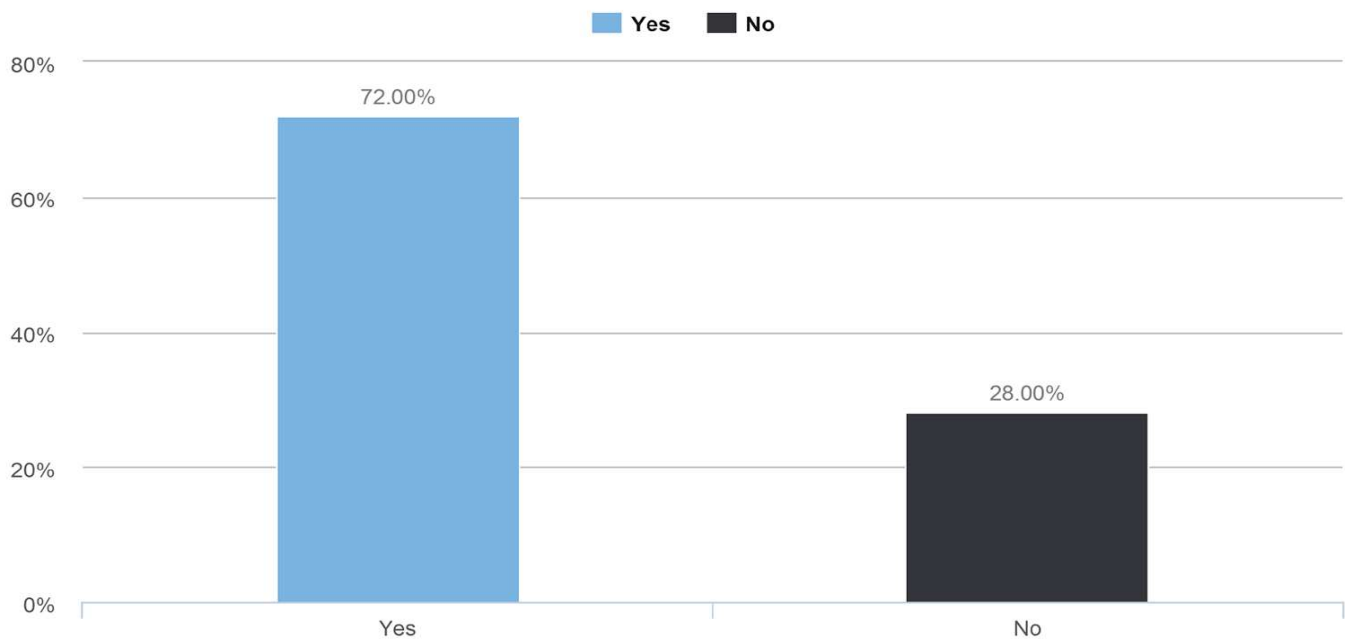
22. In a post-pandemic learning environment, what balance of your course delivery will occur online (including assessment).



Additional comments:

1. 100% online where applicable
2. Assessment submission, marking, feedback all online. Delivery of teaching face to face
3. Blended – already included and assessments will continue at least 75% online; practical content of the subjects require face to face delivery
4. Depends on the academic

23. Will you be delivering any component of future online learning from home? If Yes, add any specific element that can be delivered from home.

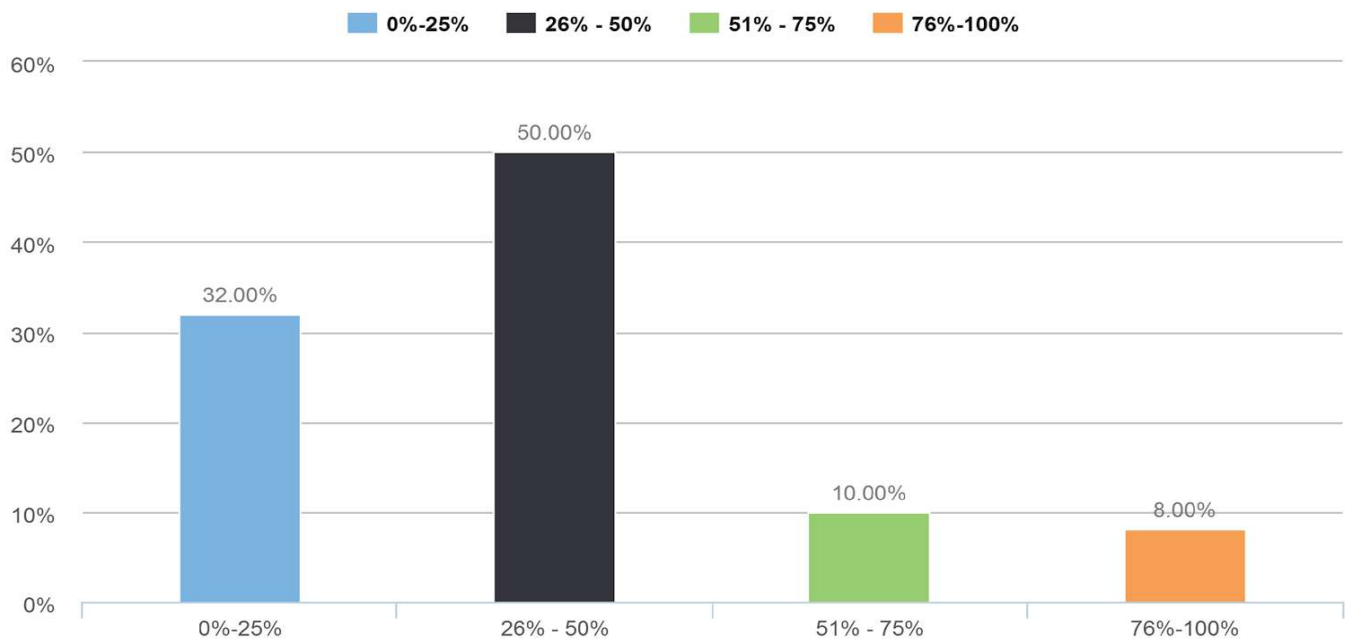


Additional comments:

