COVET

Projekt Erasmus+: Další profesní vzdělávání pedagogů odborných škol v digitální výuce

Digitální výuka v odborném vzdělávání a přípravě

ANALÝZA POTŘEB UČITELŮ

Zpráva

2023

Obsah

Úvod

Pandemie COVID-19 přinesla výzvy, které přesahují rámec zdravotnictví a vyžadují, aby naše společnost vyvinula strategie a nástroje pro reakci na všech úrovních. Jedním z výrazně zasažených odvětví je vzdělávání, které musí nejen efektivně předávat obsah, ale také zajistit bezpečnost učitelů a studentů. Školy, podniky, střediska odborného vzdělávání a univerzity hledají nástroje, které jim pomohou dosáhnout vzdělávacích cílů, aniž by byla ohrožena kvalita vzdělávání.

Odvětví vzdělávání našlo řešení současné situace prostřednictvím digitalizace. Je však důležité si uvědomit, že digitalizace a využívání informačních a komunikačních technologií (ICT) nemusí nutně znamenat distanční vzdělávání. Digitalizace zahrnuje spíše aplikaci nových technologií do vzdělávacího procesu, která začala již před pandemií. Tyto nové technologie, jako jsou virtuální třídy, využívání internetu ve výuce, virtuální návštěvy a gamifikace, nevyžadují, aby se učitelé a studenti nacházeli na různých místech.

Ačkoli dříve se digitální technologie ve třídě využívaly minimálně, současná situace tento proces urychlila. Digitální technologie byly zavedeny a používány z nutnosti během výluky v minulém pololetí a nyní jsou jediným schůdným řešením současných omezení.

Používání ICT nejen usnadňuje práci učitelů, ale také pomáhá žákům rozvíjet jejich dovednosti. Díky interakci s digitálními systémy se je žáci učí používat a jsou lépe připraveni orientovat se ve stále technologičtějším světě. Současná krize představuje příležitost přijmout ICT a co nejlépe je využít.

Technologie, které lze použít, se neomezují pouze na ty, které již známe a používáme, jako jsou virtuální třídy a videokonference. Existuje mnoho dalších nástrojů, které lze vytvořit, například kvízy, v nichž studenti soutěží v zodpovídání otázek a vzájemně vidí své výsledky, interaktivní prezentace a virtuální návštěvy. Možnosti nástrojů a jejich využití jsou nekonečné.

Tato zpráva o průzkumu je jedním z výstupů projektu Erasmus+ s názvem "**Další profesní vzdělávání pedagogů odborných škol v digitální výuce**", který byl vytvořen s cílem pomoci učitelům v celé Evropě řešit náročnou situaci v odborném vzdělávání a přípravě.

Na výstupech projektu spolupracovalo sedm partnerů ze sedmi evropských zemí:

ProEduca z.s. (Česká republika), Archivio della Memoria (Itálie), Asociatia Pentru Sprijinirea Initiativelor Educationale (Rumunsko), Solution Based Training & Consultancy (SBTC) (Turecko), CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao) (Španělsko), TUS Midwest (Irsko) a Northern Regional College (Spojené království).

Kontext a rozsah

Přestože učitelé pokračují ve výuce svých kurzů online, uvědomili si v posledních měsících, že efektivní online výuka vyžaduje, aby se ujali jiných rolí, než které znají, aby pomohli studentům uspět v online studiu. Přechod od pouhého předávání informací k usnadňování učení vyžaduje přijetí nových metod. Online výuka a výuka ve třídě mají sice některé společné rysy, ale existuje také mnoho významných rozdílů. V důsledku toho si učitelé musí pro tento přechod osvojit novou úroveň digitální gramotnosti.

Hlavním cílem projektu bylo vytvořit program dalšího profesního vzdělávání (CPD) pro učitele a školitele odborného vzdělávání a přípravy. Program se zaměřoval především na zvyšování digitálních kompetencí učitelů a školitelů odborného vzdělávání a přípravy, které jim umožní navrhovat a poskytovat svým studentům kvalitní online výuku.

Ukázalo se, že tradiční vzdělávací metody jsou pro výuku v jakýchkoli krizových podmínkách nedostatečné. Významné výsledky průzkumu pomohou učitelům, kteří se účastní projektu COVET, zlepšit jejich porozumění klíčovým znalostem, dovednostem a kompetencím potřebným pro tvorbu a realizaci online vzdělávání. Hlavním cílem studie je shromáždit všechny relevantní informace pro návrh a vývoj dalších tří výstupů projektu: učebních osnov, vzdělávacího programu a vzdělávací platformy pro učitele odborného vzdělávání a přípravy.

Proces sběru a hodnocení dat

Cíl průzkumu

Průzkum potřeb a úrovně současných kompetencí učitelů odborného vzdělávání a přípravy v souvislosti s jejich aktuální schopností vyučovat online a připravovat poutavé online lekce.

Cíl průzkumu

Měření a hodnocení:

1. Učitelé odborného vzdělávání a přípravy - zjistěte, kde se nacházejí - jakou kombinaci profesních povinností, znalostí, dovedností a schopností souvisejících s poskytováním vzdělávání online v současné době mají.

2. Identifikovat současné kompetence a budoucí profesní cíle - jaké znalosti, dovednosti a schopnosti jsou potřebné pro současnou kariéru v oblasti odborného vzdělávání a přípravy, aby bylo možné dosáhnout vyšší kvality online vzdělávacích příležitostí.

Očekávané výsledky

Definovat nedostatky a poskytnout konkrétní nástroje, aplikace, programy, metody, plány výuky atd., které používají učitelé odborného vzdělávání a přípravy.

Tvorba dotazníku

1. Individuální "brainstorming" partnerů COVET na odpovědi na úkoly průzkumu

   a.   Identifikujte respondenty v jejich regionu a

   b.   Určete oblasti potřeb, které je třeba řešit.

2.   Shromážděte tyto odpovědi a rozešlete je vývojovému týmu COVET.

3.   Návrh konkrétních otázek, které by respondent mohl zodpovědět a které zodpoví.

4.   Zestručnění a distribuce konečného návrhu průzkumu a jeho rozeslání partnerům COVET.

Distribuce a testování dotazníku

1.   Po schválení otestujte průzkum s omezenou skupinou cílových respondentů (doporučujeme jednoho respondenta z každé země/regionu).

2.   Získání údajů z prvního volání a úprava anomálií nebo problémů se strukturou průzkumu.

3.   Sestavení konečné verze dotazníku

Poslední sada otázek v dotazníku průzkumu

Viz příloha 1 této zprávy.

Srovnání údajů

1.   Distribuce dotazníku mezi cílovou skupinu průzkumu

2.   Získat údaje o respondentech od všech partnerů COVET (v angličtině) a zpracovat je do tabulek.

3.   Analýza dat a nastínění závěrů - návrhy na další vývoj výstupů projektu.

Rozdělení odpovědností během průzkumu

TUS jako vedoucí partner (se SBTC jako spoluvedoucím partnerem) byla zodpovědná za návrh a sběr všech návrhů otázek, jejich další rozpracování a poskytnutí finálních dotazníků partnerům.

Všech sedm partnerů bylo zodpovědných za distribuci dotazníků respondentům z cílové skupiny: Učitelé odborného vzdělávání a přípravy v různých profesích ve svých zemích.

TUS dohlížela na konzistentnost a kvalitu všech informací poskytnutých partnery a ověřovala je. TUS rovněž řídila partnery při následném zpracování informací. SBTC významně přispělo k distribuci průzkumu a získání velké části respondentů.

Byl použit online průzkumný nástroj **Survey Methods.** Shrnutí zpětné vazby z průzkumu je uvedeno v příloze 2 (pouze v angličtině).

Analýza dat

Po dokončení průzkumů následuje další důležitá fáze, která zahrnuje analýzu, vyhodnocení a úpravu údajů získaných od partnerů. Proto partnerské organizace získané údaje shromáždily, přeložily (v případě potřeby) do angličtiny a poskytly údaje uspořádané do tabulek.

Získané údaje a informace byly následně shrnuty a shrnuty a příslušné výsledky byly předány partnerům, aby mohly být využity pro další diskusi a využití.

Výsledky

Hlavní zjištění průzkumu:

Přehled institucí zapojených do průzkumu
- Celkem bylo shromážděno 67 odpovědí
- nejvíce přispělo Turecko a Severní Irsko
- nejvíce odpovědí přišlo z univerzit a škol odborného vzdělávání a přípravy (65 %).
- nejvíce odpovědí přišlo od učitelů a školitelů odborného vzdělávání a přípravy a vysokých škol, dále pak od tvůrců školení a vedoucích oddělení.
- 90 % respondentů pochází z veřejných institucí
- 21 % z nich bylo malých, 51 % středních a 28 % velkých organizací.

Shrnutí používaných digitálních nástrojů
- Nejoblíbenější LMS (systém řízení výuky) - Moodle, Canvas
  - o Využití tradičních metod - úkoly, tištěné materiály kombinované s videem a kvízem.
  - o Použité zdroje: 54 % respondentů nepoužívá žádný nástroj pro videoškolení.
  - o Komunikace převážně prostřednictvím Microsoft Teams a Zoom
  - o Tvorba obsahu - většinou Google Apps, Microsoft Apps.
- Nejoblíbenější digitální výzkumné nástroje
  - o Google Scholar
  - o Padlet
  - o Quora
  - o Studie Blue
  - o Udemy

Shrnutí potřeb pedagogů

- 62 % pedagogů před sebou vidí výzvu

- 44 % pedagogů nesplnilo požadavky na online výuku

- Pouze 50 % pedagogů bylo spokojeno s připraveností studentů na online výuku (poskytuje velkou oblast pro zlepšení).

- Velká většina pedagogů vyhledává školení, zejména v oblasti tvorby kurzů a technik výuky a učení pro online výuku.

Shrnutí potřeb studentů

- Absolvování kurzu - 94 %

- Zlepšení osobního managementu a cizojazyčných dovedností

- Nedostatek motivace označilo za hlavní problém 71 % respondentů.

Výsledky, jak byly získány z aplikace Metody průzkumu, jsou k dispozici v příloze 2 této zprávy.

Závěry

Zjištění naznačují, že úroveň kompetencí k tvorbě kurzů, komunikačních kompetencí, kompetencí k řízení času, jakož i technických kompetencí, kterými učitelé odborného vzdělávání a přípravy disponují, není dostatečná. Učitelé odborného vzdělávání a přípravy potřebují a chtějí své výukové dovednosti zdokonalit v souladu s požadavky na online, digitální nebo virtuální výuku.

Učitelé odborného vzdělávání a přípravy musí být vybaveni novými kompetencemi a novými (digitálními) nástroji, aby mohli navrhovat a rozvíjet své digitální online nebo virtuální vzdělávací lekce, jako např.:

- Systémy řízení výuky
- Platformy pro učení
- Nástroje pro videoškolení
- Platformy pro mikrojesle
- Mobilní nástroje
- Nástroje pro řízení a plánování projektů
- Nástroje pro tvorbu obsahu
- Nástroje pro správu obsahu
- Komunikační nástroje

Tato zjištění poskytují vzdělávacím institucím velkou příležitost k tomu, aby pro učitele odborného vzdělávání a přípravy navrhly a poskytly vhodné a účinné vzdělávací programy a pomohly jim získat požadovanou úroveň kompetencí v oblasti poskytování odborného vzdělávání a přípravy online.

V projektu COVET jsme se těmito závěry zabývali a navrhli jsme praktický program CPD pro učitele odborného vzdělávání a přípravy. Školení i všechny ostatní výstupy projektu jsou k dispozici na webových stránkách proejktu: https://www.covet-project.eu/

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Erasmus+
Další profesní vzdělávání pedagogů odborných škol v dig-
itální výuce

2020-1-CZ01-KA226-VET-094350

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

Annex 1

NEEDS ANALYSIS - COVET Resources Development

* 1. **Please identify your country of operation?**
    [--Please Select--]

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

	Type of Institution
Training Centre	❑
Post-Secondary High School Centre	❑
University	❑
College	❑
Vocational Education Training Centre	❑
Unsure	❑

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

    _____

    _____

    _____

    _____

* 4. **Type of Institution**
    ❑ Public
    ❑ Private
    ❑ Mixed
    ❑ Unsure
    ❑ If other, please specify

    _____

* 5. **Do students pay fees to undertake courses ?**
    ◯ Yes   ◯ No

    Additional Comments

    _____

* 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: _____

* 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

_____

* 22. **Will you be delivering <u>any</u> component of future online learning from home?**

○ Yes   ○ No

Additional Comments

_____

* 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

_____

* 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	○	○	○	○	○
I am in need of training and professional development in online skills usage and deployment	○	○	○	○	○
My current experience with online delivery has been challenging	○	○	○	○	○
Accessing and learning online teaching strategies and tools over the last 12 months, has met my requirements	○	○	○	○	○
The training undertaken so far has kept me	○	○	○	○	○

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?

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

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

_____

_____

_____

_____

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

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Additional Comments

_____

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

_____

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	○	○	○	○	○
Quality of induction and orientation of students to take up using online resources	○	○	○	○	○
The Institutions support for my efforts to improve student learning	○	○	○	○	○
Student's progress through current online courses	○	○	○	○	○
Consistent system of feedback / rewards / grades to students via online communications	○	○	○	○	○
Level of student engagement to completing online courses	○	○	○	○	○

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

    _____

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

    _____
    _____
    _____
    _____

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

    _____

    _____

    _____

    _____

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	○
In part	○
Half way	○
Mostly	○
Sufficient	○

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 witt you.

