



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

Formarea digitală în educația și formarea profesională

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Raport de cercetare

2023



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Introducere

Pandemia de COVID-19 a prezentat provocări care depășesc sectorul sănătății, solicitând societății noastre să dezvolte strategii și instrumente pentru a răspunde la toate nivelurile. Unul dintre sectoarele care a fost foarte afectat este educația, care nu numai că trebuie să furnizeze în mod eficient conținut, dar și să asigure siguranța profesorilor și a elevilor. Școlile, companiile, centrele de formare profesională și universitățile caută cu toții instrumente care să le ajute să își atingă obiectivele educaționale fără a compromite calitatea educației.

Sectorul educației a găsit o soluție la situația actuală prin digitalizare. Cu toate acestea, este important de remarcat faptul că digitalizarea și utilizarea tehnologiilor informației și comunicațiilor (TIC) nu implică neapărat învățământul la distanță. Mai degrabă, digitalizarea implică aplicarea noilor tehnologii în procesul educațional, care a început deja înainte de pandemie. Aceste noi tehnologii, cum ar fi sălile de clasă virtuale, utilizarea internetului în clasă, vizitele virtuale și gamificarea, nu necesită ca profesorii și elevii să se afle în locații diferite.

Deși utilizarea tehnologiei digitale în clasă era minimă în trecut, situația actuală a accelerat acest proces. Tehnologia digitală a fost introdusă și utilizată din necesitate în timpul blocajului din semestrul trecut și este acum singura soluție viabilă la constrângerile actuale.

Utilizarea TIC nu numai că facilitează munca profesorilor, dar îi ajută și pe elevi să își dezvolte competențele. Prin interacțiunea cu sistemele digitale, elevii învață să le folosească și sunt mai bine pregătiți să navigheze într-o lume din ce în ce mai tehnologizată. Criza actuală reprezintă o oportunitate de a îmbrățișa TIC și de a profita la maximum de acestea.

Tehnologiile care pot fi aplicate nu se limitează la cele pe care le cunoaștem și le folosim deja, cum ar fi clasele virtuale și videoconferințele. Există multe alte instrumente care pot fi create, cum ar fi testele în care elevii concurează pentru a răspunde la întrebări și pentru a vedea rezultatele celorlalți, prezentările interactive și vizitele virtuale. Posibilitățile pentru instrumente și utilizările acestora sunt infinite.

Acest raport de sondaj este unul dintre rezultatele proiectului Erasmus+ intitulat "**Dezvoltarea profesională continuă în VET**", care a fost creat pentru a ajuta cadrele didactice din întreaga Europă să abordeze situația dificilă din domeniul educației și formării profesionale (VET).

Rezultatele proiectului au fost obținute de șapte parteneri din șapte țări europene care au lucrat împreună:

ProEduca z.s. (Republica Cehă), Archivio della Memoria (Italia), Asociația Pentru Sprijinirea Inițiativelor Educaționale (România), Solution Based Training & Consultancy (SBTC) (Turcia), CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao) (Spania), TUS Midwest (Irlanda) și Northern Regional College (Regatul Unit).

Context și domeniu de aplicare

Deși continuă să predea cursurile online, profesorii și-au dat seama în ultima perioadă că o predare online eficientă necesită asumarea unor roluri diferite față de cele cu care sunt obișnuiți pentru a-i ajuta pe elevi să reușească în învățarea la distanță. Trecerea de la simpla transmitere de informații la facilitarea învățării necesită adoptarea de noi metode. În timp ce predarea online și predarea în clasă au unele asemănări, există, de asemenea, multe diferențe semnificative. Prin urmare, profesorii trebuie să dezvolte un nou nivel de alfabetizare digitală pentru a face această tranziție.

Scopul principal al proiectului a fost crearea unui program de dezvoltare profesională continuă (DPC) pentru profesorii și formatorii VET. Programul s-a axat în principal pe îmbunătățirea competențelor digitale ale profesorilor și formatorilor VET, permițându-le să conceapă și să ofere lecții online de înaltă calitate elevilor lor.

A devenit evident că metodele educaționale tradiționale sunt inadecvate pentru predarea în condiții de criză de orice fel. Rezultatele semnificative ale sondajului vor ajuta cadrele didactice care participă la proiectul COVET să își îmbunătățească înțelegerea cunoștințelor, abilităților și competențelor esențiale necesare pentru proiectarea și furnizarea de formare online. Scopul principal al studiului este de a colecta toate informațiile relevante pentru proiectarea și dezvoltarea celorlalte trei rezultate ale proiectului: curriculum, program de formare și platformă de învățare pentru profesorii VET.

Procesul de colectare și evaluare a datelor

Scopul sondajului

Sondaj privind nevoile și nivelul actual al competențelor actuale ale profesorilor VET în ceea ce privește capacitatea lor reală de a preda online și de a pregăti lecții online atractive.

Obiectivul sondajului

Să măsoare și să evalueze:

1. Profesorii VET - Identificați unde se află - ce combinație de responsabilități profesionale, cunoștințe, competențe și abilități legate de furnizarea online au în prezent
2. Identificarea competențelor actuale și a obiectivelor profesionale viitoare - ce cunoștințe, competențe și abilități sunt necesare pentru cariera actuală în domeniul EFP pentru a atinge o calitate superioară a oportunităților de învățare online

Rezultatele așteptate

Să definească decalajul și să ofere instrumente concrete, aplicații, programe, metode, planuri de lecții etc. utilizate de profesorii VET.

Elaborarea instrumentului folosit

1. Partenerii COVET au folosit un "brainstorming" individual pentru principalele aspect care ar trebui incluse în sondaj.
 - a. Identificarea respondenților din comunitate și
 - b. Identificarea domeniilor de necesitate care trebuie abordate.
2. Colectarea acestor răspunsuri și distribuirea către echipa de dezvoltare COVET.
3. Redactarea întrebărilor specifice la care grupul țintă ar putea răspunde
4. Elaborarea unui chestionar final de sondaj și distribuirea acestuia către partenerii COVET.

Distribuirea și testarea chestionarului

1. Odată aprobat, sondajul a fost testat cu un grup de testare limitat de respondenți țintă (un respondent pentru fiecare țară/regiune).
2. Prelucrarea datelor și modificarea problemelor legate de structura anchetei
3. Compilarea versiunii finale a chestionarului

Ultima variantă a instrumentului

A se vedea anexa 1 la prezentul raport.

Colectarea datelor

1. Distribuirea chestionarului în rândul grupului țintă al sondajului
2. Primirea datelor respondenților de la toți partenerii COVET (în limba engleză) și alcătuirea bazei de date.
3. Analiza datelor și prezentarea concluziilor - sugestiilor pentru dezvoltarea ulterioară a rezultatelor proiectului.

Repartizarea responsabilităților în timpul derulării cercetării

TUS, în calitate de partener principal (cu SBTC în calitate de partener co-lider), a fost responsabil pentru conceperea și colectarea tuturor sugestiilor de întrebări, pentru dezvoltarea lor ulterioară și pentru furnizarea chestionarelor finalizate partenerilor.

Toți cei șapte parteneri au fost responsabili pentru distribuirea chestionarelor către respondenții din grupul țintă: Profesorii VET din diferite profesii din țările lor.

TUS a supravegheat și a verificat coerența și calitatea tuturor informațiilor furnizate de parteneri. De asemenea, TUS a îndrumat partenerii în prelucrarea ulterioară a informațiilor. SBTC a avut o contribuție semnificativă la distribuirea sondajului și la atragerea unei părți importante a respondenților.

A fost utilizat un instrument de sondaj online **Survey Methods**. Rezumatele răspunsurilor la sondaj sunt atașate în anexa 2 (numai în limba engleză).

Analiza datelor

După ce sondajele au fost finalizate, următoarea etapă importantă constă în analiza, evaluarea și editarea datelor primite de la parteneri. Prin urmare, organizațiile partenere au colectat datele primite, le-au tradus (dacă a fost necesar) în limba engleză și au furnizat datele organizate în grile.

Datele și informațiile au fost apoi adunate și sintetizate, iar rezultatele relevante au fost împărtășite partenerilor pentru a fi utilizate pentru discuții și exploatare ulterioare.

Rezultate

Principalele constatări ale sondajului:

Rezumat al instituțiilor implicate în sondaj

- 67 de răspunsuri colectate în total
- cea mai mare parte a contribuției a venit din Turcia și Irlanda de Nord
- cele mai multe răspunsuri au venit de la universități și școli VET (65%)
- cele mai multe răspunsuri au venit din partea profesorilor și formatorilor din învățământul profesional și universitar, apoi din partea dezvoltatorilor de formare și a șefilor de departament.
- 90% dintre respondenți provin din instituții publice
- Dintre acestea, 21% erau organizații mici, 51% mijlocii și 28% mari.

Rezumat al instrumentelor digitale utilizate

- Cele mai populare LMS (learning management system) - Moodle, Canvas
 - o Metode tradiționale utilizate - teme, materiale tipărite în combinație cu materiale video și chestionare
 - o Resurse utilizate: YouTube, Linked-In Learning, Coursera, Udemy, în timp ce 54% dintre respondenți nu folosesc niciun instrument de formare video.
 - o Comunicare în principal prin Microsoft Teams și Zoom
 - o Crearea de conținut - în principal Google Apps, Microsoft Apps.
- Cele mai populare instrumente de cercetare digitală
 - o Google Scholar
 - o Padlet
 - o Quora
 - o Studiu albastru
 - o Udemy

Rezumat al nevoilor educatorilor

- 62% dintre educatori se simt provocați
- 44% dintre educatori nu au îndeplinit cerințele privind predarea online
- Doar 50% dintre educatori au fost mulțumiți de gradul de pregătire al elevilor pentru lecțiile online (oferă o mare zonă de îmbunătățire)
- Marea majoritate a cadrelor didactice caută formare, în special în ceea ce privește proiectarea cursurilor și tehnicile de predare și învățare pentru livrarea online

Rezumat al nevoilor elevilor în calitate de cursanți

- Promovarea cursului - 94%.
- Îmbunătățirea managementului personal și a competențelor lingvistice în limbi străine
- Lipsa de motivație a fost identificată ca fiind principala problemă de către 71% dintre respondenți.

Rezultatele, așa cum au fost primite de la aplicația "Metoda de sondaj", sunt disponibile în anexa 2 la prezentul raport.

Concluzii

Constatările arată că nivelul competențelor de proiectare a cursurilor, de comunicare, de gestionare a timpului, precum și competențele tehnice ale profesorilor VET nu sunt suficiente. Profesorii VET au nevoie și doresc să își actualizeze competențele de predare pentru a se adapta la cerințele formării online, digitale sau virtuale.