1. Online not dependant on location but on facilities
2. Unless required to do so
3. Analytical subjects – if full resources available
4. Courses I am teaching are delivered fully online so will continue to deliver from home
5. Teams sessions and asynchronous resources



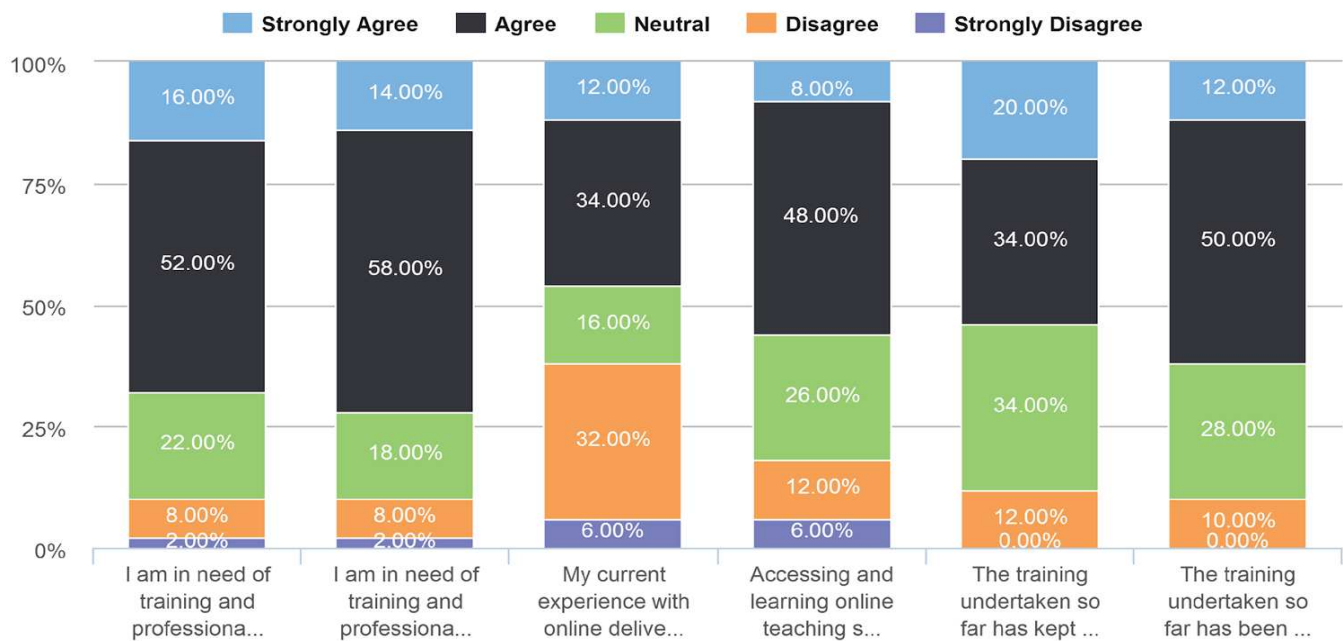
## 24. Ideally, what do you believe is the best balance of your VET courses, to be delivered online?



### Additional comments:

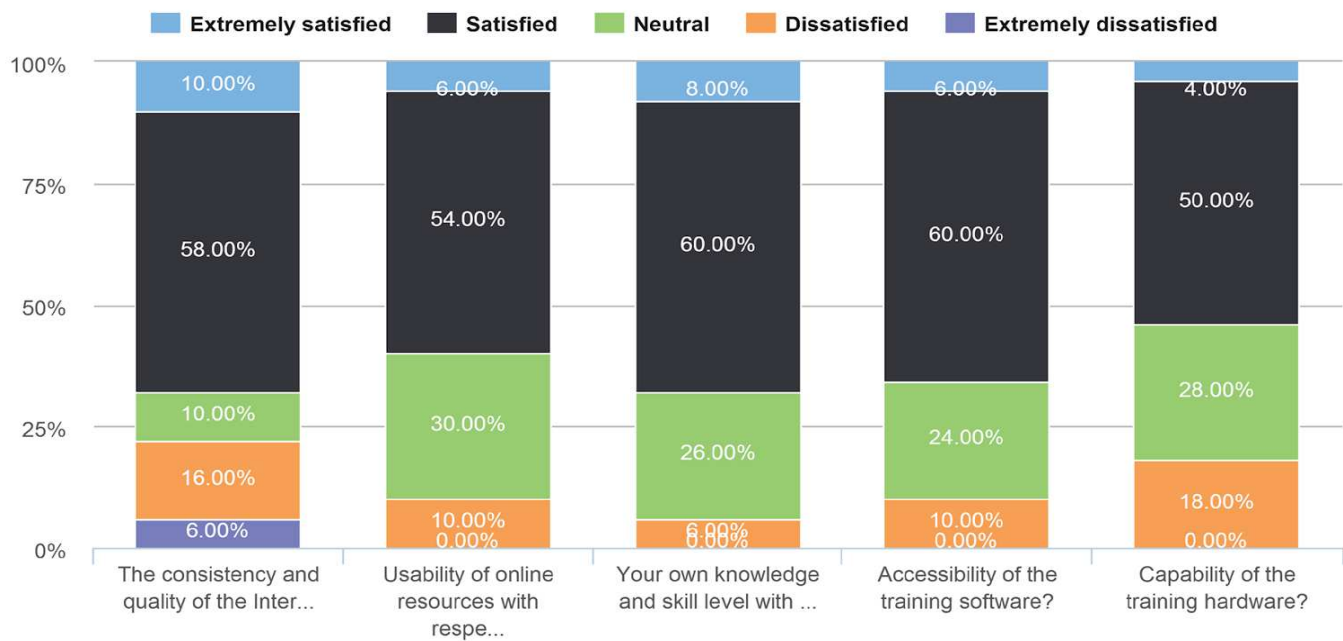
- 1.It will vary depending on the subject matter, course content, learning objectives and student profile
- 2.Assessment only
- 3.It depends on the course and the level of the learner