    First Name _____

    Last Name _____

    City _____

    Country _____

    Work Phone _____

    Email Address _____

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

_____

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 ' :)*

_____

_____

_____

_____

Annex 2

CONTINUING PROFESSIONAL
DEVELOPMENT IN DIGITAL
EDUCATION FOR VET

Co-funded by the
Erasmus+ Programme
of the European Union

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:	
Status:	Live
Launch Date:	06/21/2021
Closed Date:	
Total Survey Takers:	67
Median Response Time:	18 mins, 23 Seconds

Web Deployment Status:	
Total Takers:	67
Complete Responses:	47
Partial Responses:	20

Email Deployment Status:	
Invited Via Email:	7
Total Takers:	0
Complete Responses:	0
Partial Responses:	0
Opted Out:	0

1. Please identify your country of operation
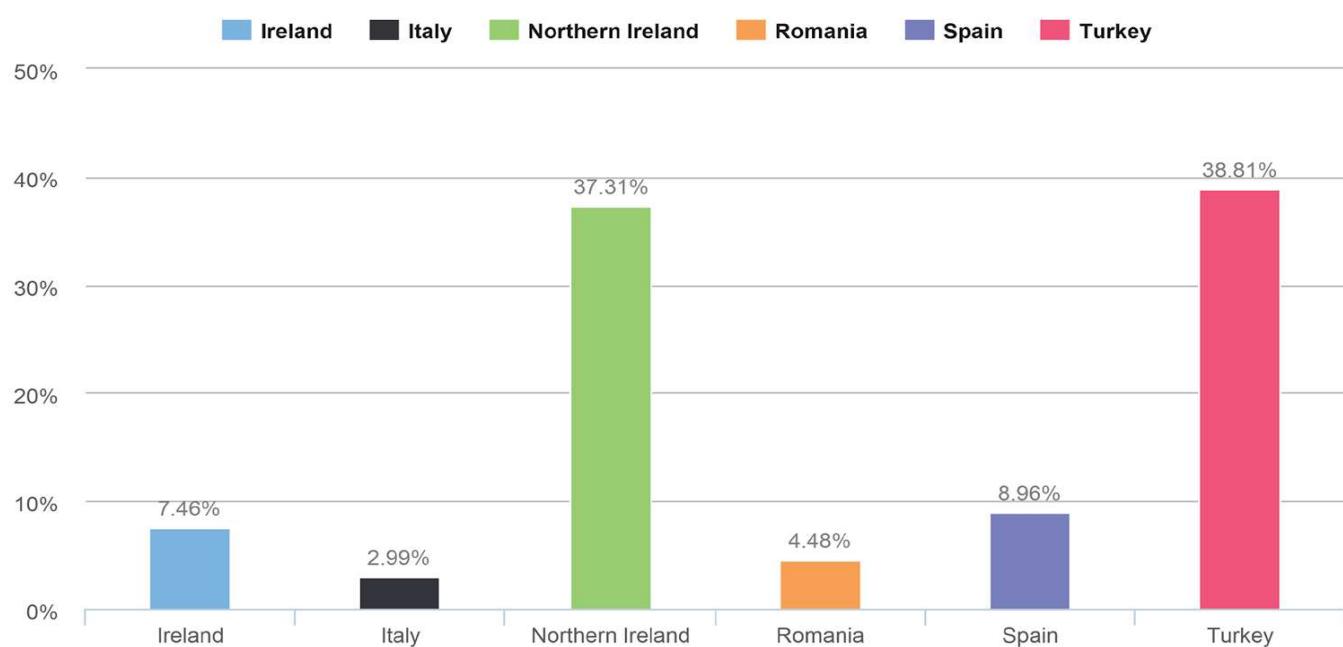
2. Which profile best describes your learning institution?

	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	https://ltmaiasi.webs.com/Scurt%20istoric.pdf
6	We are a public universit based in Turkey
7	www.mu.edu.tr
8	https://uzem.mu.edu.tr/
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	www.nrc.ac.uk
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. www.nrc.ac.uk
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.

Legend:
- Lecturer / Teacher / Instructor
- Academic Developer / Writer / Online Dev...
- Head of Department / Dean etc
- Institution Manager
- Administration Staff
- Service Staff
- If other, please specify

Role	Percentage
Lecturer / Teacher / Instructor	71.64%
Academic Developer / Writer / Online Dev...	10.45%
Head of Department / Dean etc	10.45%
Institution Manager	4.48%
Administration Staff	5.97%
Service Staff	0.00%
If other, please specify	8.96%

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

5. Type of Institution
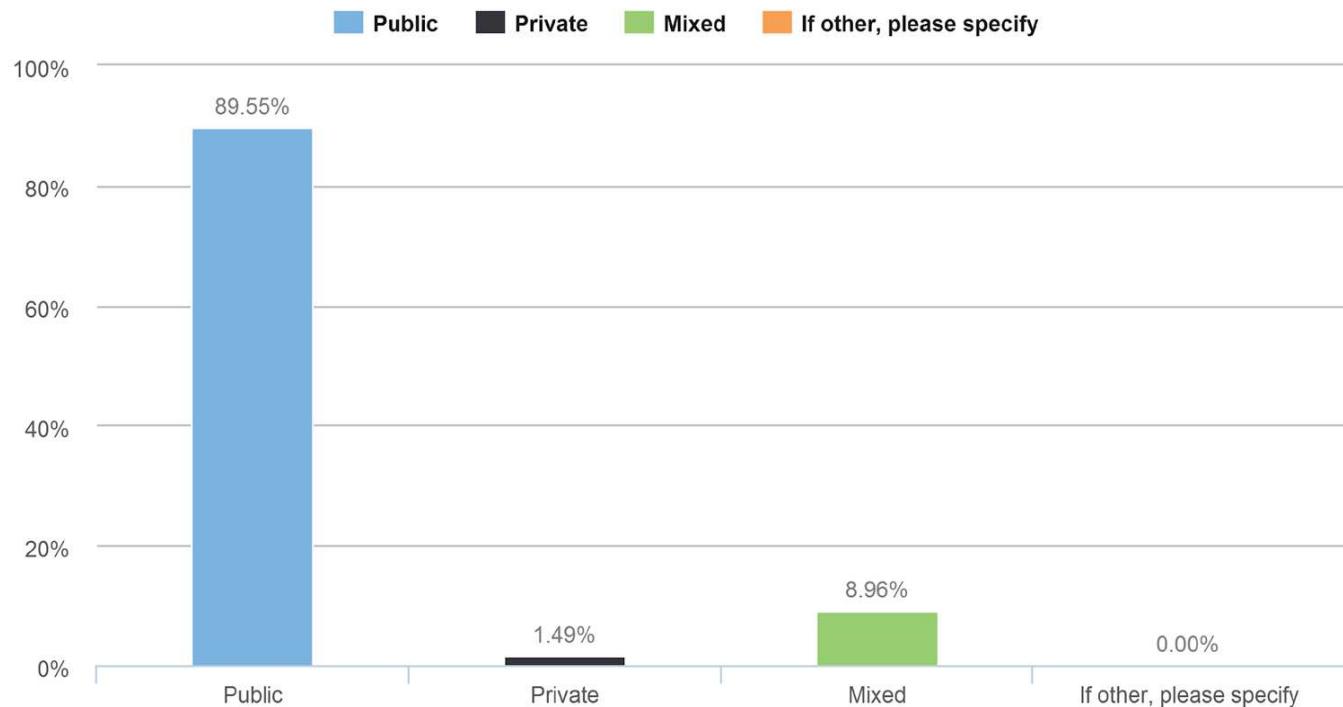
6. Do students pay fees to undertake courses ? Please add any specific detail if applicable.
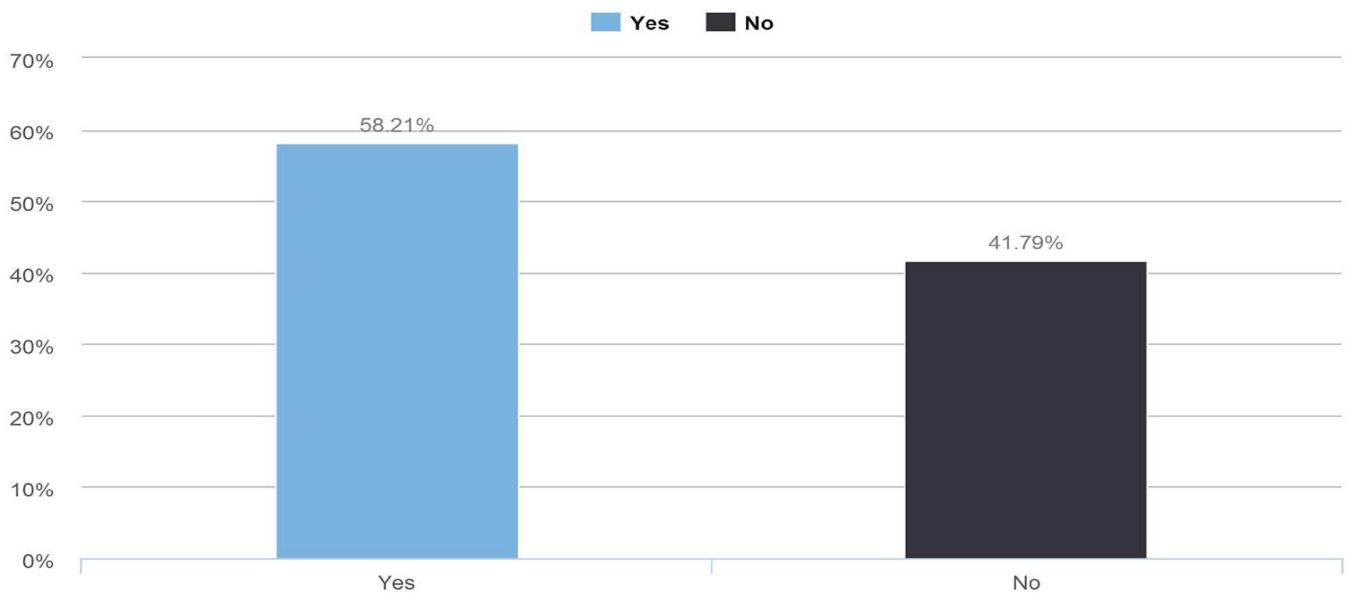
Additional comments:
1. Only some courses
2. Part-time students do, full time do not
3. Students taking evening or online classes pay fees
4. Some courses are available fully funded to students
5. Some fees are govt funded while others are funded by the students
6. Higher education pay fees, further education is free