Profesorii VET trebuie să fie echipați cu noi competențe, alături de noi instrumente (digitale) pentru a proiecta și dezvolta lecții de formare digitală online sau virtuală, cum ar fi:

- Sisteme de gestionare a învățării
- Platforme de experiență de învățare
- Instrumente de formare video
- Platforme de microînvățare
- Instrumente mobile
- Instrumente de gestionare și planificare a proiectelor
- Instrumente de creare a conținutului
- Instrumente de gestionare a conținutului
- Instrumente de comunicare

Aceste constatări oferă o mare oportunitate pentru instituțiile de formare profesională de a proiecta și de a oferi programe de formare adecvate și eficiente pentru profesorii VET și de a-i ajuta să dobândească nivelul de competență solicitat în furnizarea de formare VET online.

În cadrul proiectului COVET, am abordat aceste concluzii prin conceperea unui program practic de DPC pentru profesorii VET. Programul de formare, precum și toate celelalte rezultate ale proiectului sunt disponibile pe pagina web a proiectului: <https://www.covet-project.eu/>.



Erasmus+
Dezvoltare profesională continuă
în domeniul educației și formării profesionale

2020-1-CZ01-KA226-VET-094350

<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--]

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"/>

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.

* 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 any 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	<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?**

	Extremely satisfied	Satisfied	Neutral	Dissatisfied	Extremely dissatisfied
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?

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	<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

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

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?**

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



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



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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.

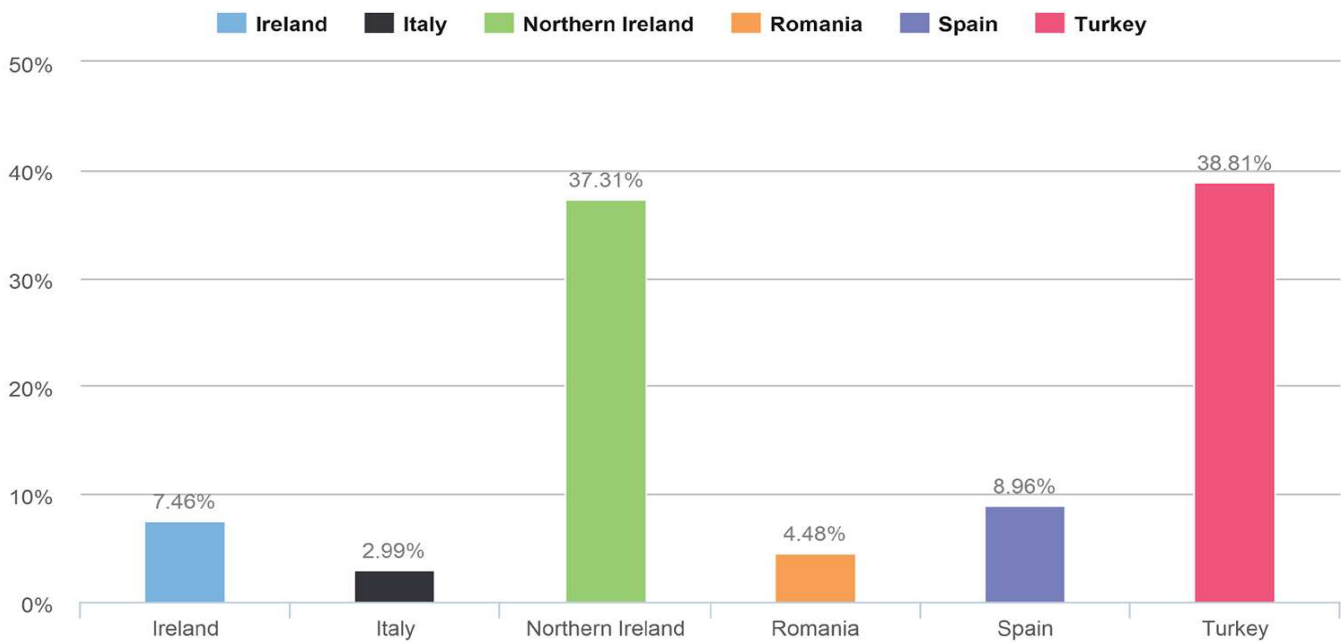
This survey was designed to identify the needs of VET staff in the following key areas:

- 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%

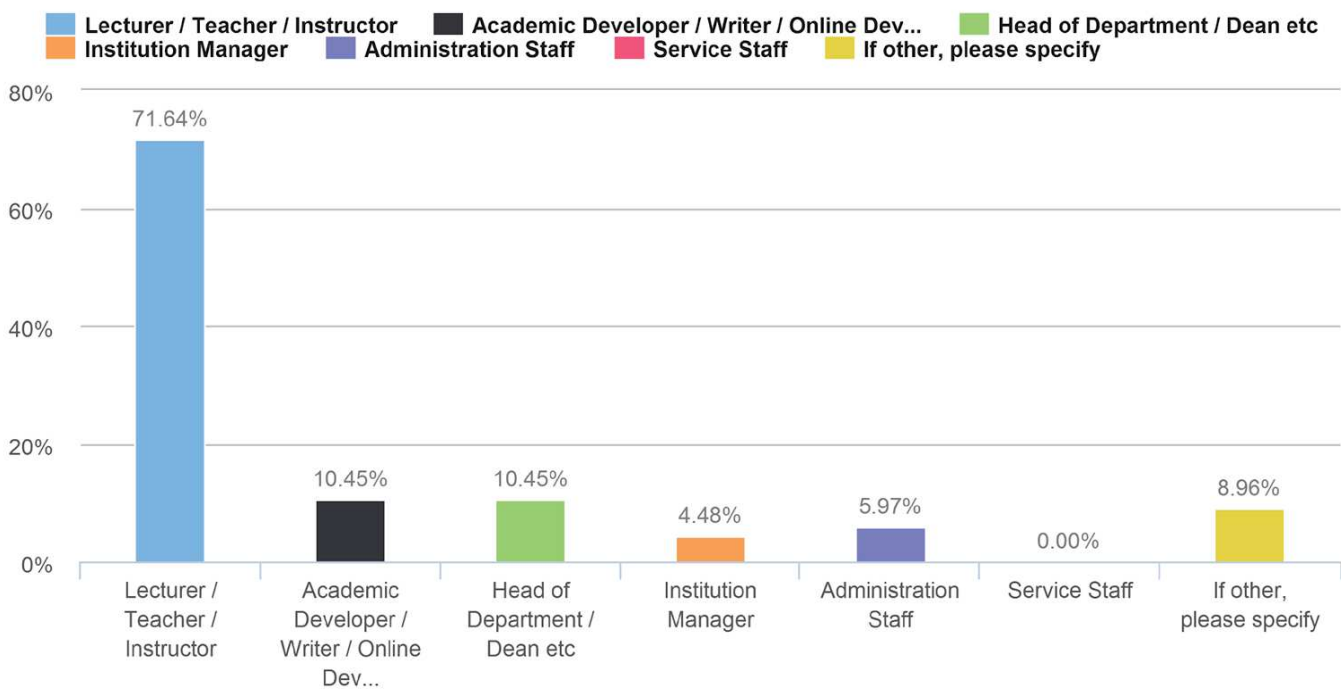
3. Optional addition of description of Type of Institution.

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	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.

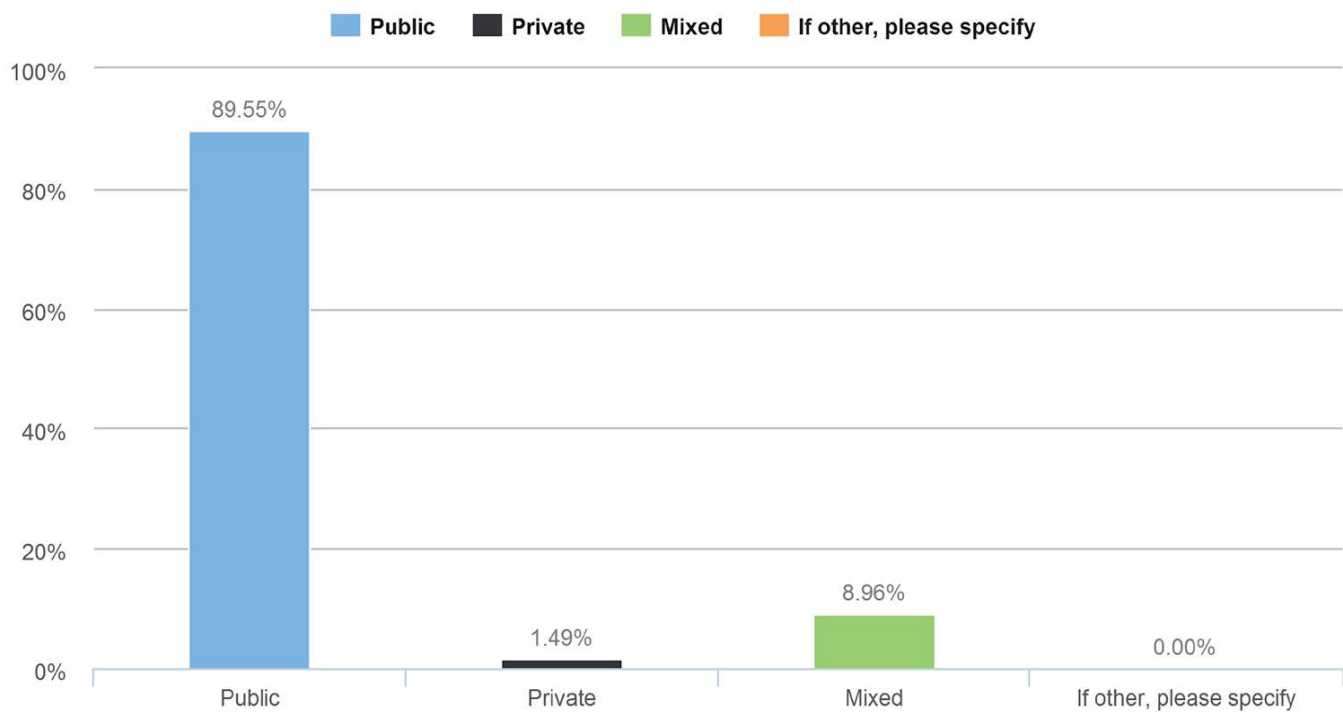
4. Please indicate what your primary role is within your institution.