25. Please select the appropriate responses to the following statements using the scoring scale.



Column 1: I am in need of training and professional development in online teaching methods (techniques, tips, strategies)  
 Column 2: I am in need of training and professional development in online skills usage and deployment (online tools)  
 Column 3: My current experience with online delivery has been challenging  
 Column 4: Accessing and learning online teaching strategies and tools over the last 12 months has met my requirements  
 Column 5: The training undertaken so far has kept me interested throughout  
 Column 6: The training undertaken so far has been interactive i.e. questions and participation are encouraged

## 26. How satisfied are you with the current state of your online resources?



Column 1: The consistency and quality of the Internet speed accessible to you (not about student accessibility)  
 Column 2: Usability of online resources with respect to your needs  
 Column 3: Your own knowledge and skill level with the online facilities you currently have  
 Column 4: Accessibility of the training software  
 Column 5: Capability of the training hardware

## 27. How could your learning institution improve the quality of educator training services?

- 1 Via courses
- 2 More free training courses
- 3 They are doing some spending for the infrastructure development.
- 4 There is a reluctancy for exploring online materials developed for education in some lecturers. Some promoting strategies can be applied.
- 5 Needs better education to all instructors
- 6 In my opinion, it can be improved by increasing in-service training.
- 7 The institution should support participation in online courses
- 8 By helping them finding course materials and opening courses gör the needs of the educators
- 9 Giving us some workshops about it.
- 10 Provide support (training + upgrade of devices)

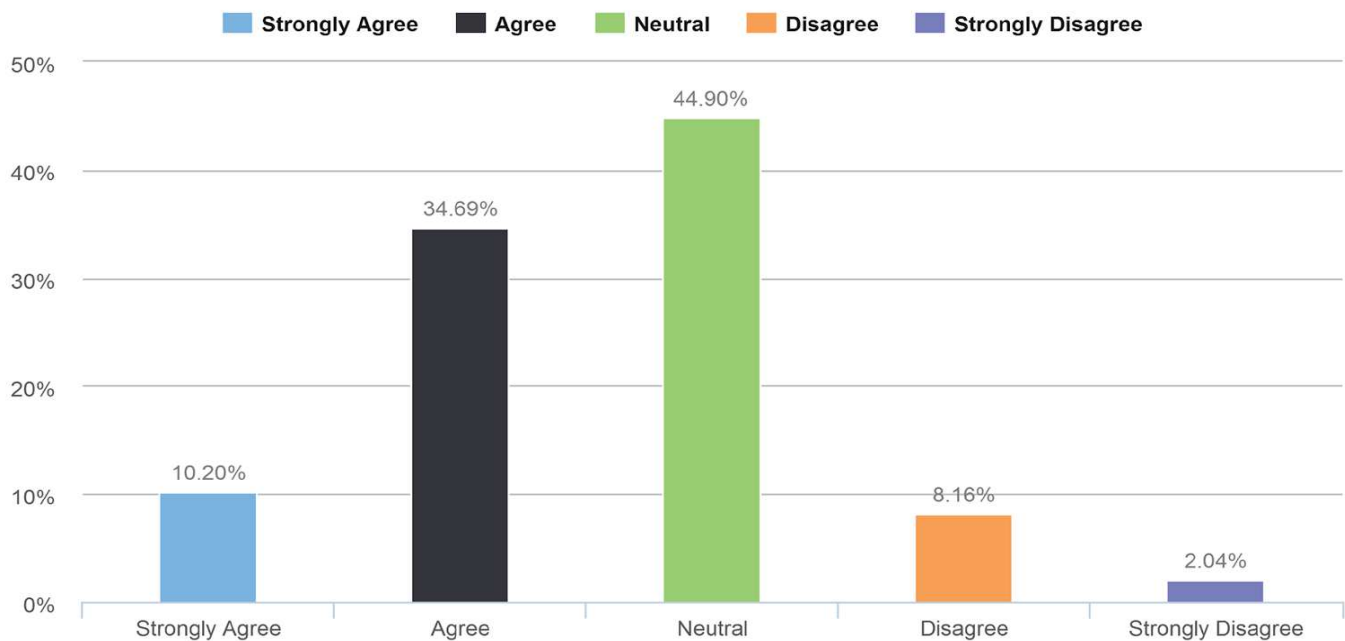
## 27. cont'd .. How could your learning institution improve the quality of educator training services?

11	Offering training courses
12	More group learning, tutors all coming together and sharing New systems brought in and you need to become self taught, some find easier than other
13	we have rolled out a module on teaching on line but it has limitations and assumes a baseline level that may be unrealistic, in particular for Part-time lecturers. Part-time lecturers have significant industry/commerce experience but not up in all things on-line teaching methods
14	n/a
15	College wide check list and learning sessions- all very much focused on the individual staff doing their own thing- too many being left behind
16	Haven't been there long enough to answer this
17	More in house training
18	time, designated allocation
19	Give me a work laptop or tablet as I had to share with my children who were home schooling
20	Timely training prior to its usage. Last year the training largely took place too late.