7. Years of Operation in current form
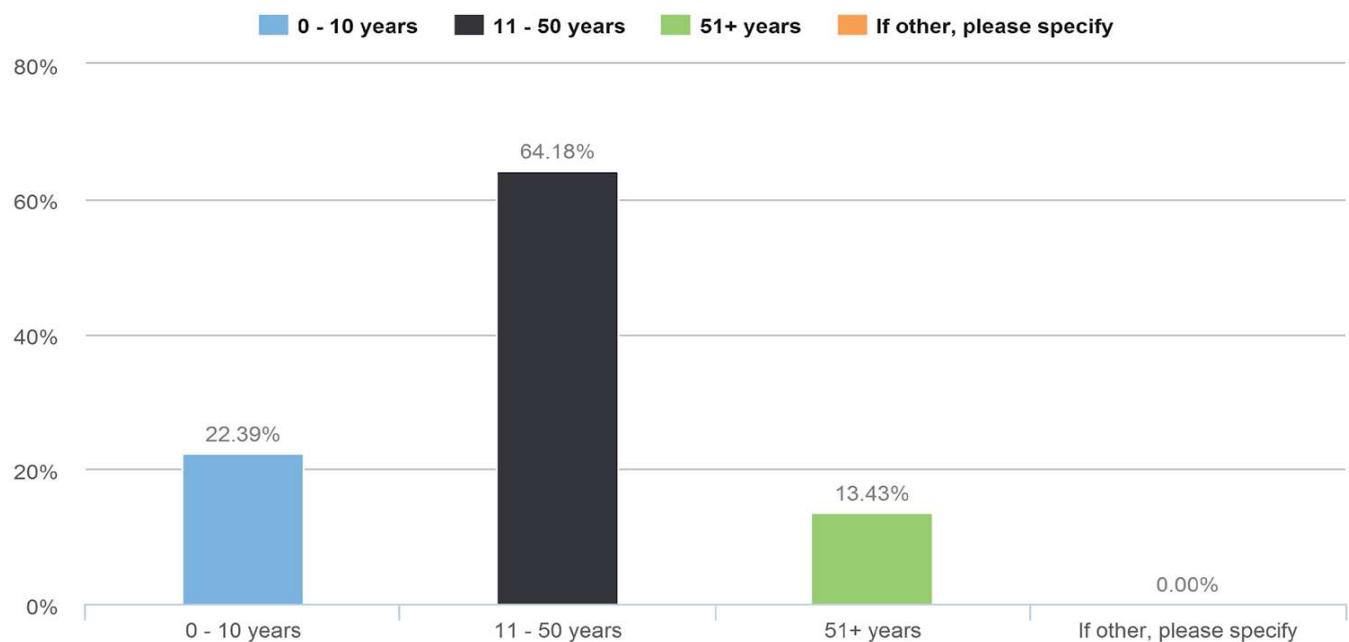
8. Estimated number of students - full-time, part-time, flexible learning, blended learning, etc. Please add any specific comment to clarify if required.
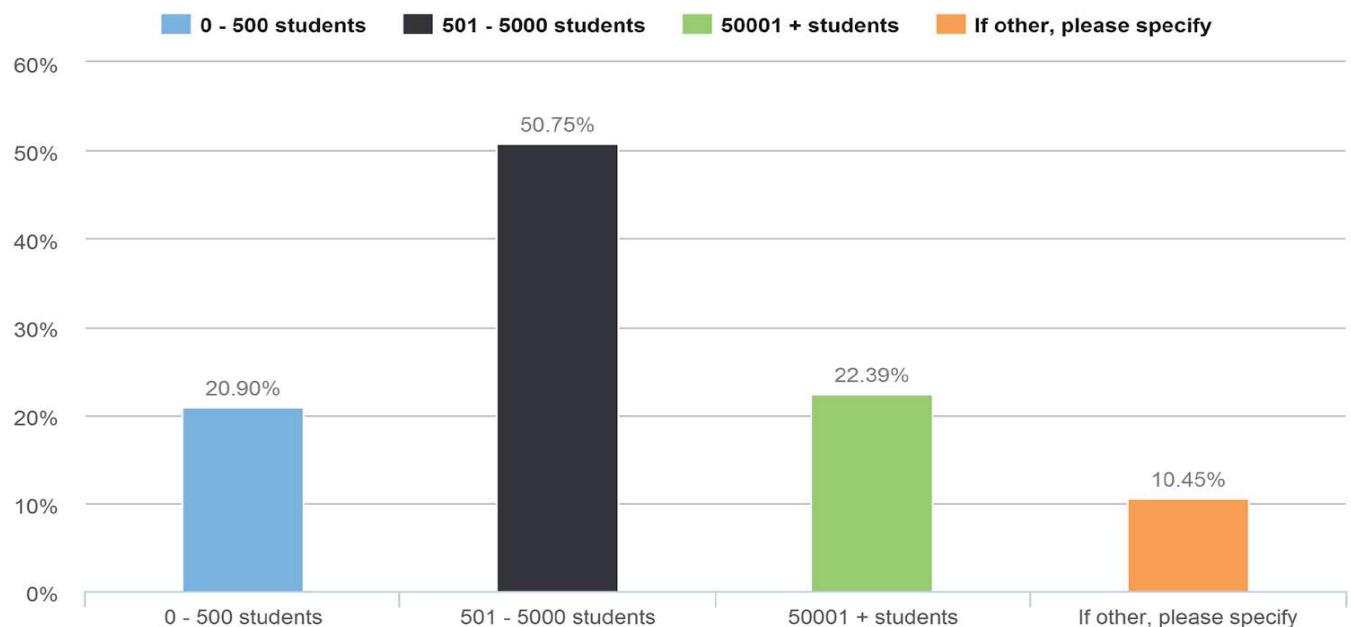
Other (6 responses)
1.45,000
2.42,000
3.Estimate 10,000 students
4.4,000 FT, 1,000 apprenticeships, 15,000 PT/Flexible/Blended
5.25,000 – 30,000
6.8,000

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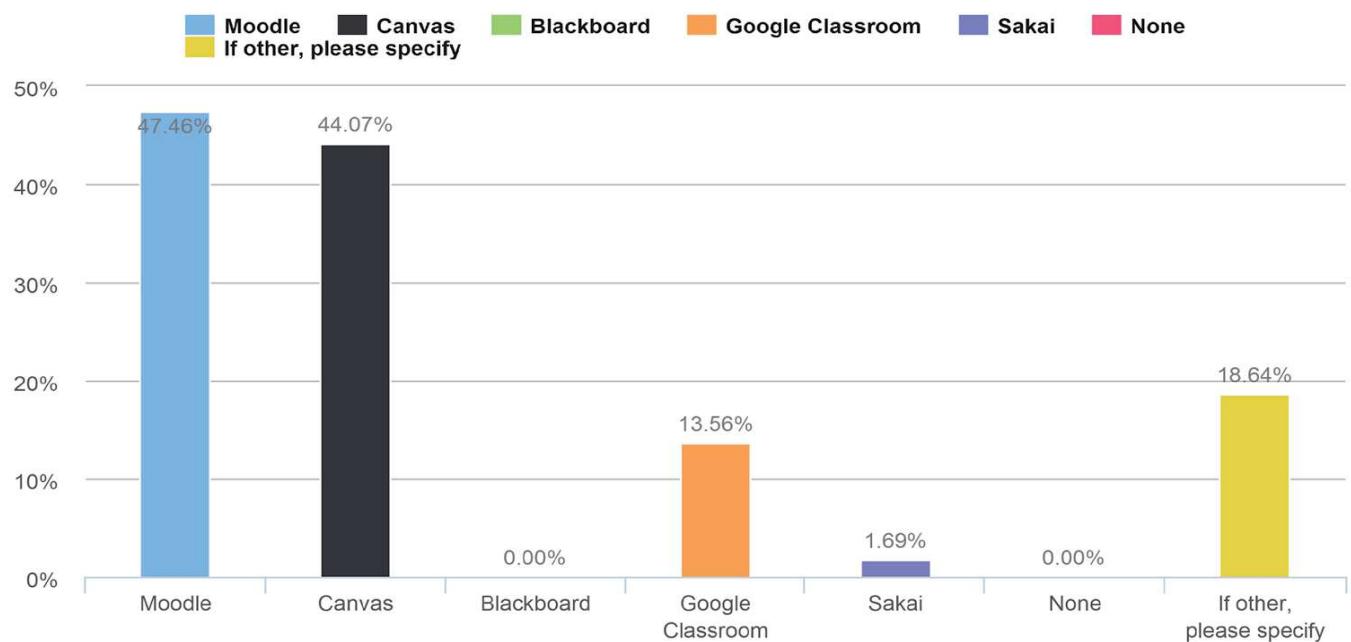
Other: (11 responses)
Adobe Connect x 4
MS Teams x 3
Zoom x 2
Google Meet x 1
Genial.ly x 1

10. Which activities and resources do you use on the Learning Management System?
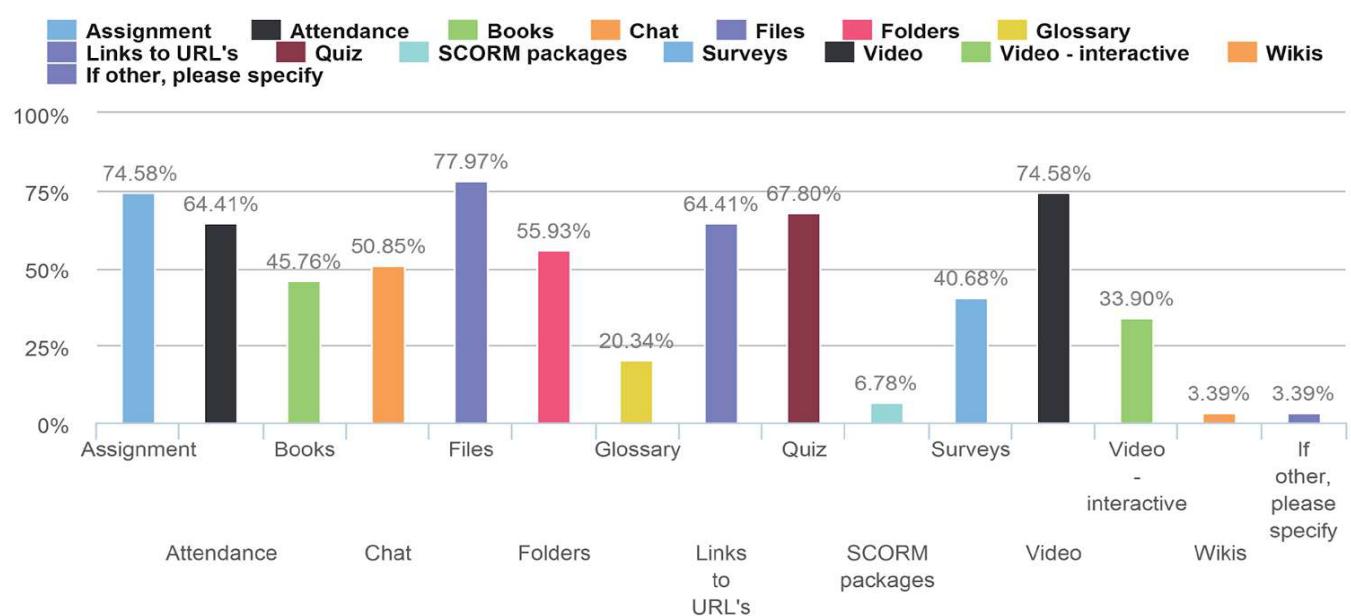
Other (2 responses):
1 x ClickView, Blended Learning Consortium, LinkedIn Learning
1 x Moodle H5P tool

11. From the list below, please indicate which online learning resource / Learning Experience Platforms you use. Tick more than one, if applicable
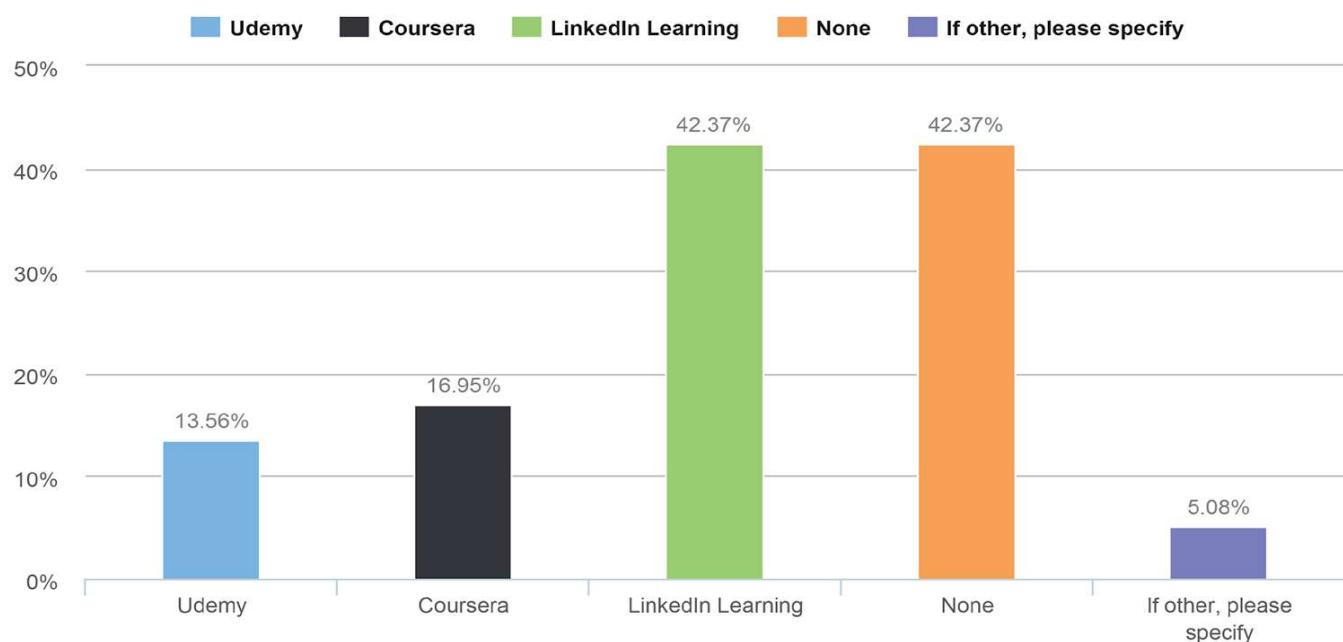
Other (3 responses):
1. EdX, MIT OCW
2. ClickView, Blended Learning Consortium
3. ClickView

12. From the list below, please indicate which Video Training Tools you use. Tick all that apply
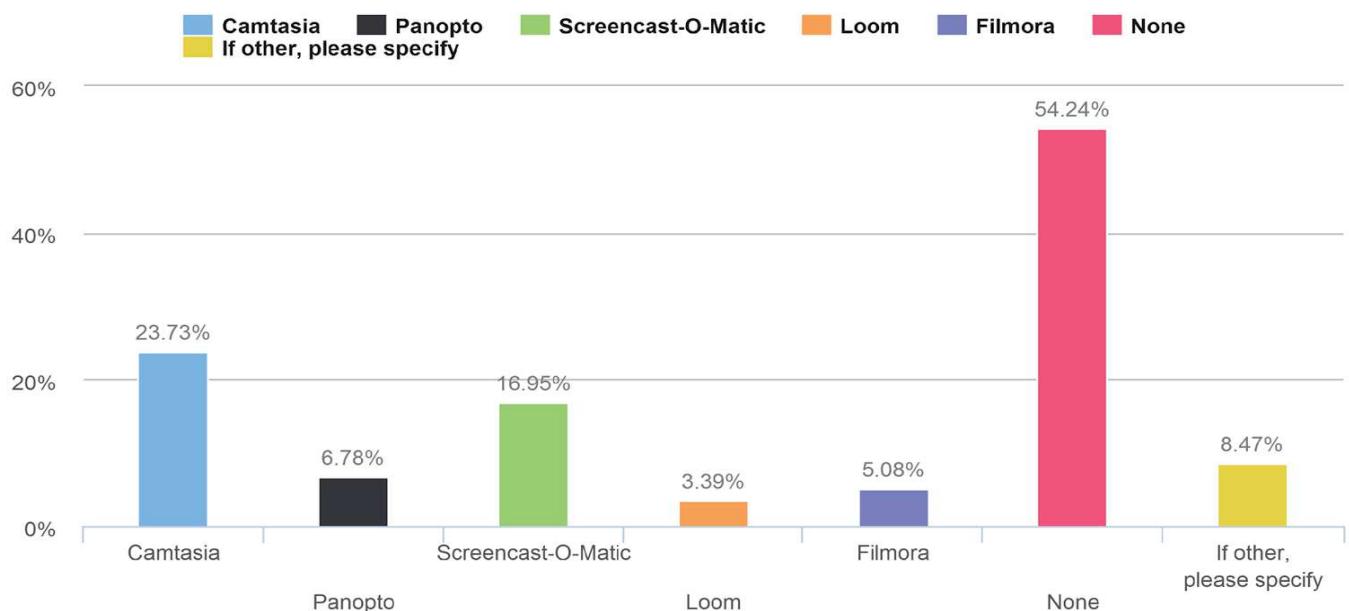
Other (5 responses):
1.Epic Pen
2.Adobe
3.Don't know
4.Click View
5.Adobe Premier Pro for video production and editing