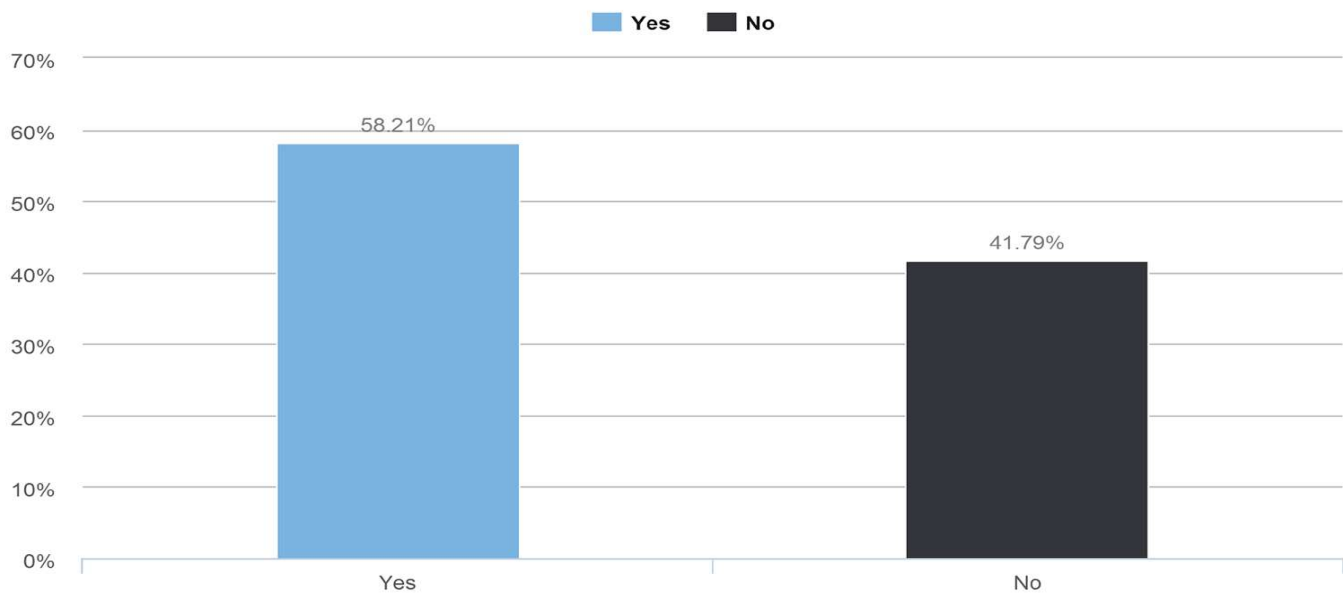
Other:

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

5. Type of Institution



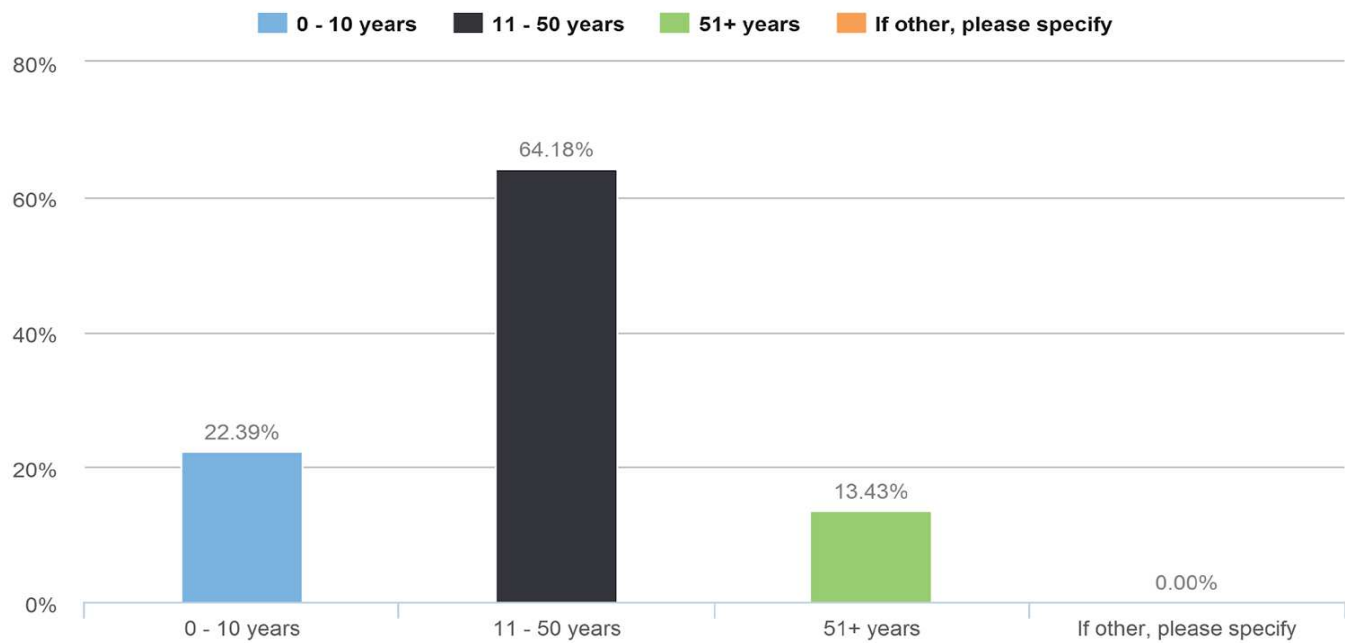
6. Do students pay fees to undertake courses ? Please add any specific detail if applicable.



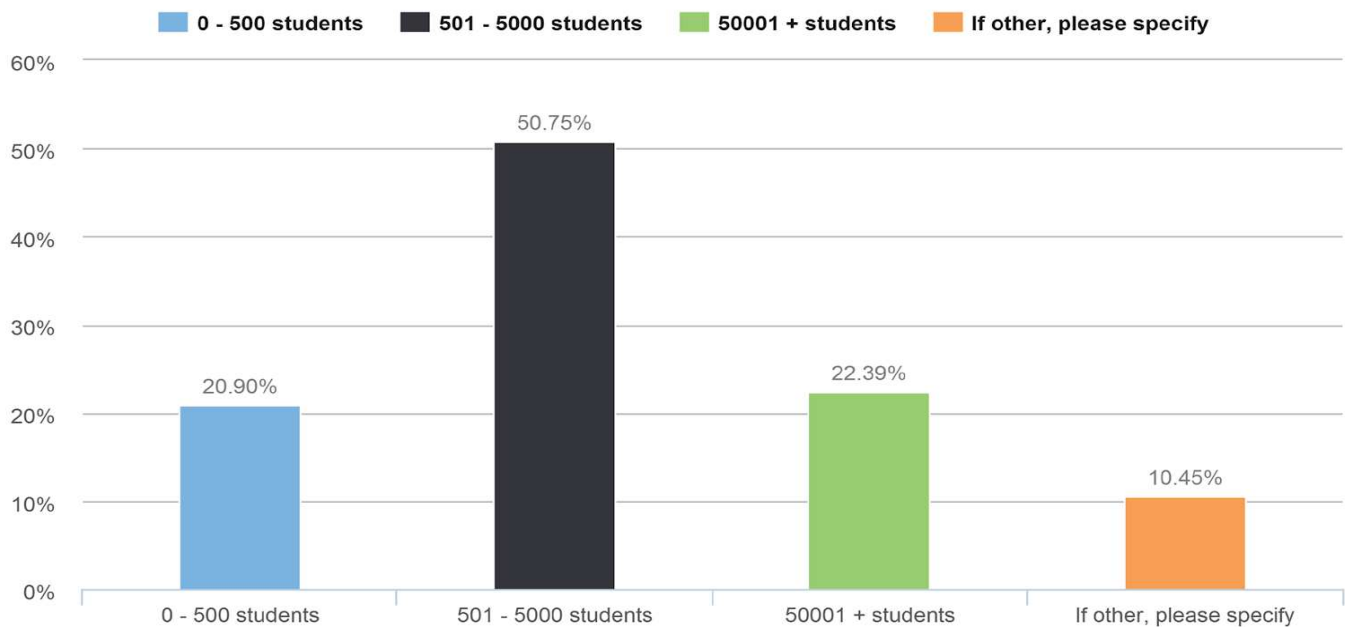
Additional comments:

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



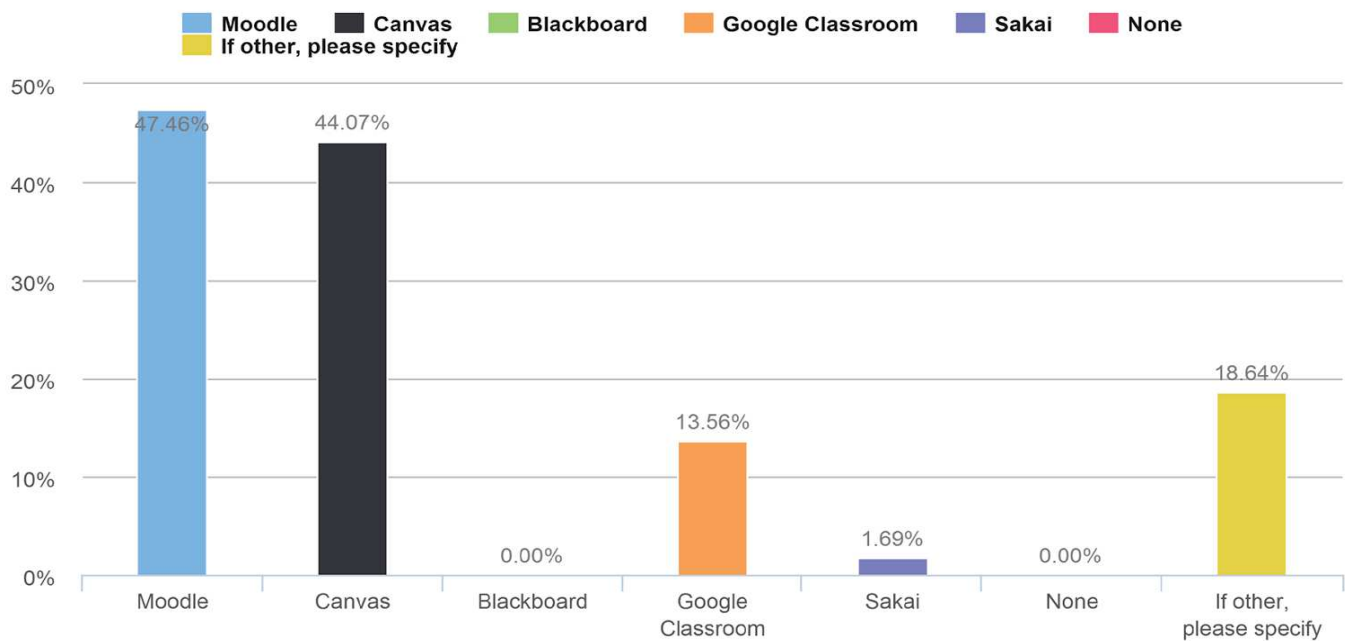
8. Estimated number of students - full-time, part-time, flexible learning, blended learning, etc. Please add any specific comment to clarify if required.