## 27. cont'd .. How could your learning institution improve the quality of educator training services?

21	Providing more focused and timely training.
22	Providing time for further training
23	Provide more on-demand training resources that are available when required
24	more resources for hardware and software to develop online learning programmes
25	Maintain learning classes
26	Bespoke solutions / courses based around individual academic requirements

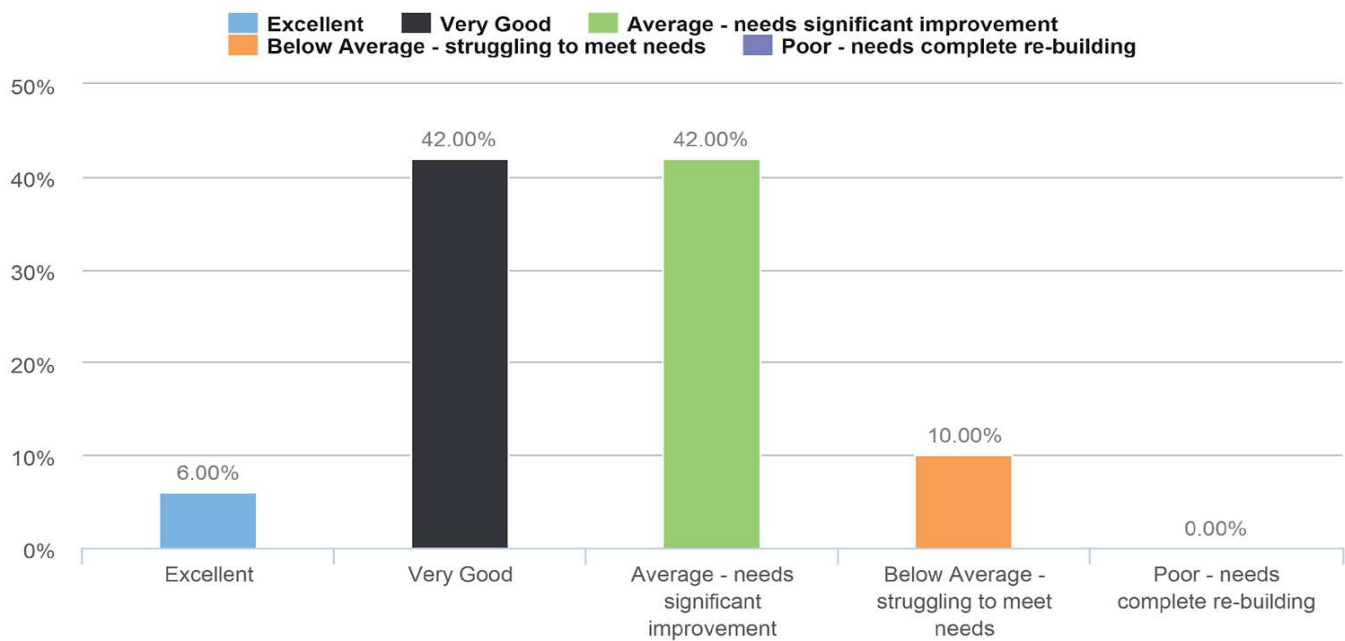
## 28. My Institution understands the training needs of my departments.



### Additional comments:

1. We have rolled out a module on teaching online, but it has limitations and assumes a baseline level that may be unrealistic, in particular for part-time lecturers. Part-time lecturers have significant industry/commerce experience but not up in online teaching methods

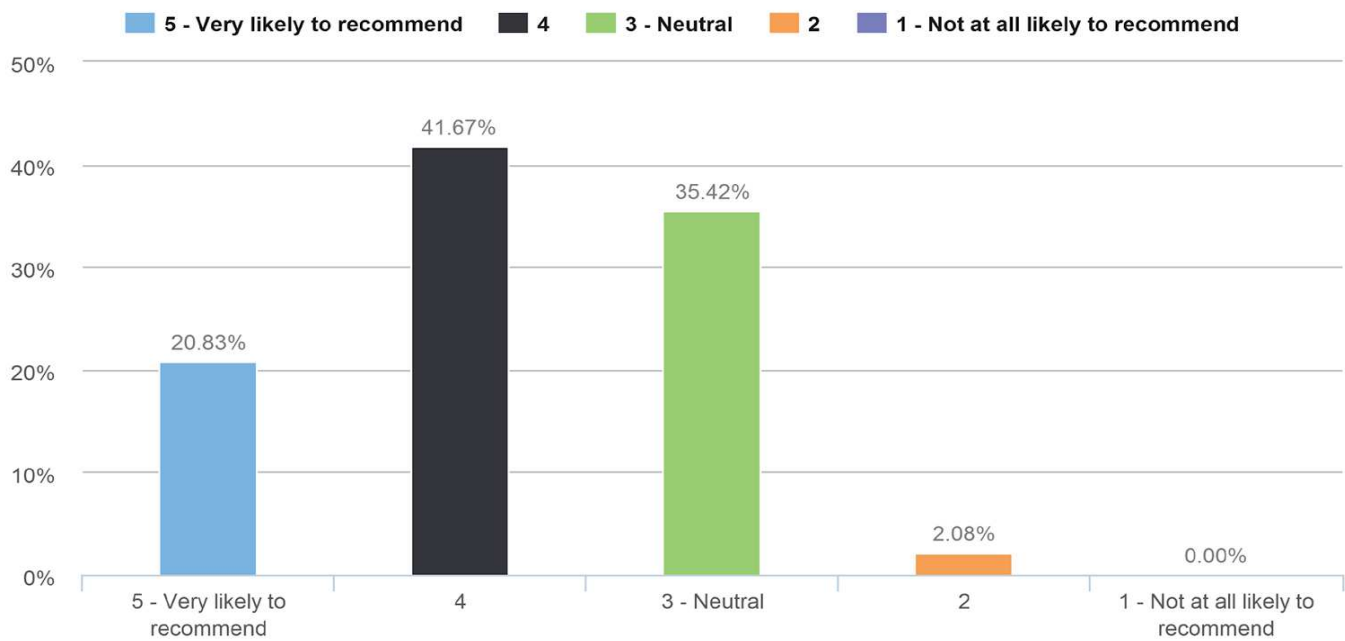
29. Understanding that all programs can be improved, what is your opinion of the quality of the training currently being delivered:



Additional comments:  
1. Business engagement provision yes would recommend



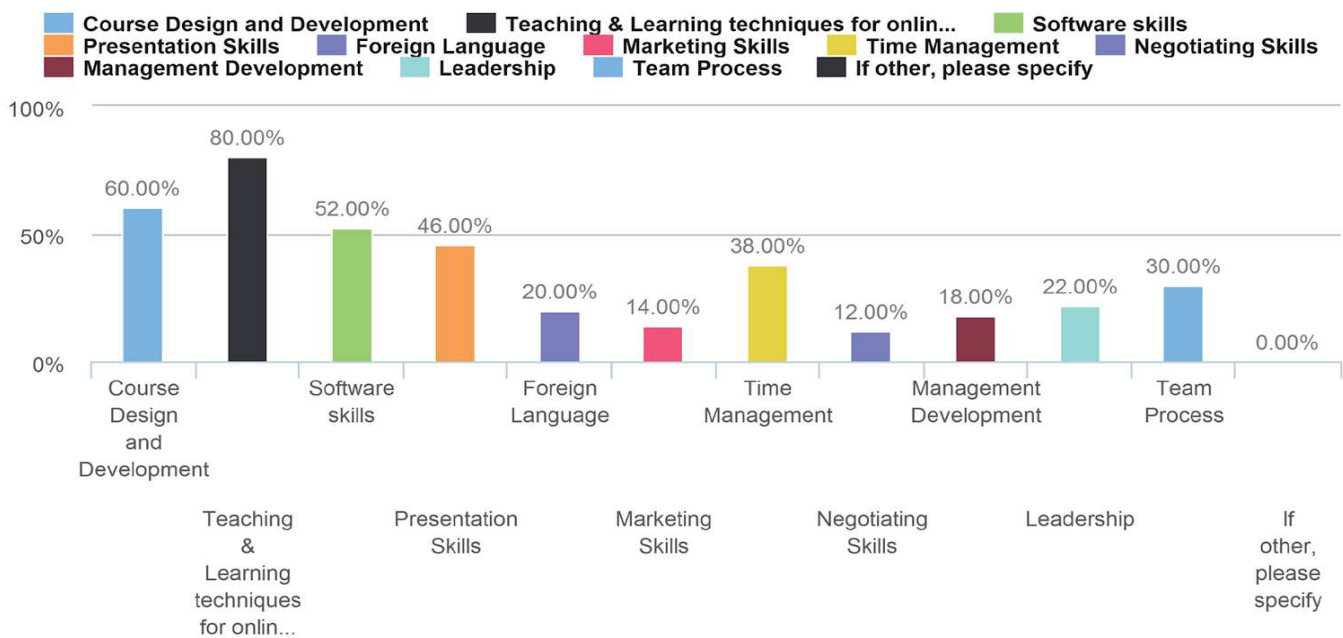
### 30. How likely are you to recommend your training course to students and contacts within the industry?



Additional comments:

1. Business engagement provision yes would recommend

### 31. Which online programs are most important to your development? (Check all that apply)



32. Is there any training reason missing from the above? What other areas of training should be added to the course curriculum? Please comment.