13. From the list below, please indicate which Microlearning platforms you use. Tick more than one, if applicable
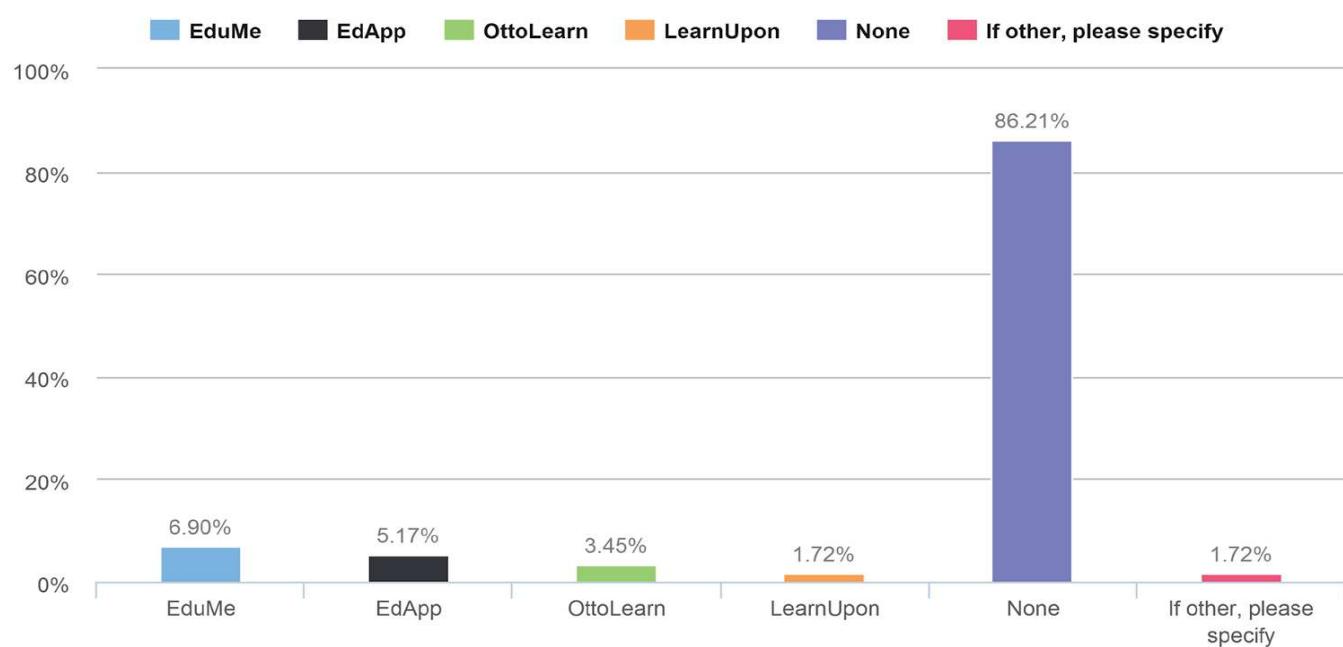
Other (1 response):
1 x Don't know

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14. From the list below, please indicate which software / Mobile Tools you use. Tick more than one, if applicable
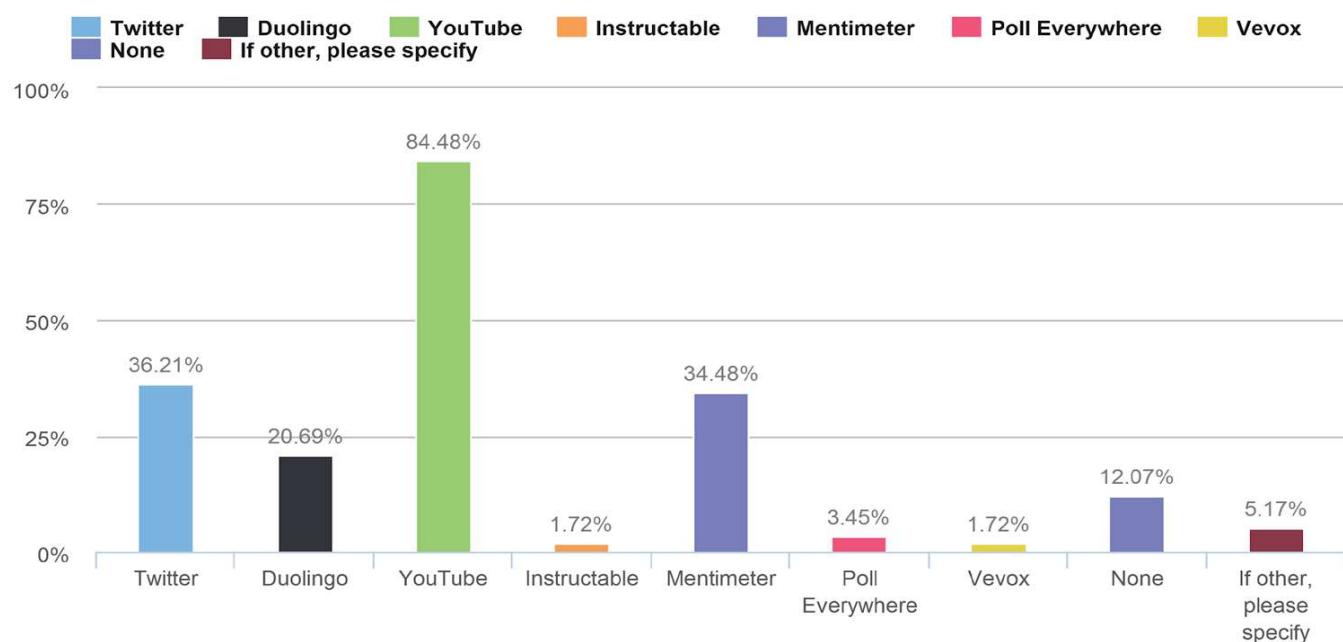
Other (3 responses):
1.Padlet, Nearpod, Gosoapbox, edpuzzle
2.Instagram
3.Canva

15. From the list below, please indicate which Project Management and Planning Tools you use. Tick more than one, if applicable
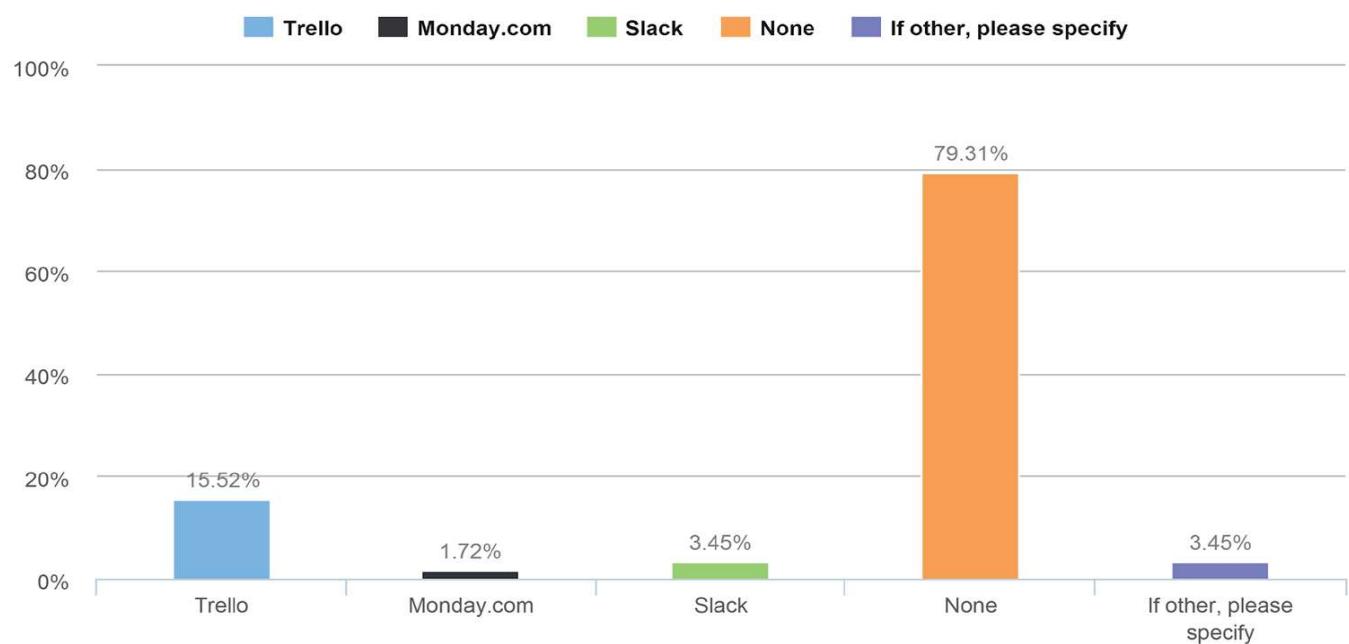
Other (2 responses):
1 x Calendar
1 x Used Trello and Slack previously but not currently

16. From the list below, please indicate which software / Content Creation tools you use. Tick more than one, if applicable
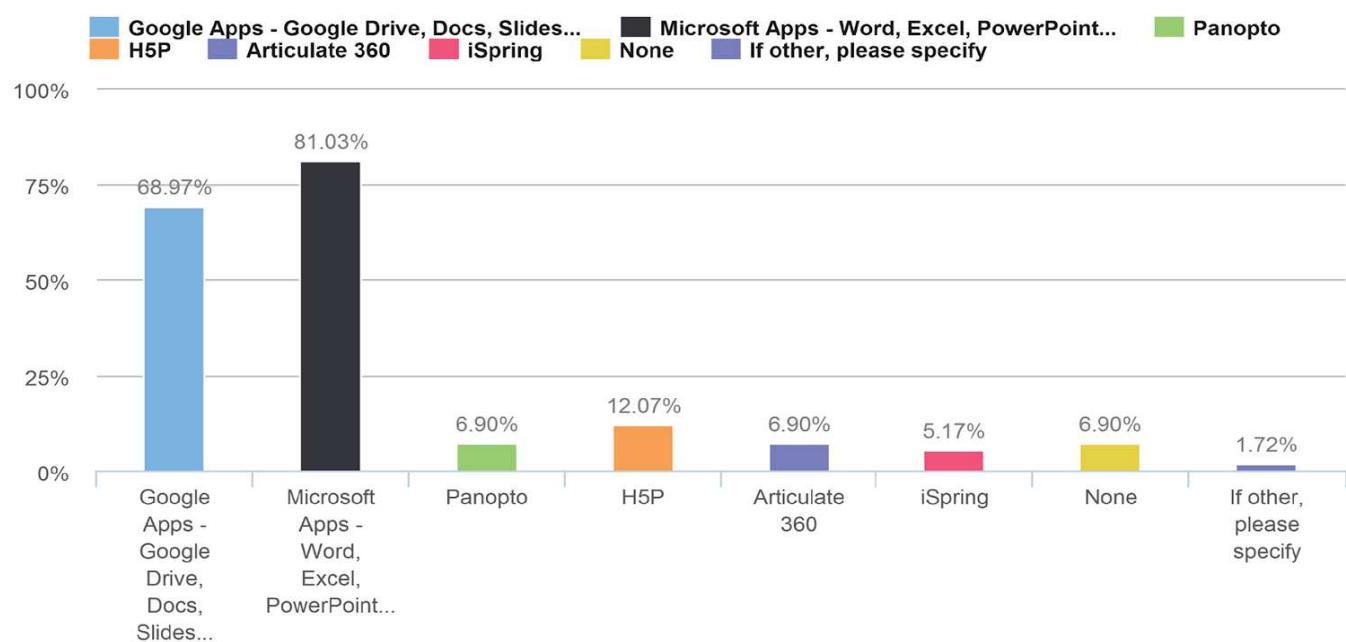
Other (1 response):
1 x Canva