Other (6 responses)

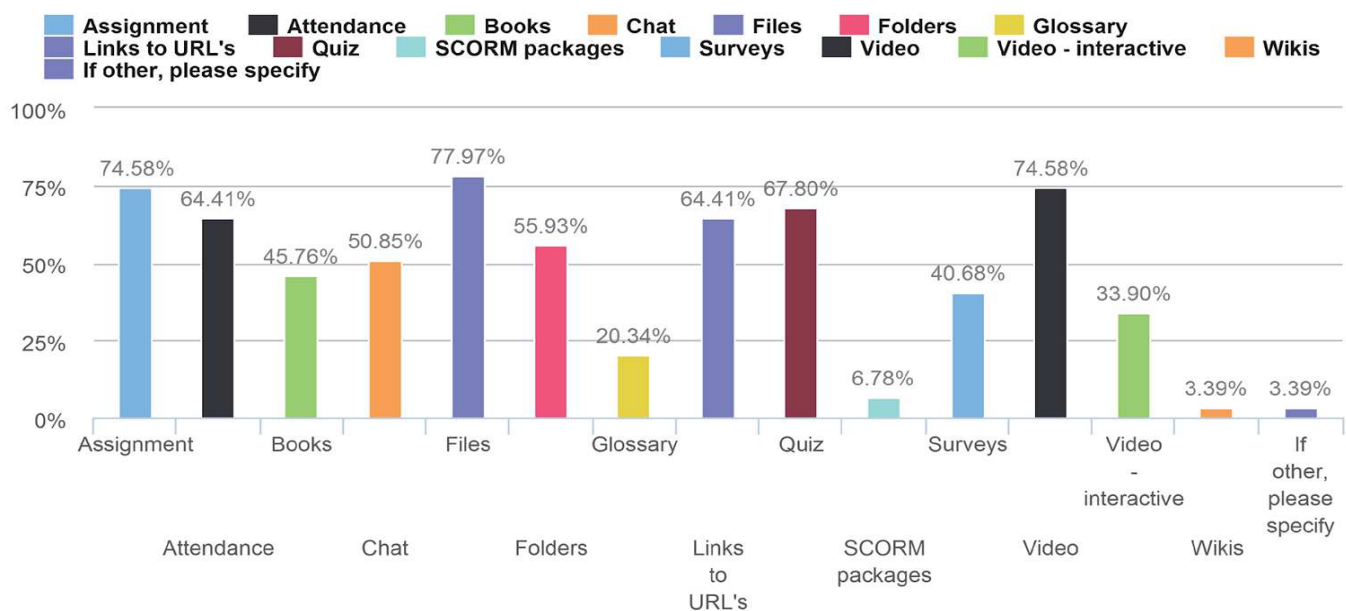
- 1.45,000
- 2.42,000
- 3.Estimate 10,000 students
- 4.4,000 FT, 1,000 apprenticeships, 15,000 PT/Flexible/Blended
- 5.25,000 – 30,000
- 6.8,000

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?

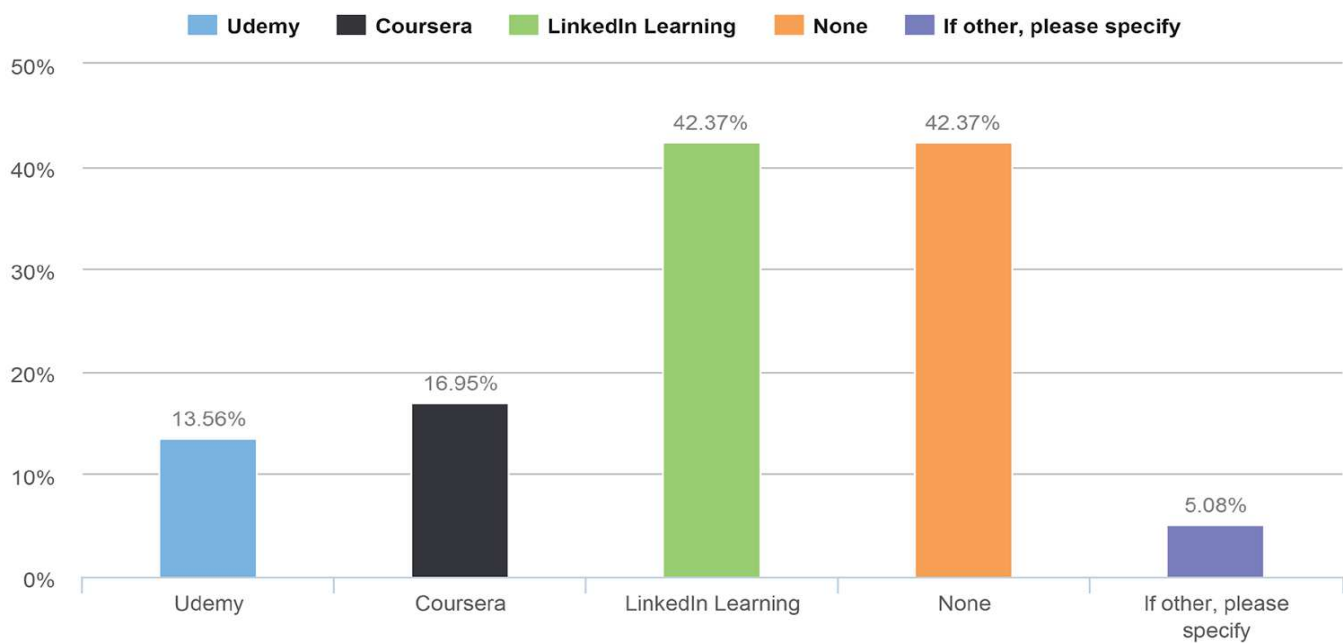


Other (2 responses):

1 x ClickView, Blended Learning Consortium, LinkedIn Learning

1 x Moodle H5P tool

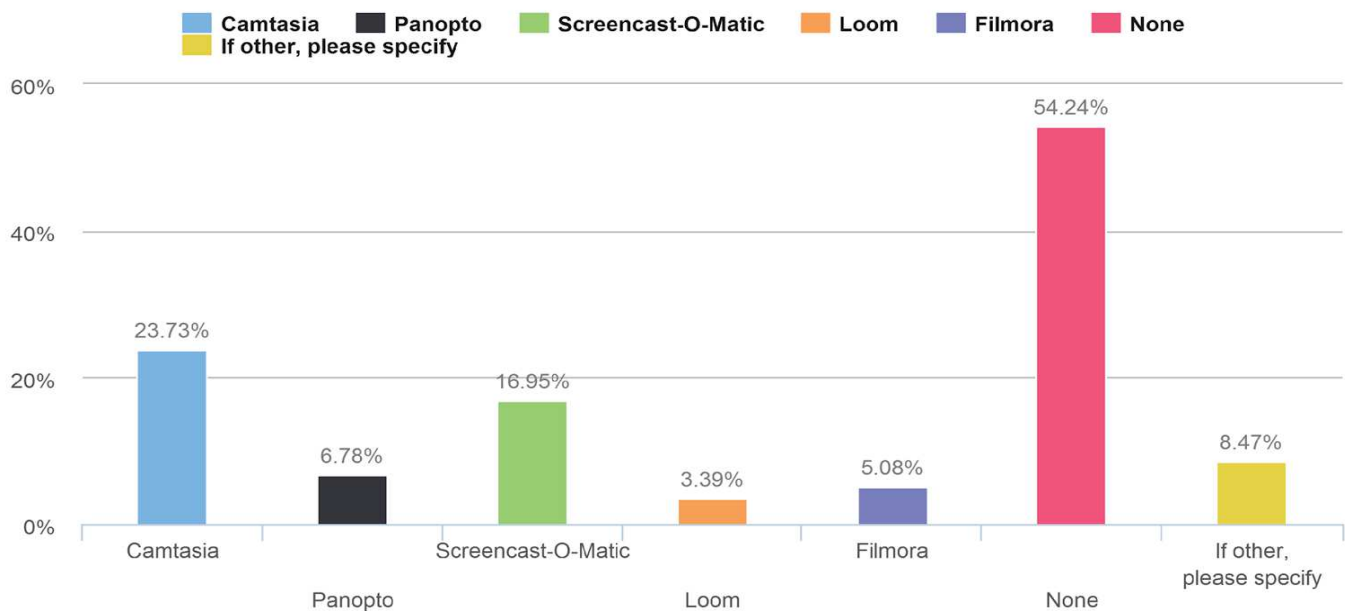
11. From the list below, please indicate which online learning resource / Learning Experience Platforms you use. Tick more than one, if applicable



Other (3 responses):

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

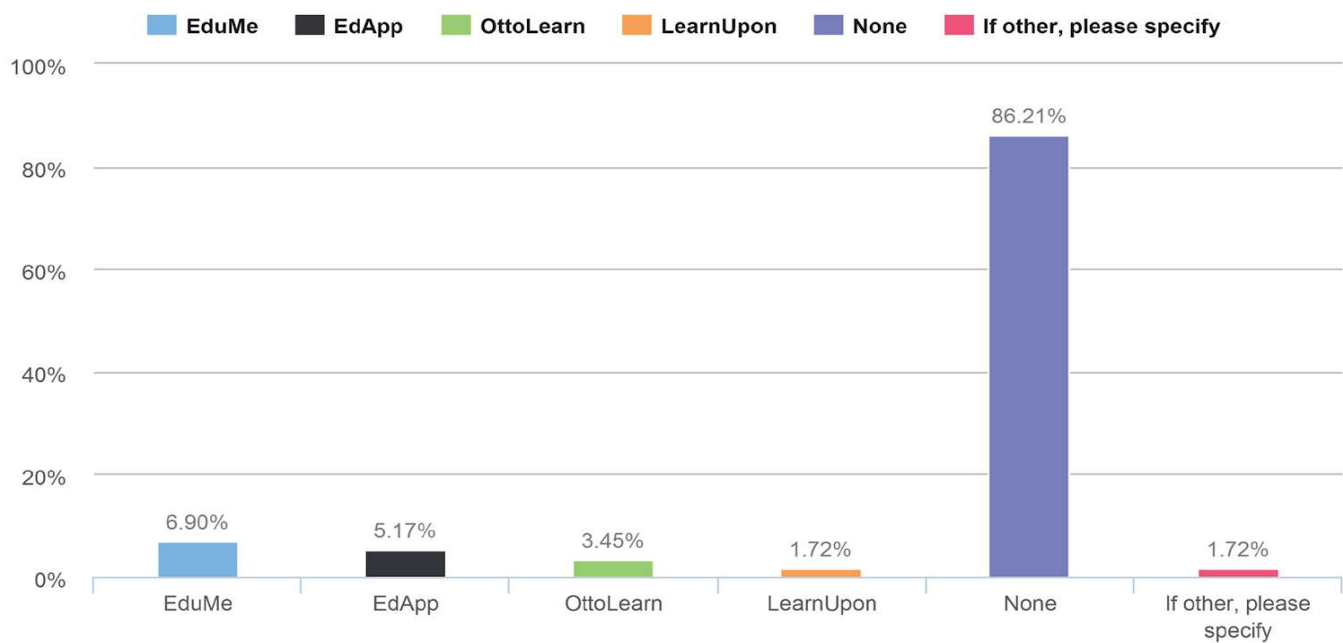
12. From the list below, please indicate which Video Training Tools you use. Tick all that apply