1 How to make video tutorials

2 not

3 Previous list is well developed.

4 Quality assurance management systems

5 n/a

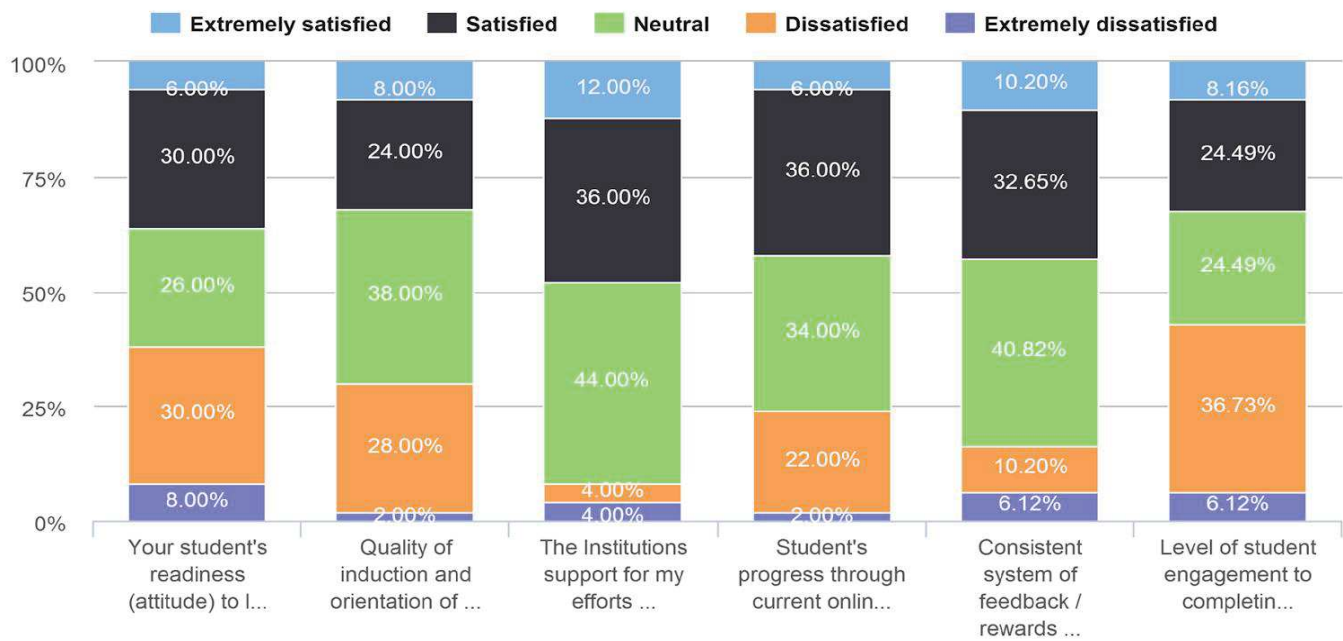
6 no

7 Technical skills

8 fine

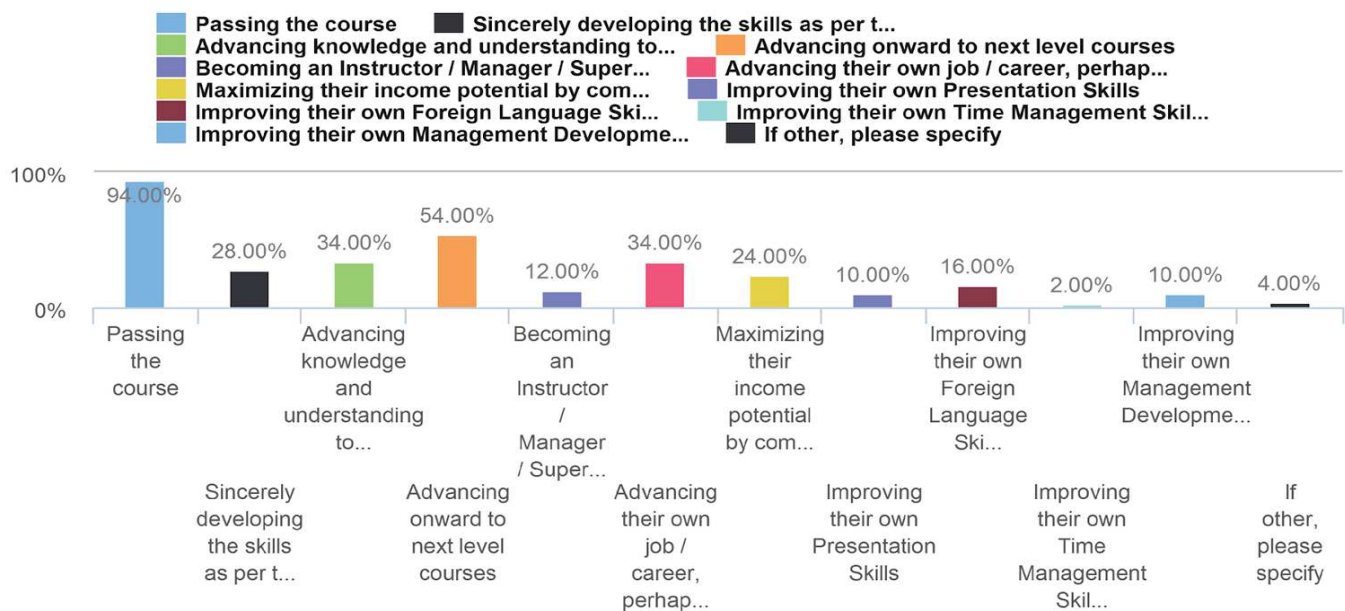
9 Understanding students' needs

### 33. Please, rate your satisfaction with the following:



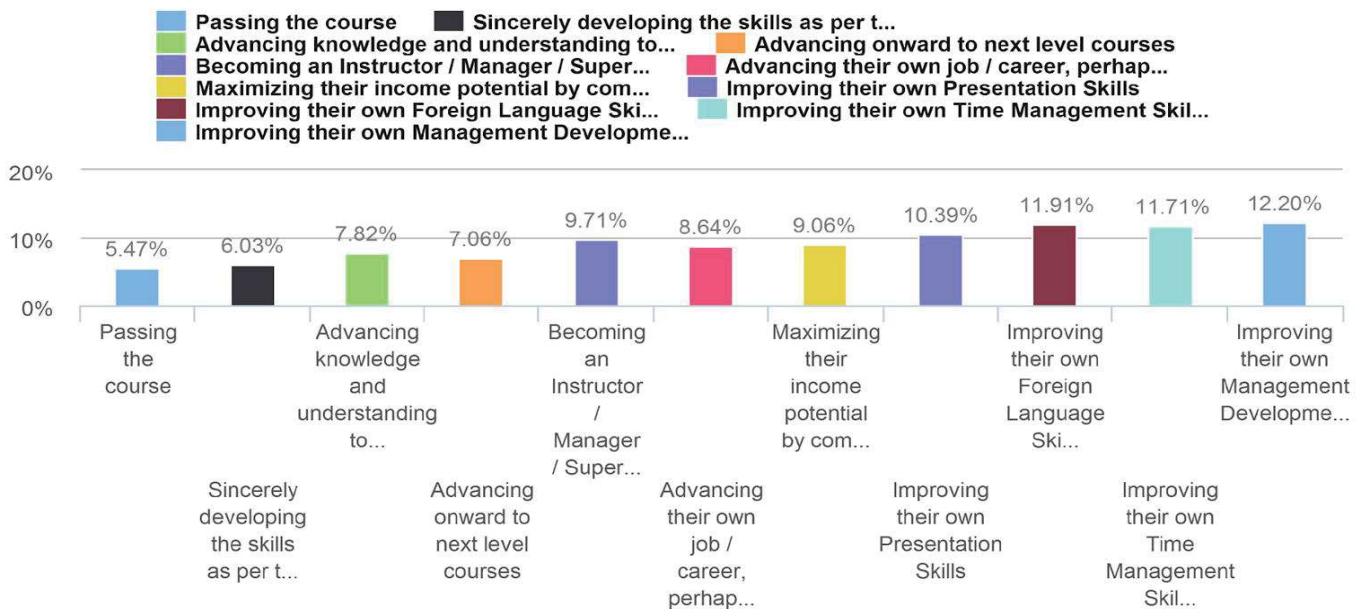
- Column 1: Your student's readiness (attitude) to learning online
- Column 2: Quality of induction and orientation of students to take up using online resources
- Column 3: The institutions support for my efforts to improve student learning
- Column 4: Student's progress through current online courses
- Column 5: Consistent system of feedback/rewards/grades to students via online communications
- Column 6: Level of student engagement to completing online courses