17. From the list below, please indicate which software / Communication tools you use. Tick as many as applicable
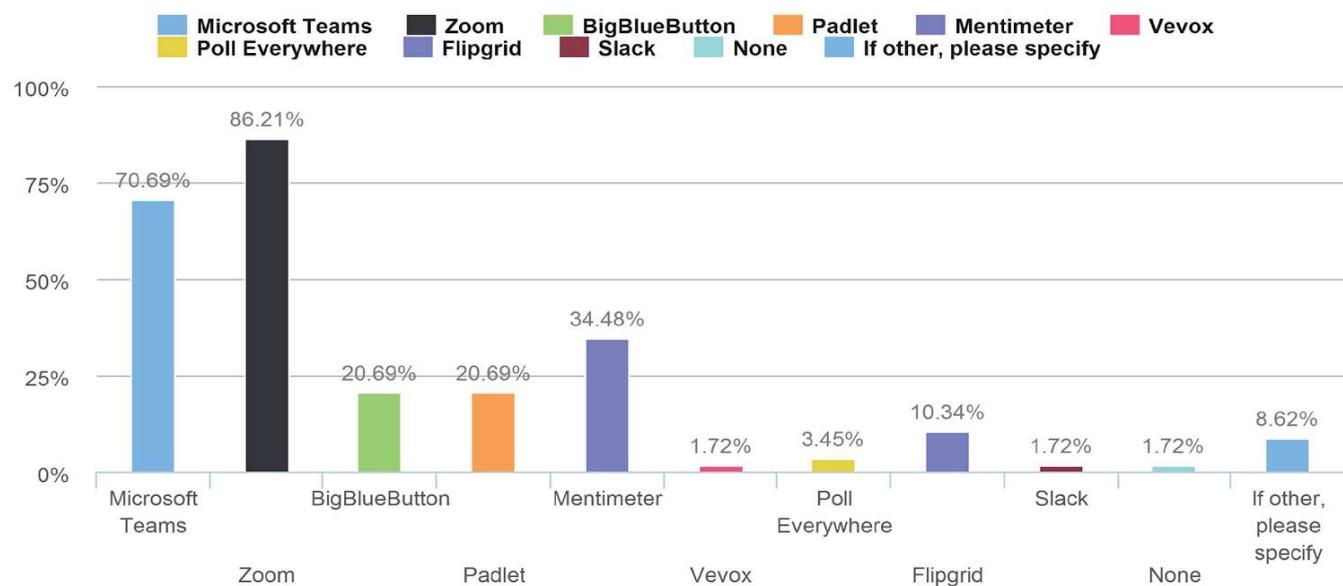
Other (5 responses):
2 x Adobe Connect
2 x Google Meet
1 x Skype

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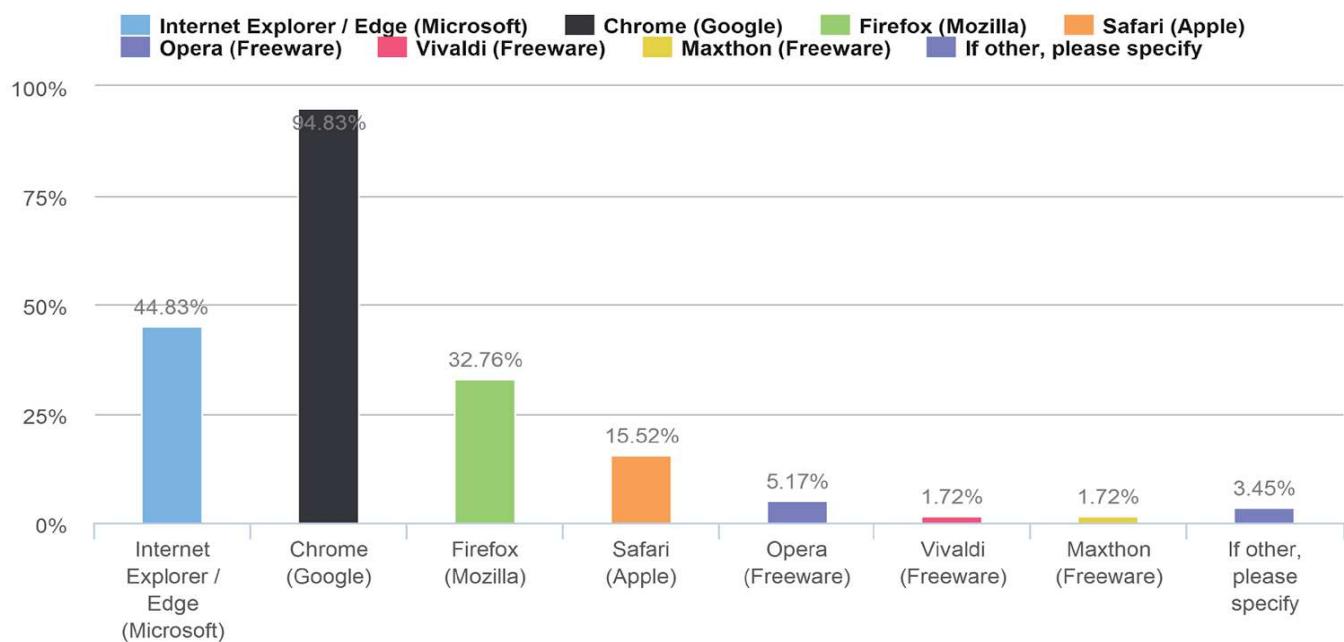

Other (2 responses):
2 x Brave

19. Online Assessment styles utilised (not including face-to-face interactions or physical delivery of these systems).
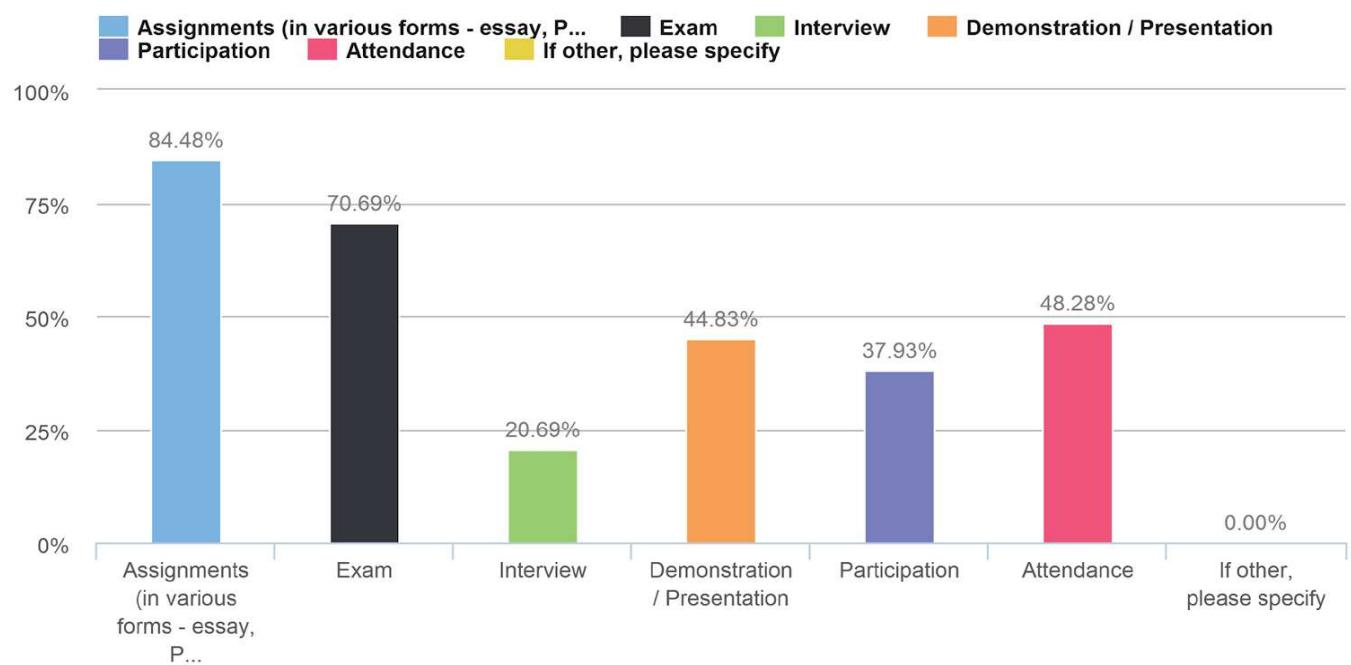
20. What free online learning applications do you utilise to deliver online learning?
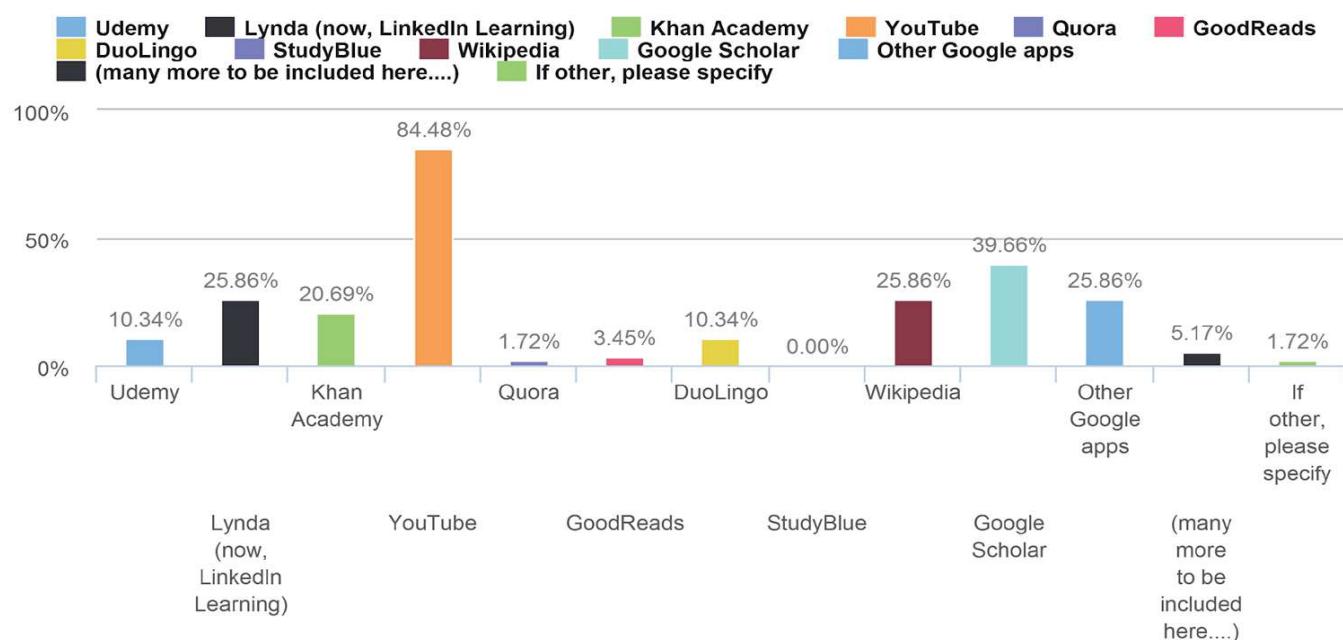
Other (1 response):
1 x Clickview

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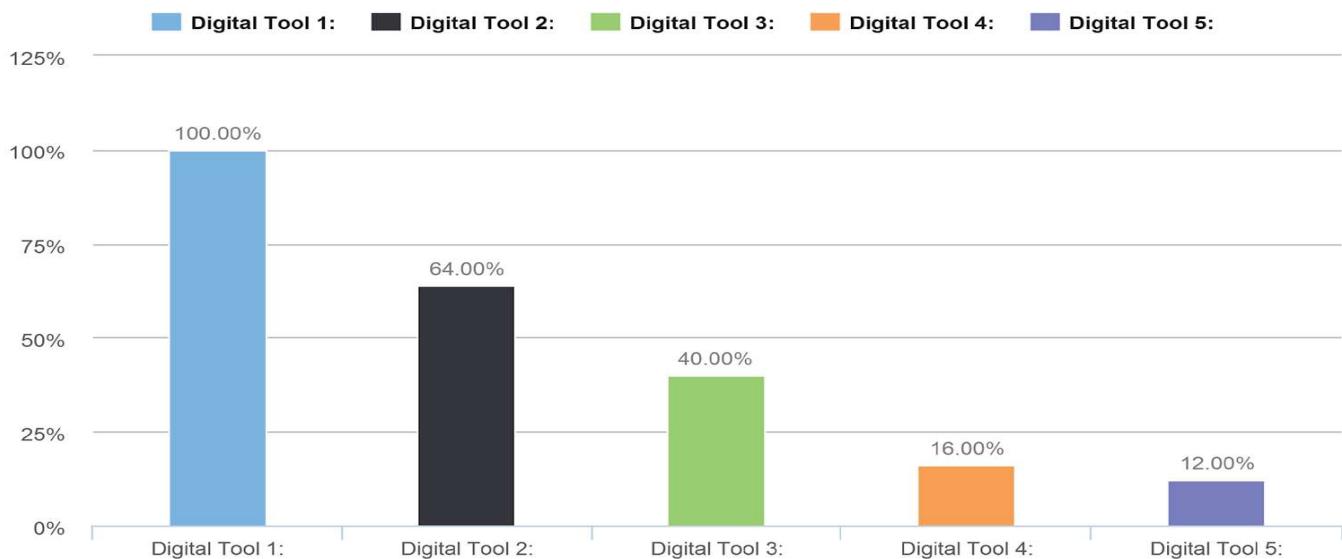