Other (5 responses):

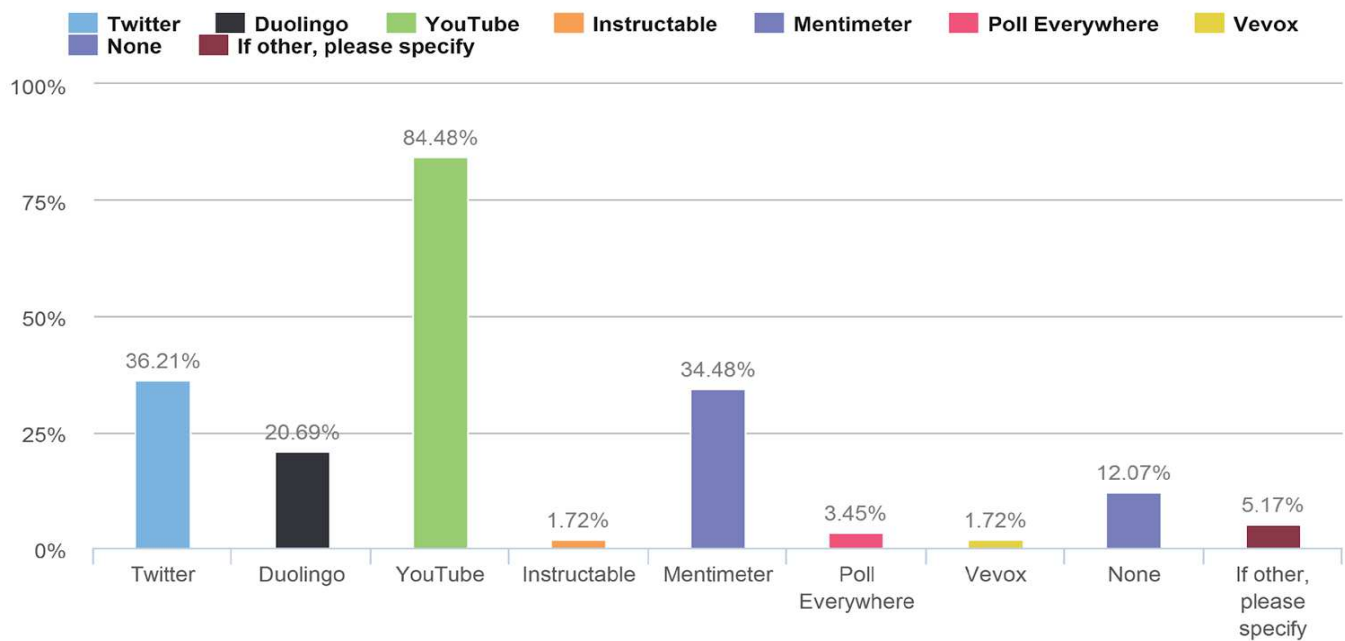
- 1.Epic Pen
- 2.Adobe
- 3.Don't know
- 4.Click View
- 5.Adobe Premier Pro for video production and editing

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

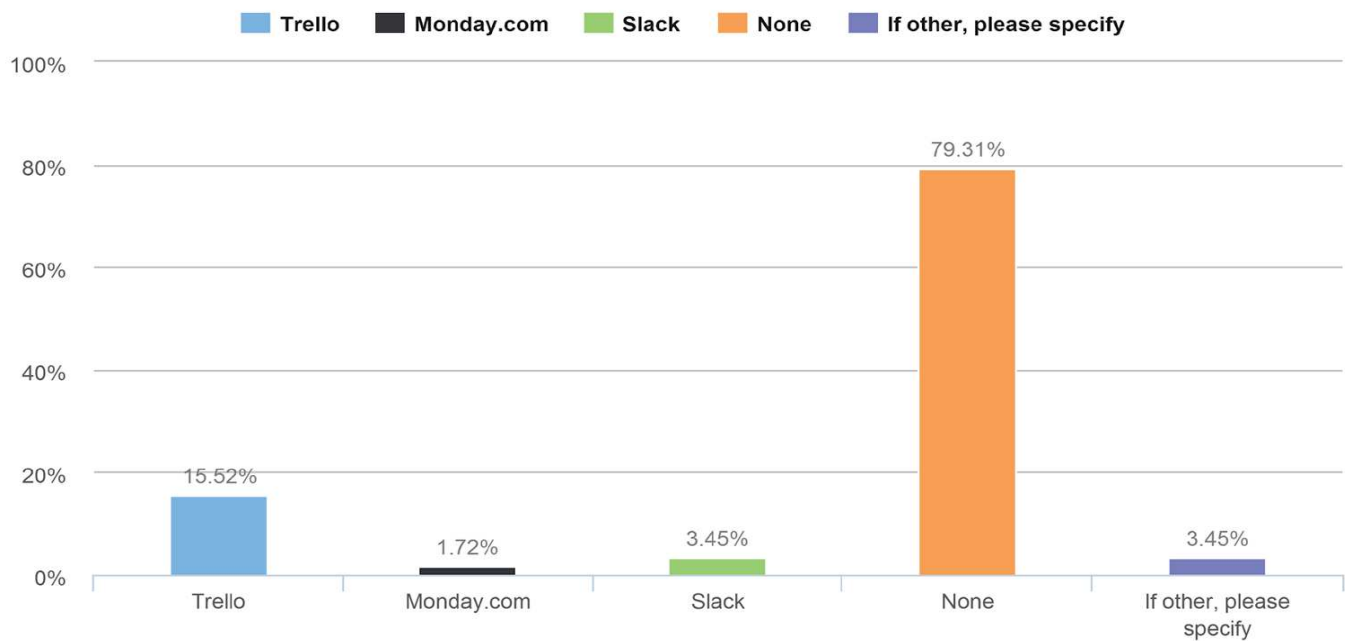
14. From the list below, please indicate which software / Mobile Tools you use. Tick more than one, if applicable



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

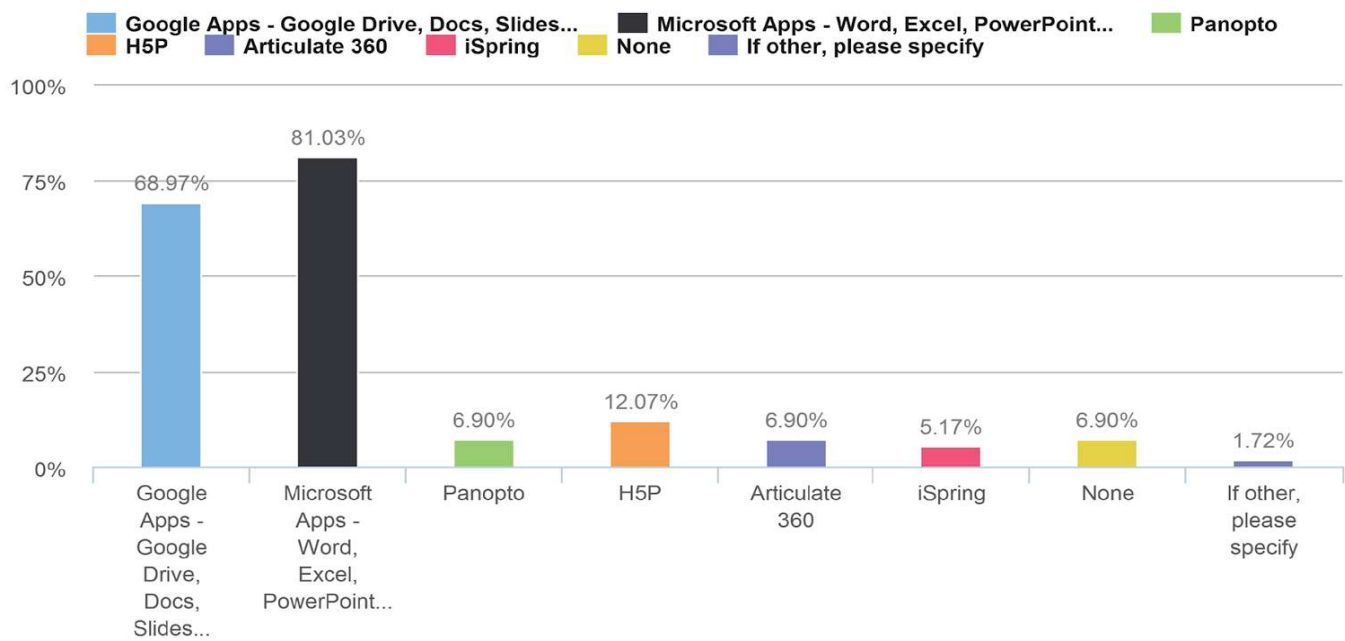


Other (2 responses):

1 x Calendar

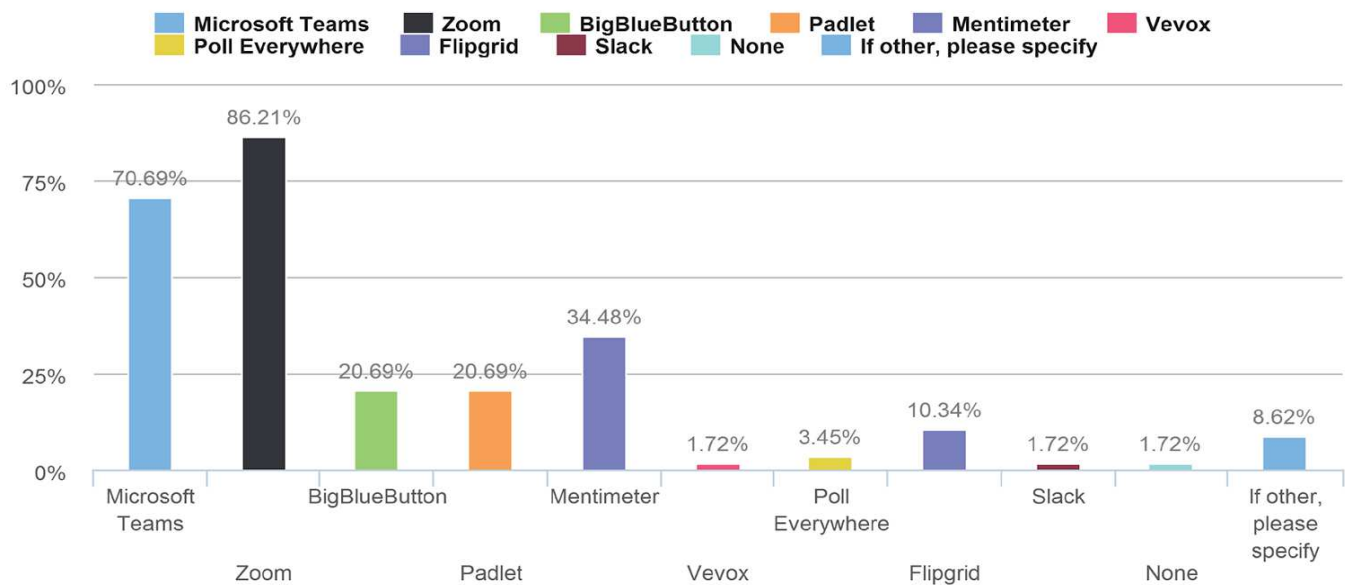
1 x Used Trello and Slack previously but not currently