### 34. From a student viewpoint, what is most important to them?(Check all that apply)

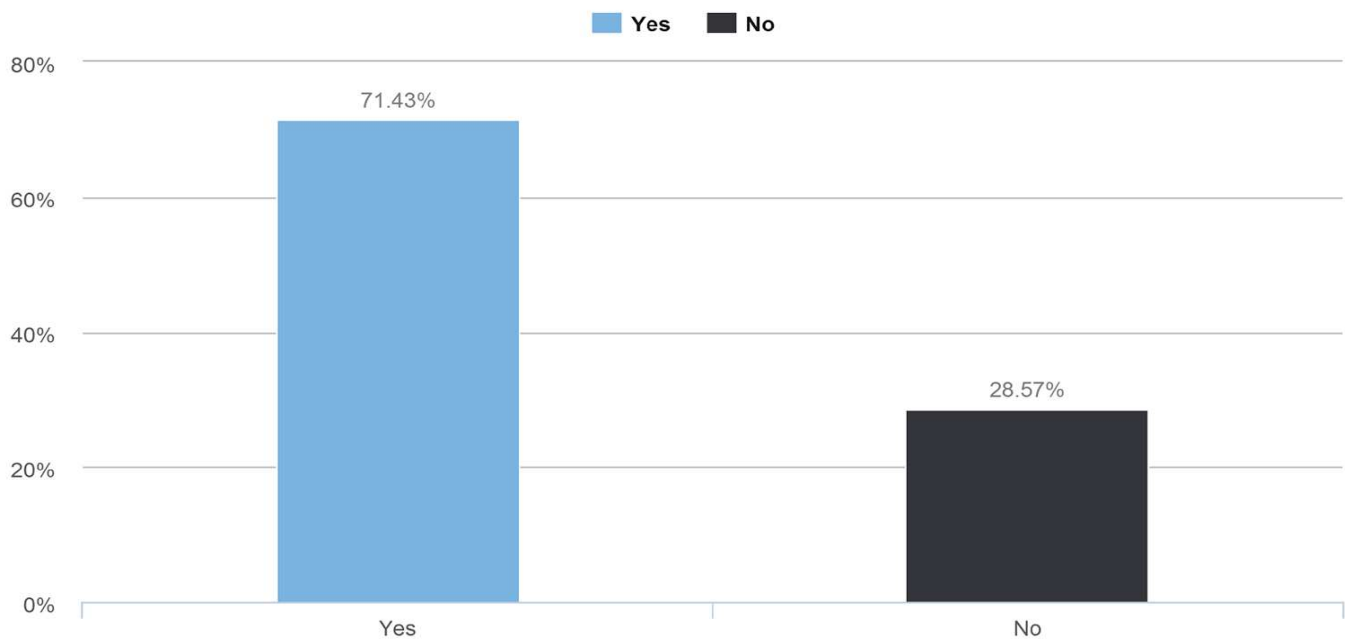


Other comments:  
 1.It depends on the level of the course  
 2.Getting good industry experience