Tools listed on next slide

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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
- Nearpods
- 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).
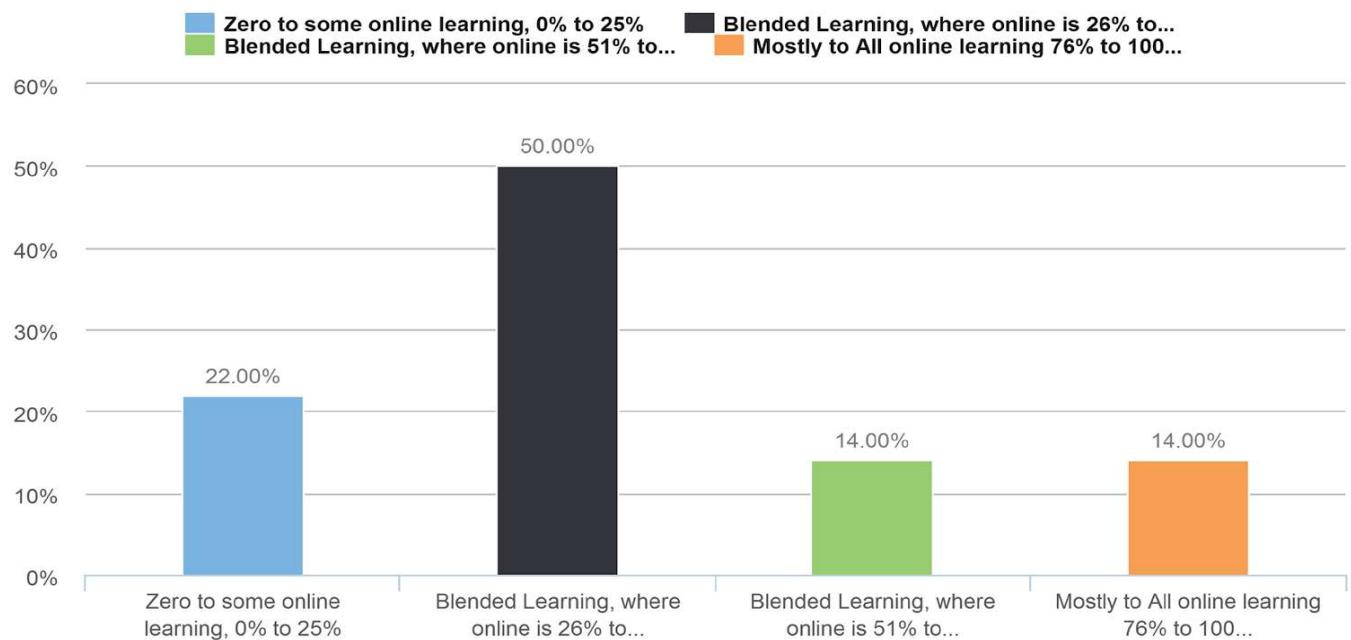
Additional comments:
1. 100% online where applicable
2. Assessment submission, marking, feedback all online. Delivery of teaching face to face
3. Blended – already included and assessments will continue at least 75% online; practical content of the subjects require face to face delivery
4. Depends on 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.
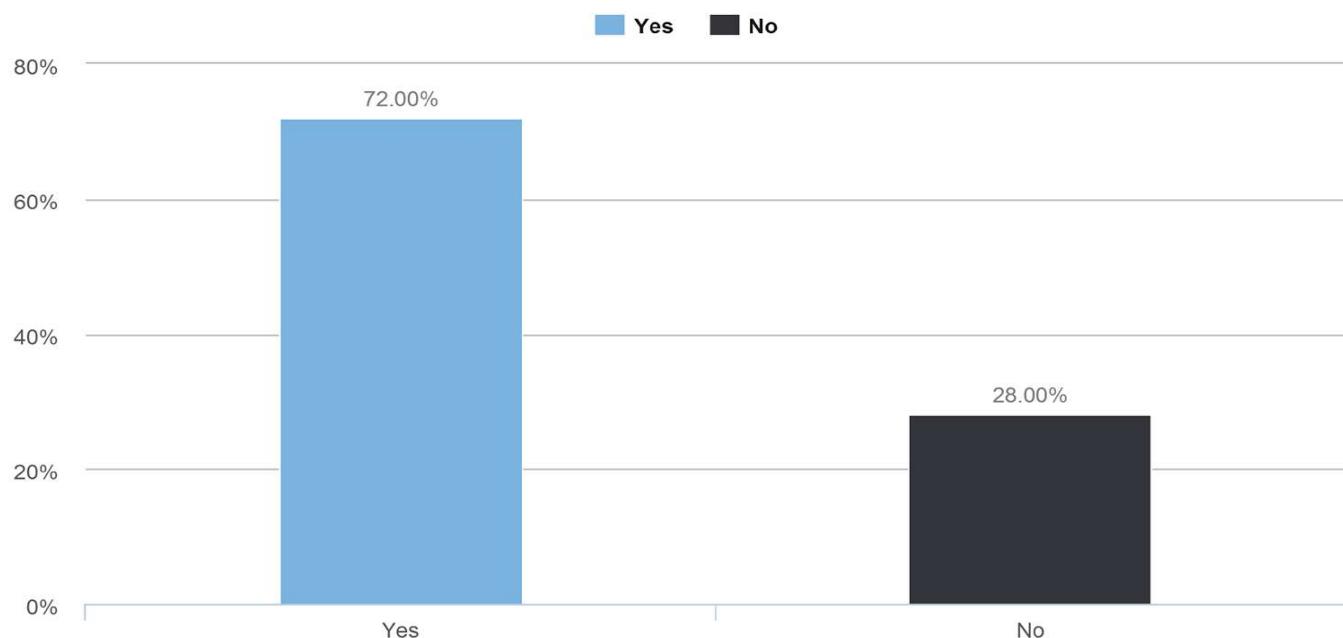
Additional comments:
1. Online not dependant on location but on facilities
2. Unless required to do so
3. Analytical subjects – if full resources available
4. Courses I am teaching are delivered fully online so will continue to deliver from home
5. Teams sessions and asynchronous resources

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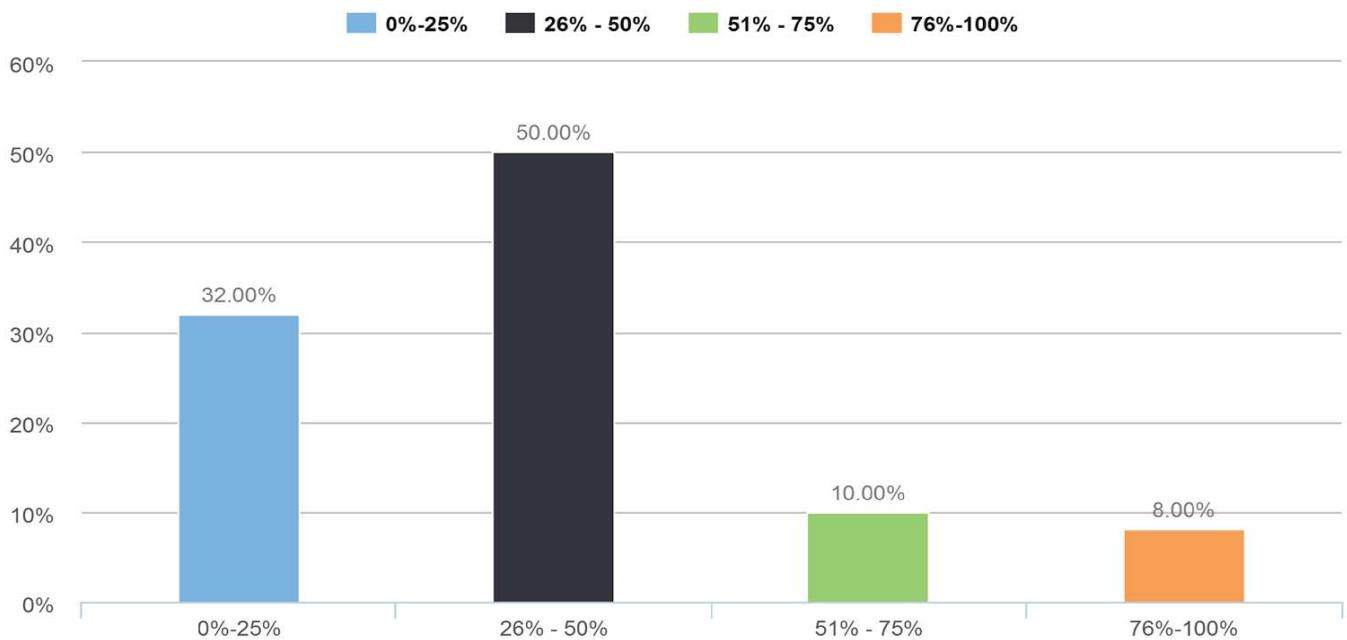

Additional comments:
1. It will vary depending on the subject matter, course content, learning objectives and student profile
2. Assessment only
3. It depends on the course and the level of the learner

25. Please select the appropriate responses to the following statements using the scoring scale.
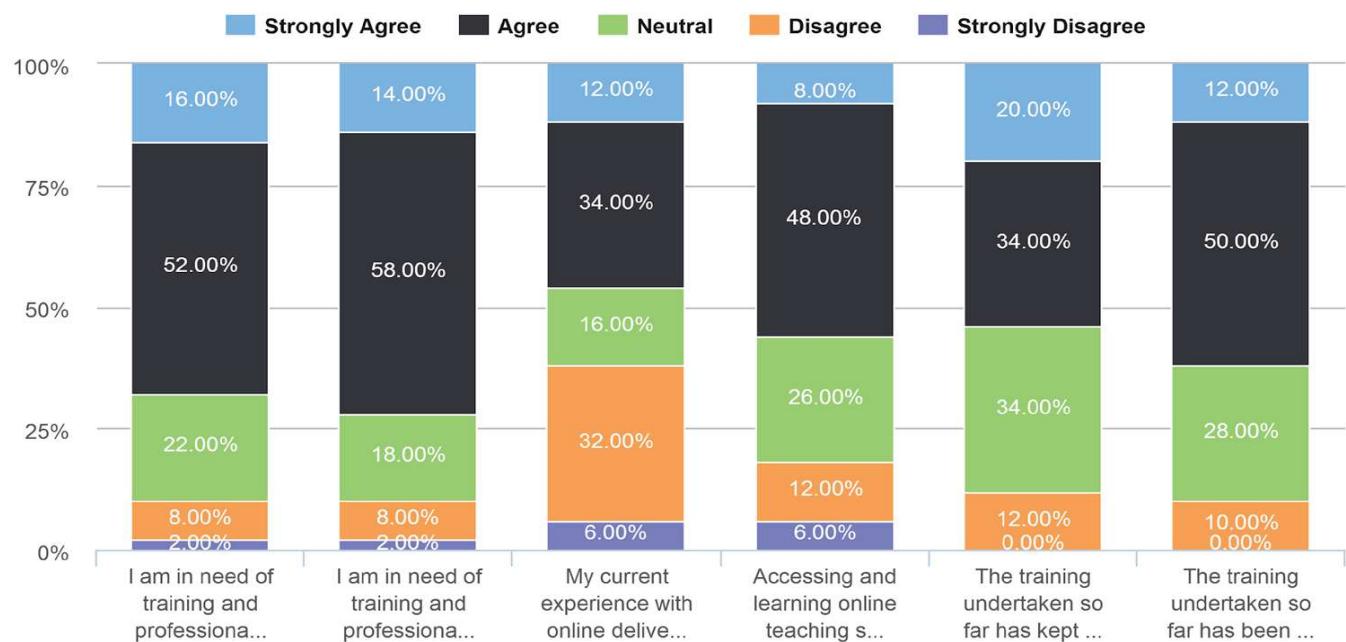
Column 1: I am in need of training and professional development in online teaching methods (techniques, tips, strategies)
Column 2: I am in need of training and professional development in online skills usage and deployment (online tools)
Column 3: My current experience with online delivery has been 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?
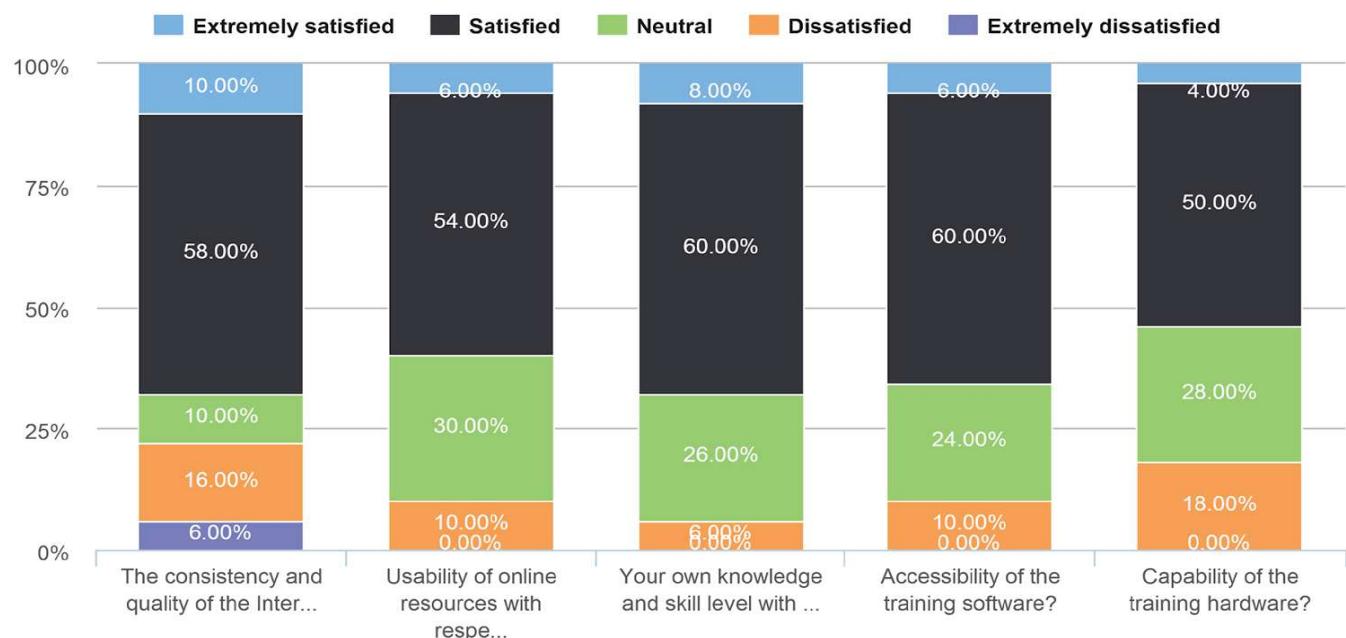
Column 1: The consistency and quality of the Internet speed accessible to you (not about student accessibility)
Column 2: Usability of online resources with respect to your needs
Column 3: Your own knowledge and skill level with the online facilities you currently have
Column 4: Accessibility of the 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 spendng for the infrastucture 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.
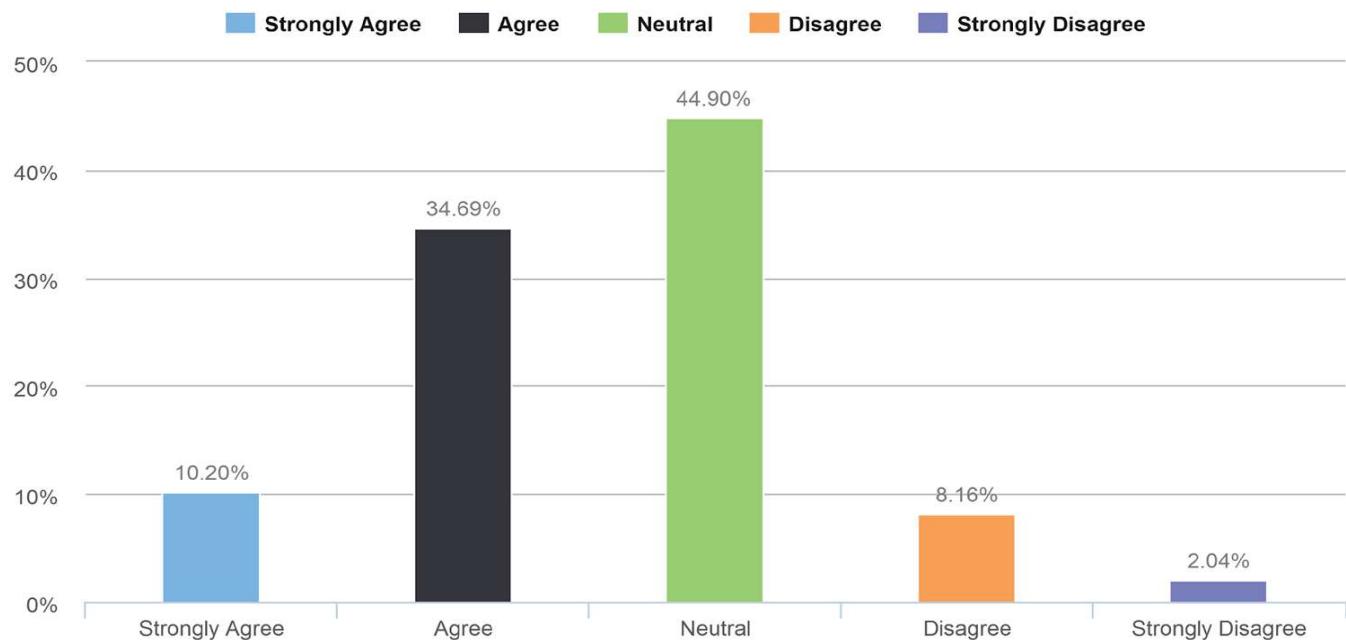