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



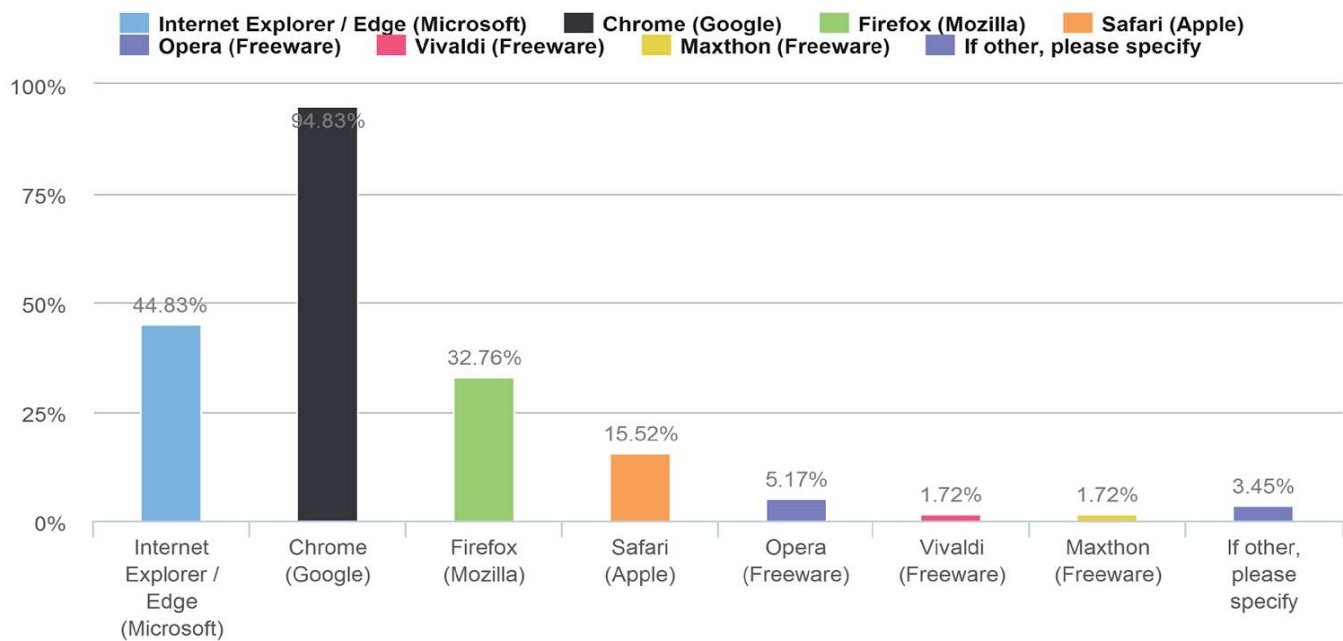
Other (5 responses):

2 x Adobe Connect

2 x Google Meet

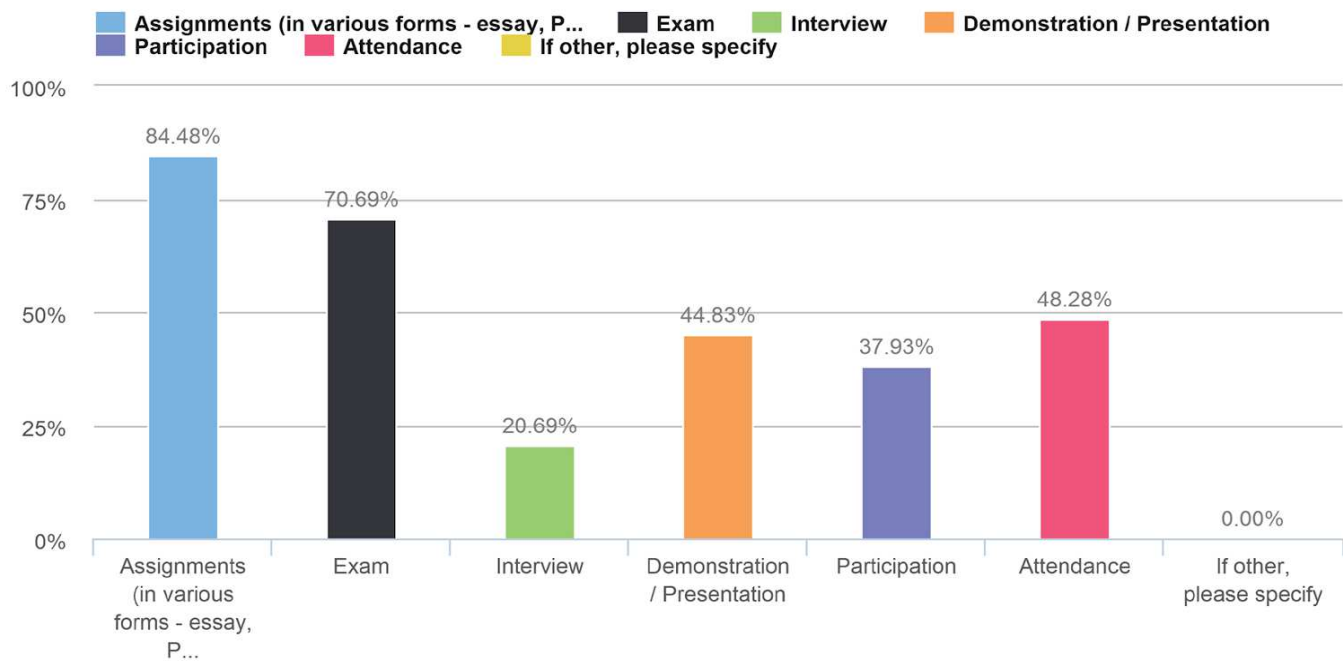
1 x Skype

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

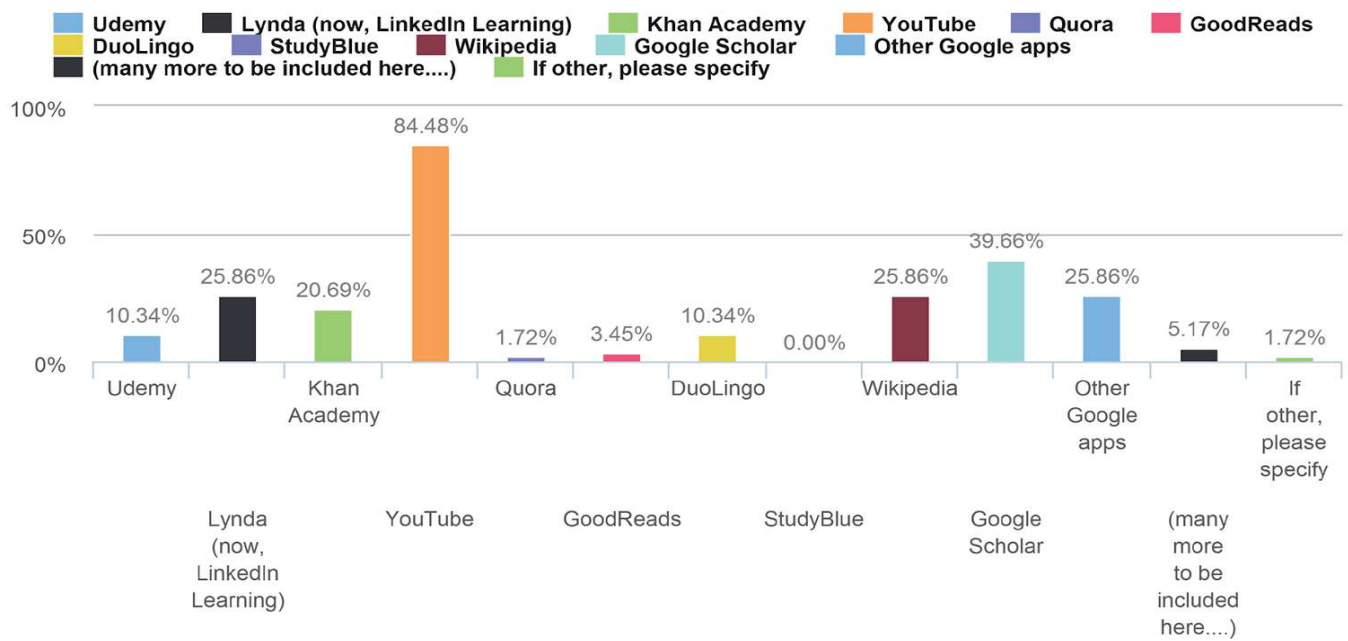


Other (2 responses):
2 x Brave

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

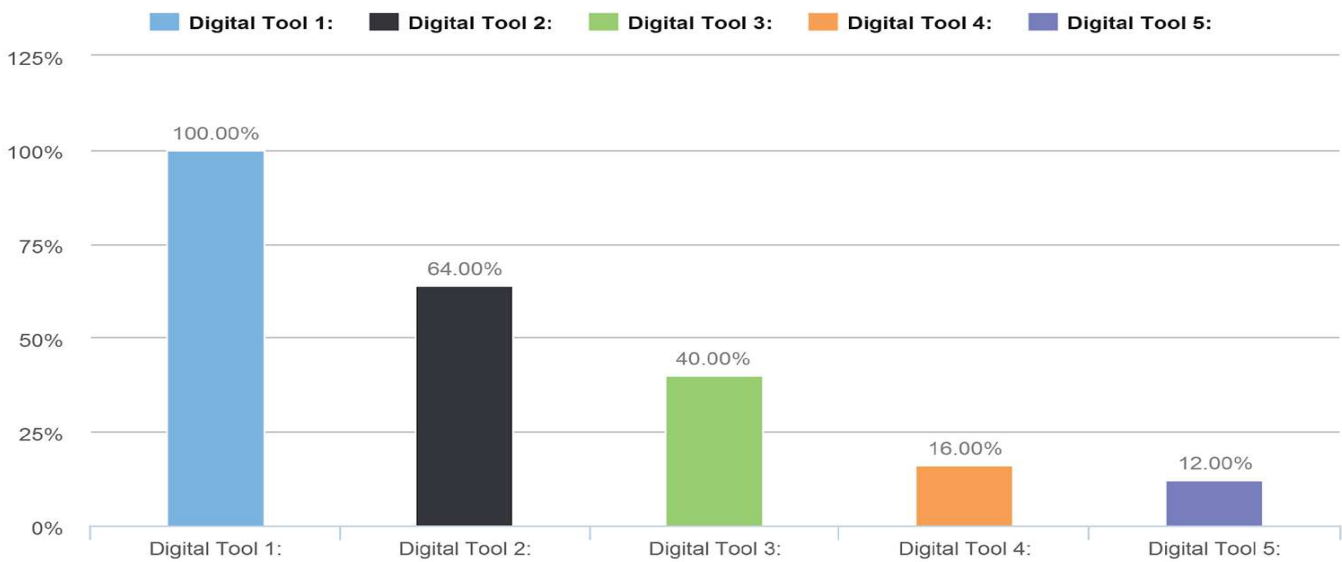


20. What free online learning applications do you utilise to deliver online learning?



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.