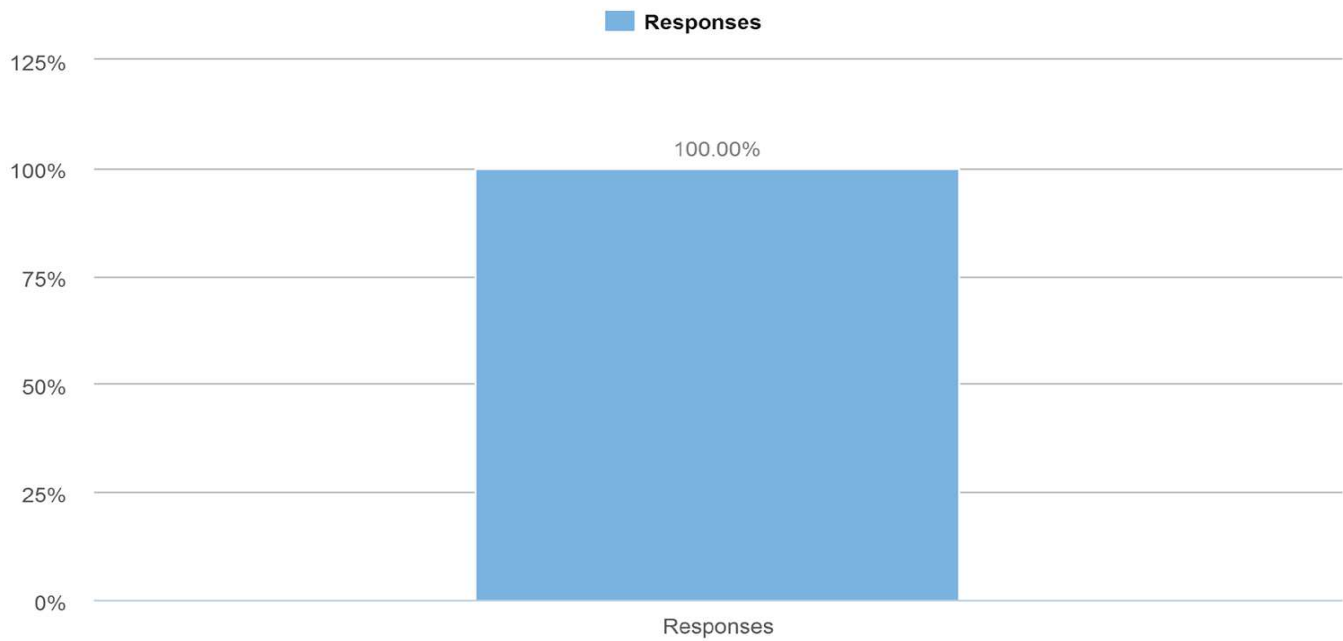
35. Of those responses you checked above , please rank the reasons, you believe is important to students.



36. Many Educators report that the lack of motivation of their students is a key issue. Is this a KEY issue for your institution?



37. If 'Yes' to the previous question, would strategies and methodologies would be useful for you to lift the level engagement ? Please comment below as to what you might require.



Detailed responses on next slide



37 cont'd. If "Yes' to the previous question, would strategies and methodologies would be useful for you to lift the level engagement ? Please comment below as to what you might require.

- 1 Yes exactly
- 2 No
- 3 can be encouraged by providing counseling to students
- 4 Although instution may apply some measures to motive students, it is a topic of a wider context in my opinion.
- 5 Preparing video tools for students to improve their nitkcis) motivation may help
- 6 Yes of course
- 7 increase predictibility of working in the industry at graduation stronger cooperation with employers more focus on developing practical/technical skills change of exams requirement to more appropriate ones
- 8 Gamification activities
- 9 Traditional engagement methods to motivate students do not transfer like-for-like from classroom to on-line. New ways to engage and motivate students need to be built into the course design and delivery
- 10 face to face delivery 100%

37 cont'd. If "Yes' to the previous question, would strategies and methodologies would be useful for you to lift the level engagement ? Please comment below as to what you might require.

11	Students who have committed to a course are engaged, those who are not are not. Unengaged students are those who have motivations other than a clear interest and commitment to a course, they have not truly examined what enrolment on a course actually means, what work needs to be done to complete the course. Unengaged students chose a course for economic (EMA), family, peer or other reasons, not for reasons and motivations that will see them through to the end. This lack of mental and emotional preparation usually leads to a failure to complete.
12	More training and discipline for the students
13	Ensuring college provides timely access to equipment and internet connections for poorer, estranged or disadvantaged students. This needs to happen in first week of course. Early signposting of additional SEN to all members of teaching staff from the first week of the course at the latest.
14	Bringing them in to class physically which is what was donr
15	Improved quality of the learning material Increased collaboration and group work activities
16	I believe motivation is going to be an issue regardless of the strategies but differentiation and trying to ensure that online learning is as engaging as possible is key. This may require training in different apps - some of which we don't have full access to.
17	certainly
18	developing student engagement

38. This survey is designed to identify your needs as an online / blended learning Educator. Please comment as to what you would like as to the provision of Online training resources?

- 1 Classroom Management System should be improved for much more interactive education. Adobe Connect is not efficient and effective as virtual classroom.
- 2 I want free access to all resources and I want to be educated about some analysis software
- 3 Any promoting application for developing student attendance
- 4 Students should be more aware of online education methods
- 5 upgrade of devices (newer laptop/desktop; a new modem, appropriate licensed software)
- 6 more development to be done on materials uploaded to learning platforms so students can access in own time particularly to support development of materials for PT short course provision where development time is not included in tutors contract
- 7 I got a little confused regarding the questions. Was about my needs or needs of students? more clarity needed in the question structure
- 8 no comment
- 9 More direct and interactive training, instead of instructional videos uploaded to the hub.
- 10 Straightforward, easy to understand resources suitable for someone with limited IT ability

38 cont'd. This survey is designed to identify your needs as an online / blended learning Educator. Please comment as to what you would like as to the provision of Online training resources?

11	Anything would help
12	More training
13	Sufficient time for design, more collaborative approach
14	More training on the use of online resources - proper physical training and not just wee videos
15	As diverse a range as possible and training available in them.
16	newly developed technologies and software that we might not even be aware of.
17	Need more time to study
18	More focus on developing and maintaining student motivation and engagement online
19	more access to software applications and equipment
20	Easy to consume, short , interactive courses with face-to-face experiences - online and classroom / laboratory
21	It depends on a few different factors. Wifi, , distance from college, allows you access courses and material from all over the world
22	Versatile responsive delivery of courses academics need and offering research informed new ideas to staff.

39. Has this survey met your needs in identifying and obtaining detail to help serve you as an online Educator? Please rate from 1 (no) to 5 (yes).

Not at all:	6(100%)	6
In part:	13(100%)	13
Half way:	14(100%)	14
Mostly:	20(100%)	20
Sufficient - I have identified everything I can:	9(100%)	9
Total Responded to this question:		47 70.15%
Total who skipped this question:		20 29.85%
Total:		67 100%