Additional comments:
1. We have rolled out a module on teaching online, but it has limitations and assumes a baseline level that may be unrealistic, in particular for part-time lecturers. Part-time lecturers have significant industry/commerce experience but not up in online teaching methods

29. Understanding that all programs can be improved, what is your opinion of the quality of the training currently being delivered:
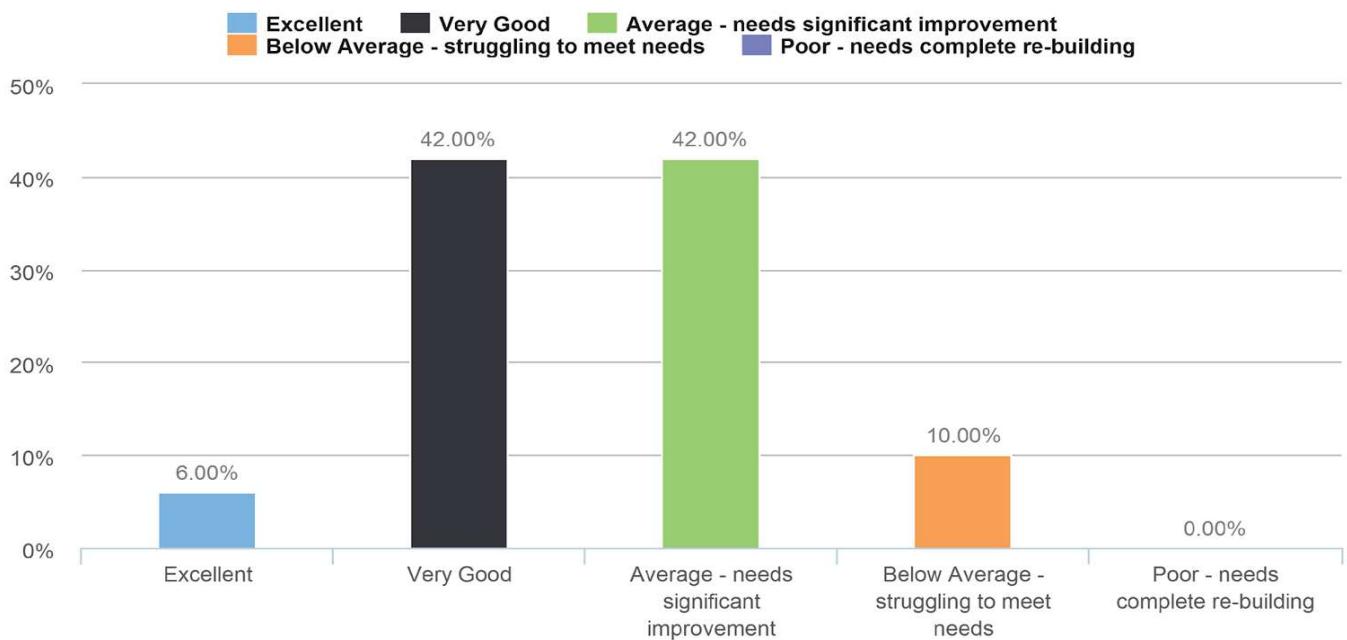
Additional comments:
1. Business engagement provision yes would recommend

30. How likely are you to recommend your training course to students and contacts within the industry?
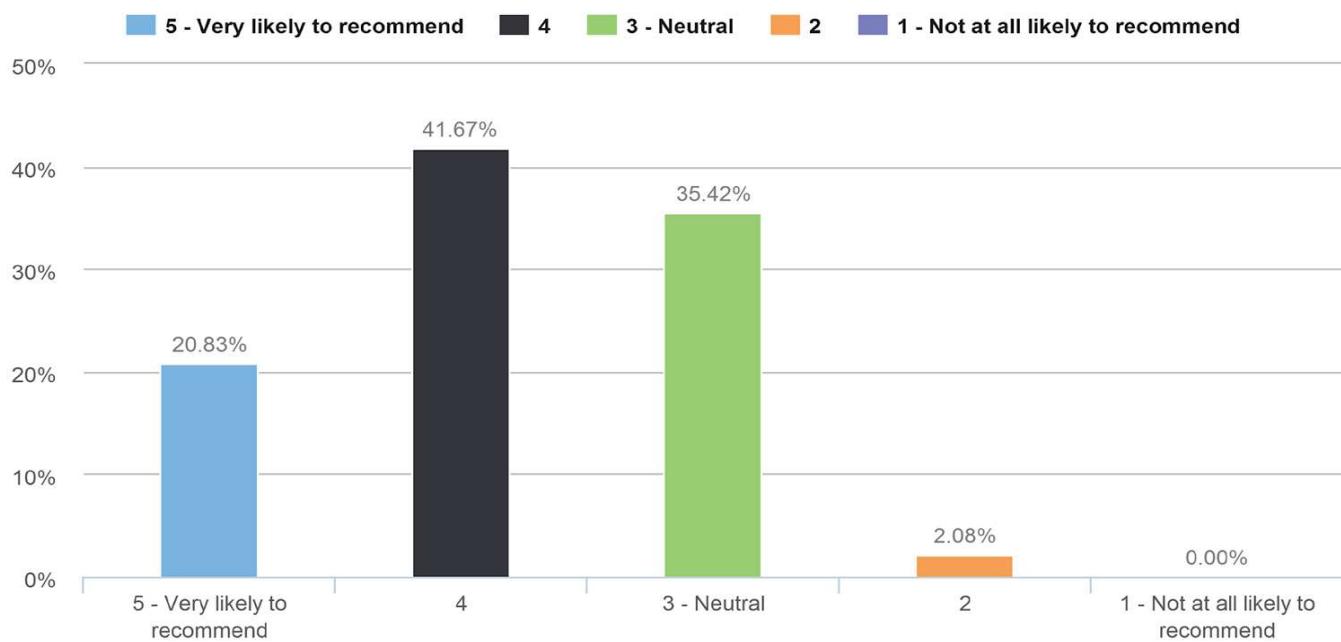
Additional comments:
1. Business engagement provision yes would recommend

31. Which online programs are most important to your development? (Check all that apply)
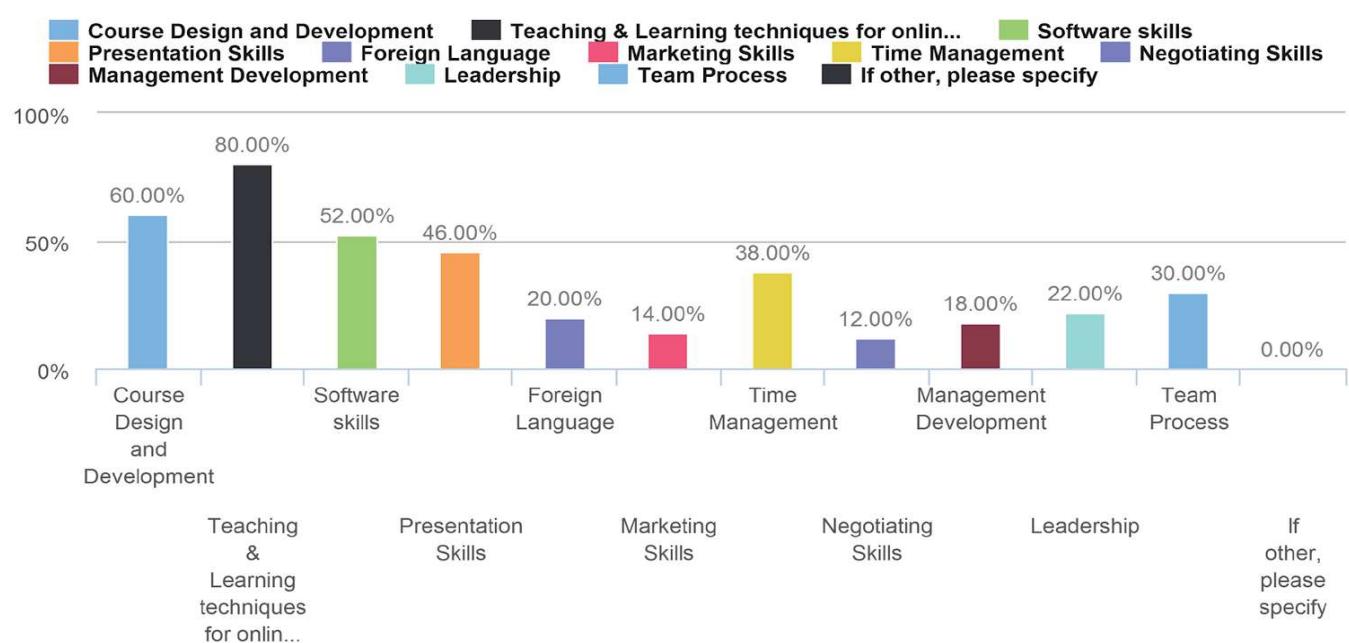
32. Is there any training reason missing from the above? What other areas of training should be added to the course curriculum? Please comment.