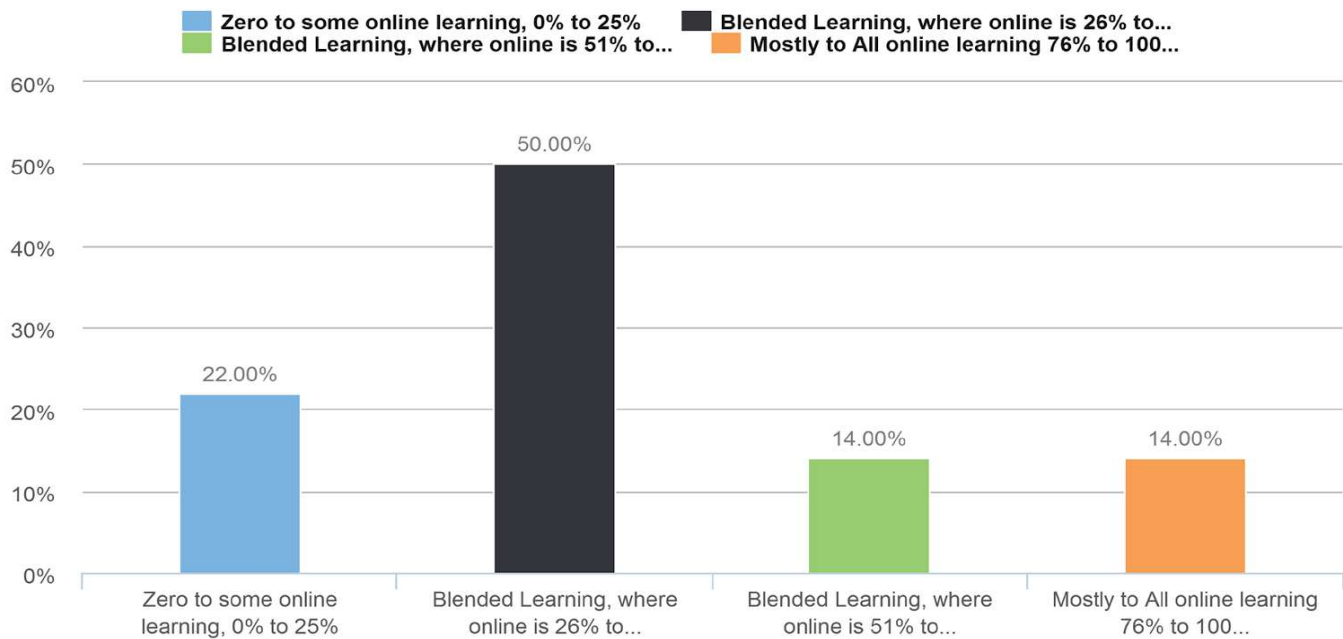


Tools listed on next slide

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

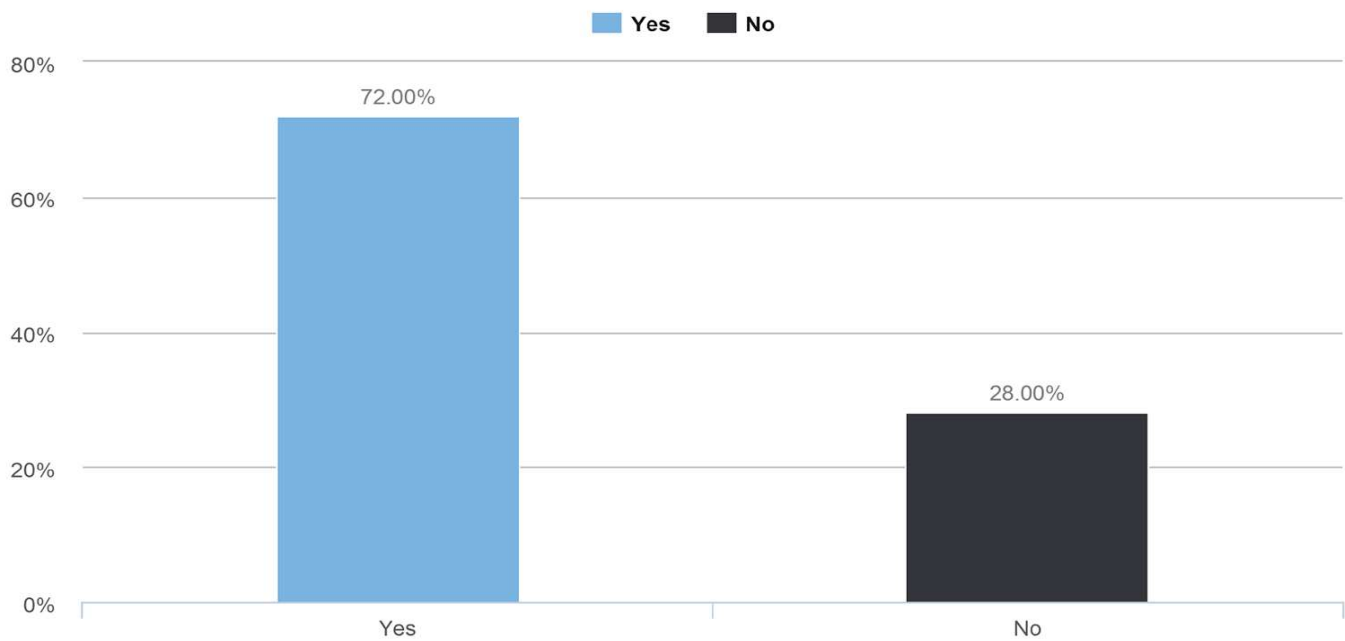
22. In a post-pandemic learning environment, what balance of your course delivery will occur online (including assessment).



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

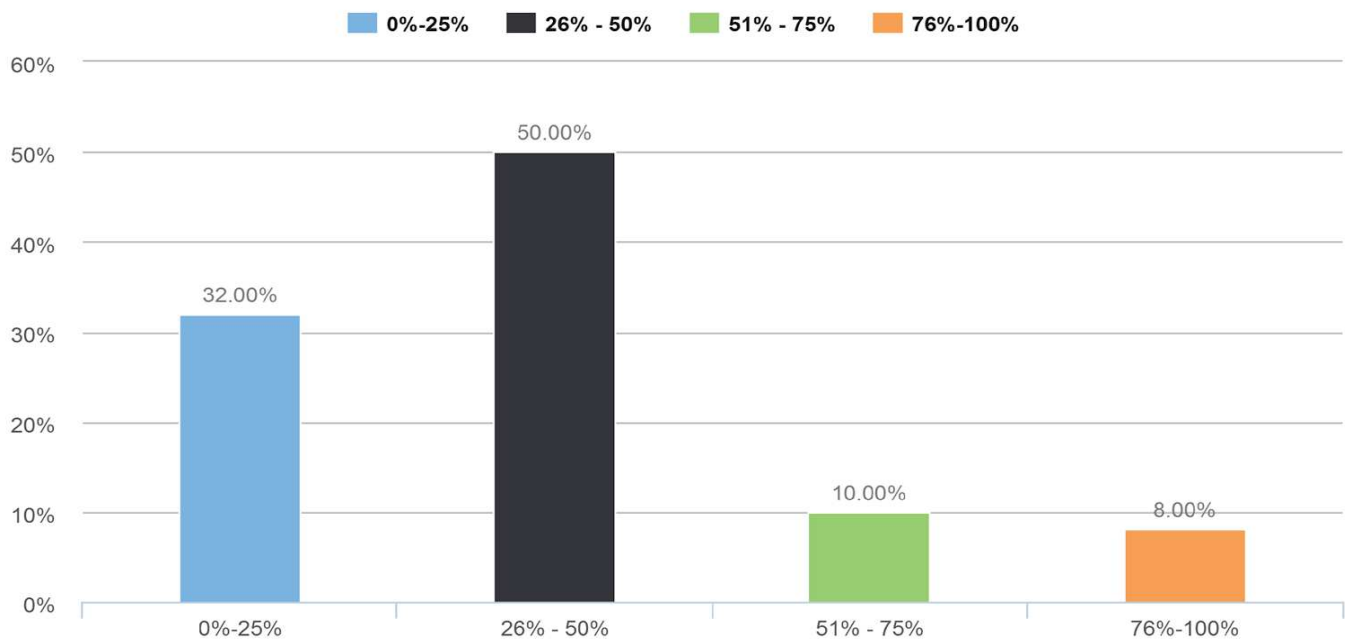
23. Will you be delivering any component of future online learning from home? If Yes, add any specific element that can be delivered from home.