|	
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:
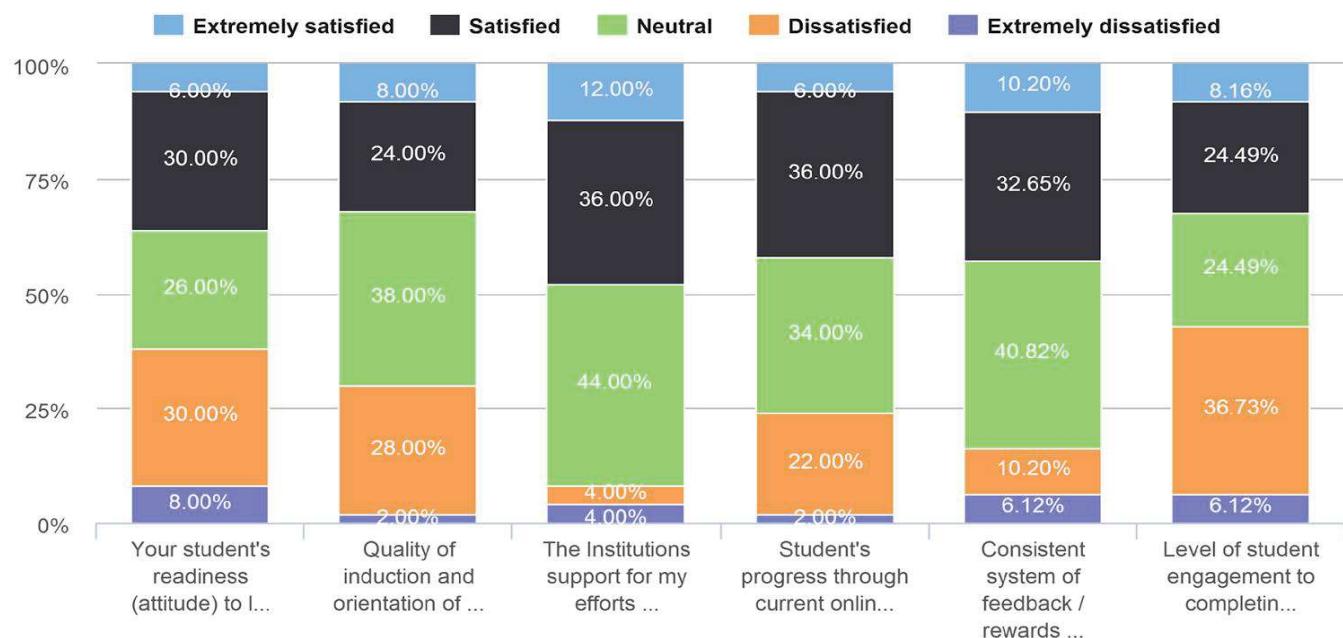
Column 1: Your student's readiness (attitude) to learning online
Column 2: Quality of induction and orientation of students to take up using online resources
Column 3: The institutions support for my efforts to improve student learning
Column 4: Student's progress through current online courses
Column 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)
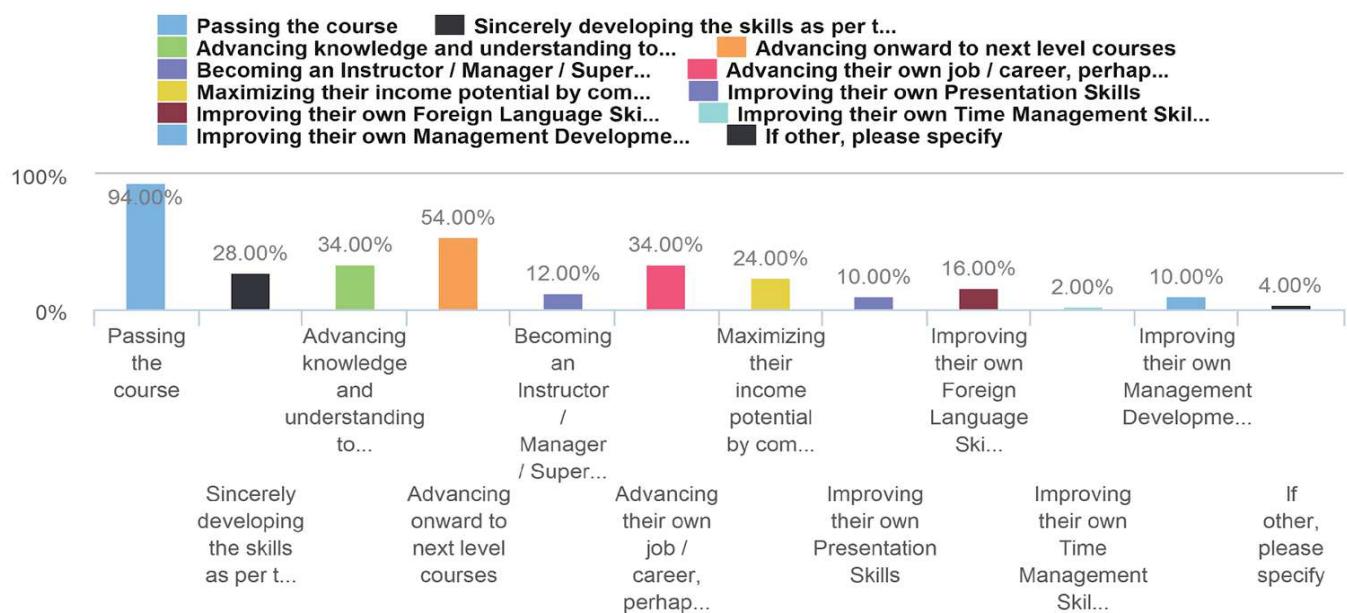
Other comments:
1.It depends on the level of the course
2.Getting good industry experience

35. Of those responses you checked above , please rank the reasons, you believe is important to students.
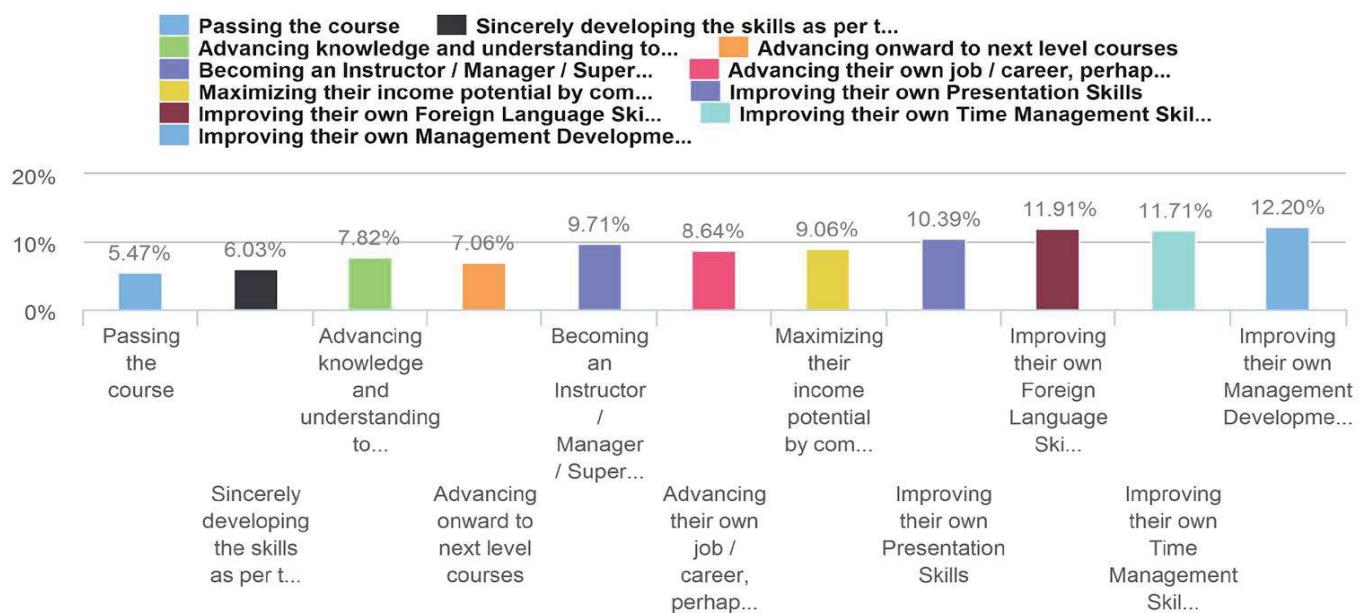
36. Many Educators report that the lack of motivation of their students is a key issue. Is this a KEY issue for your institution?
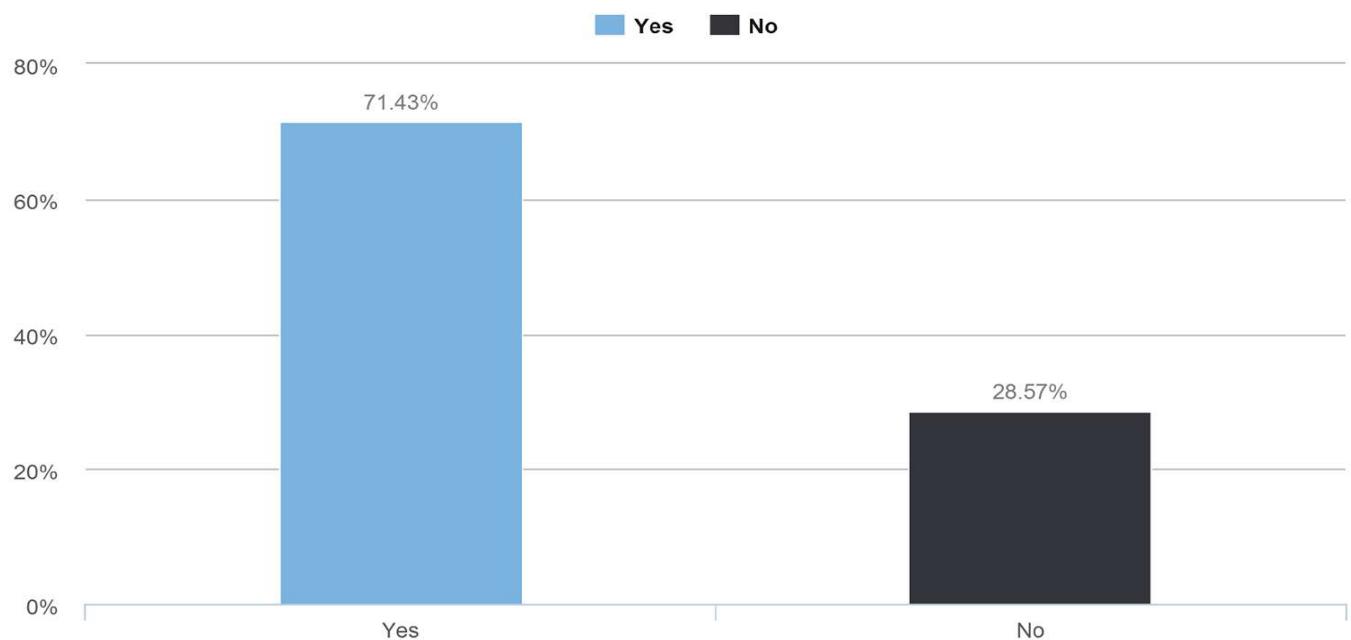
37. If "Yes' to the previous question, would strategies and methodologies would be useful for you to lift the level engagement ? Please comment below as to what you might require.
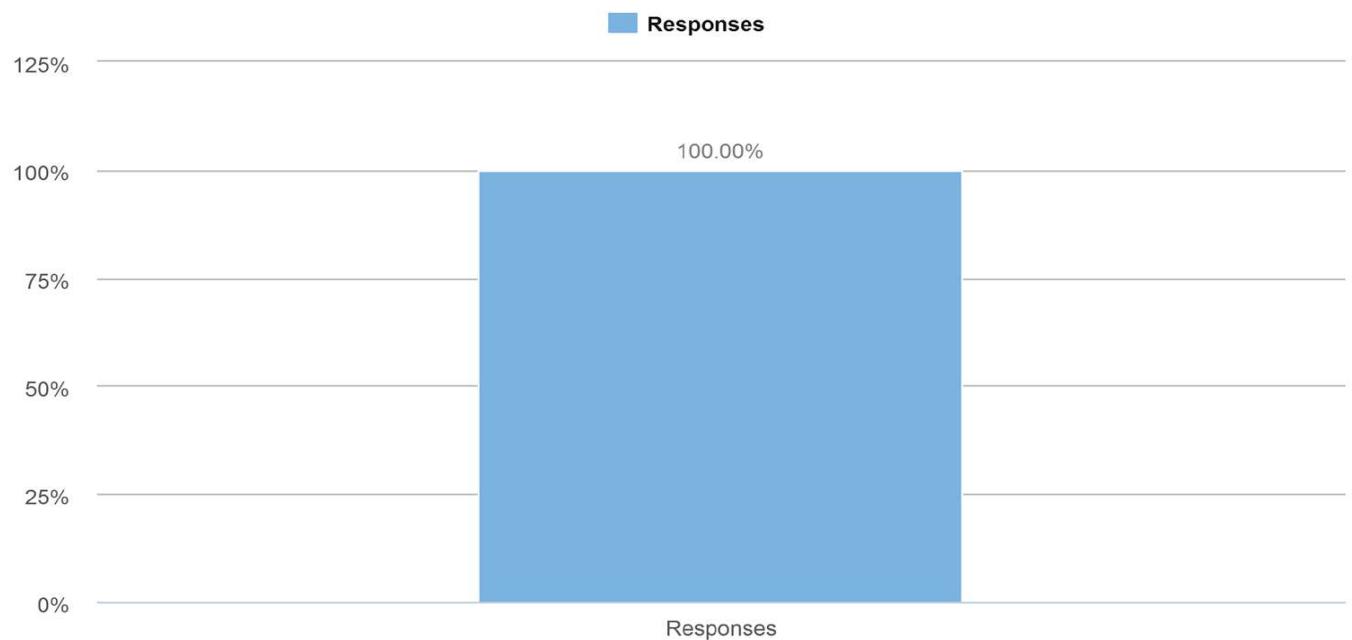
Detailed responses on next slide

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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 then 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 particulary 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	Sufficent 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%