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

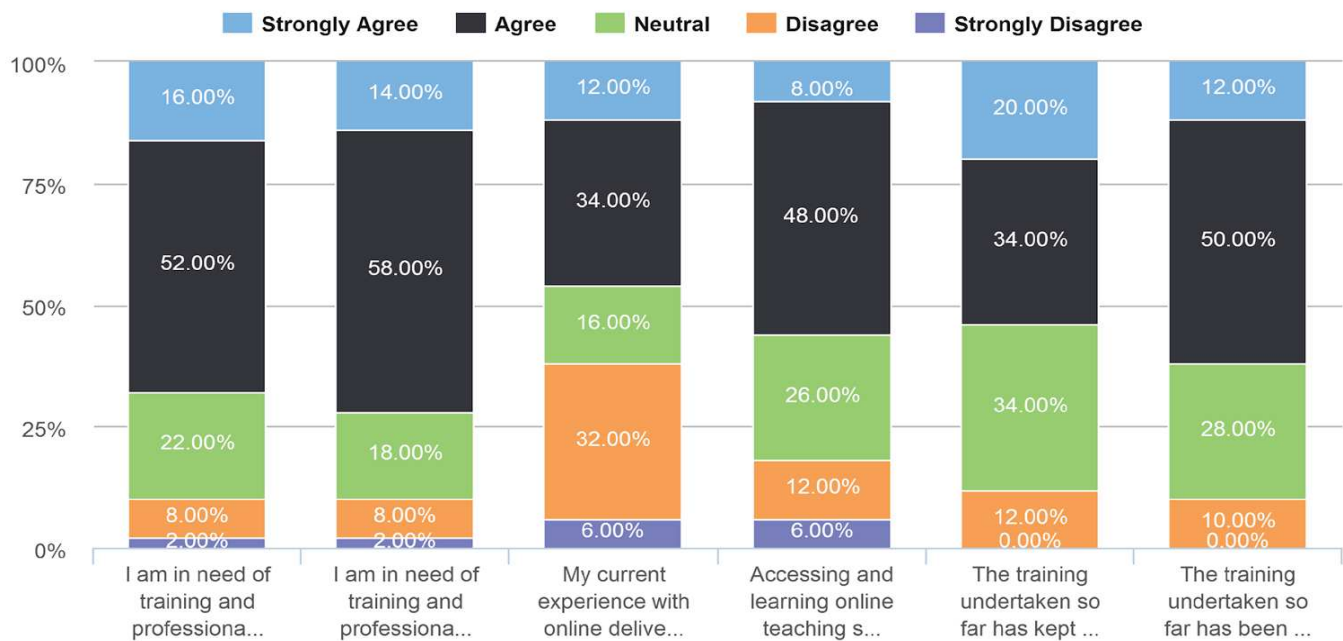
24. Ideally, what do you believe is the best balance of your VET courses, to be delivered online?



Additional comments:

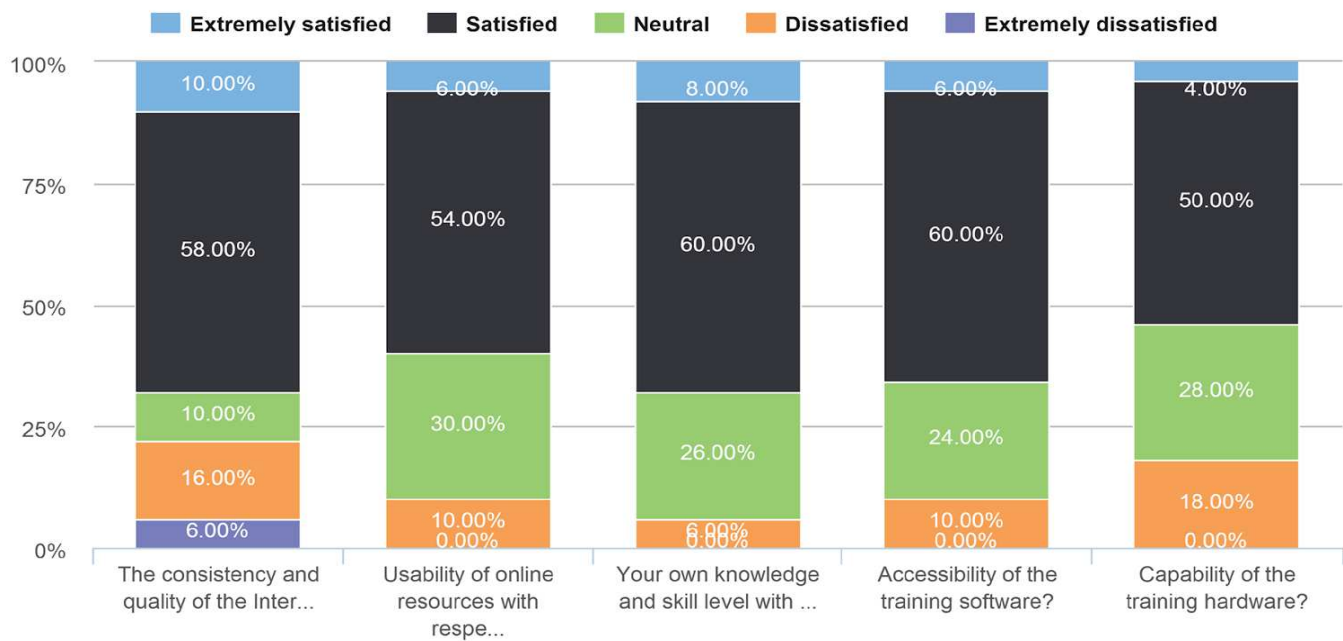
- 1.It will vary depending on the subject matter, course content, learning objectives and student profile
- 2.Assessment only
- 3.It depends on the course and the level of the learner

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)

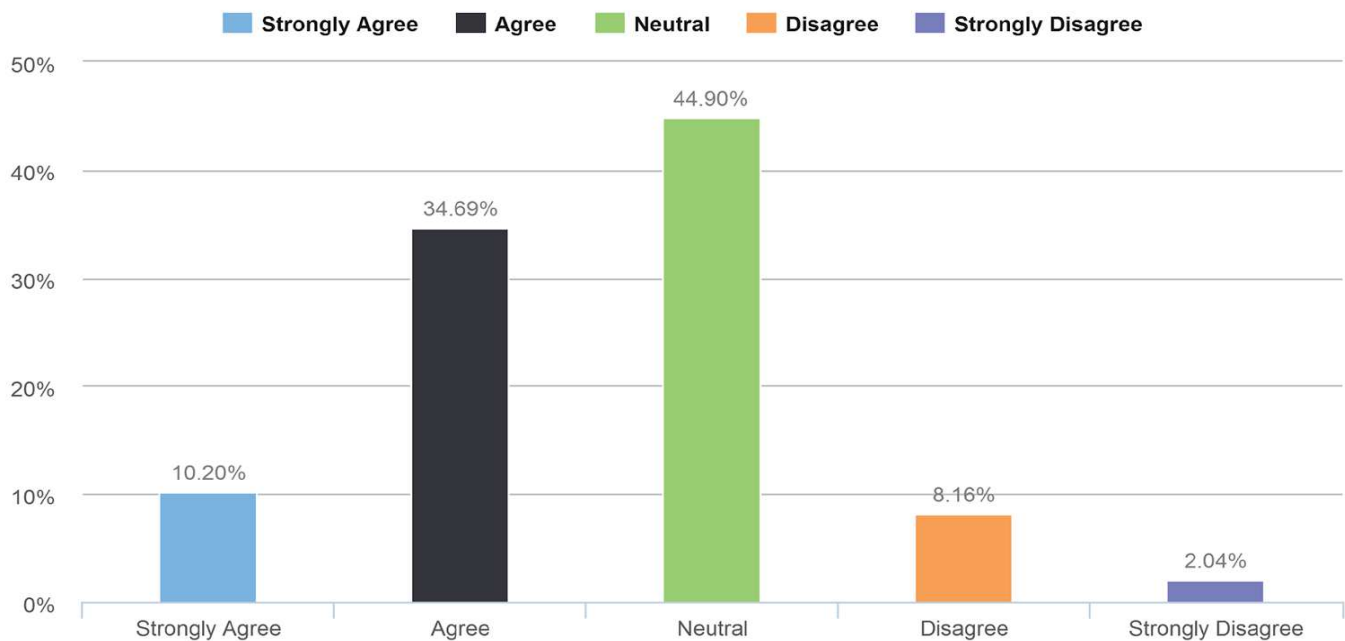
27. cont'd .. How could your learning institution improve the quality of educator training services?

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

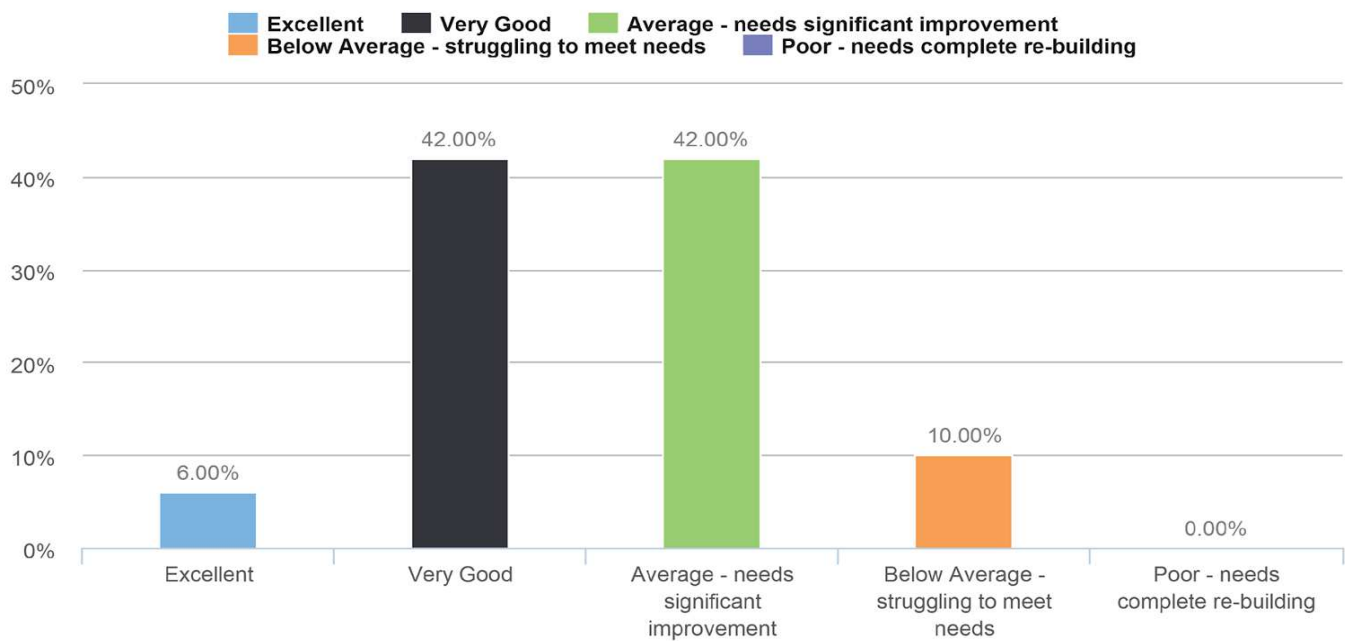
28. My Institution understands the training needs of my departments.



Additional comments:

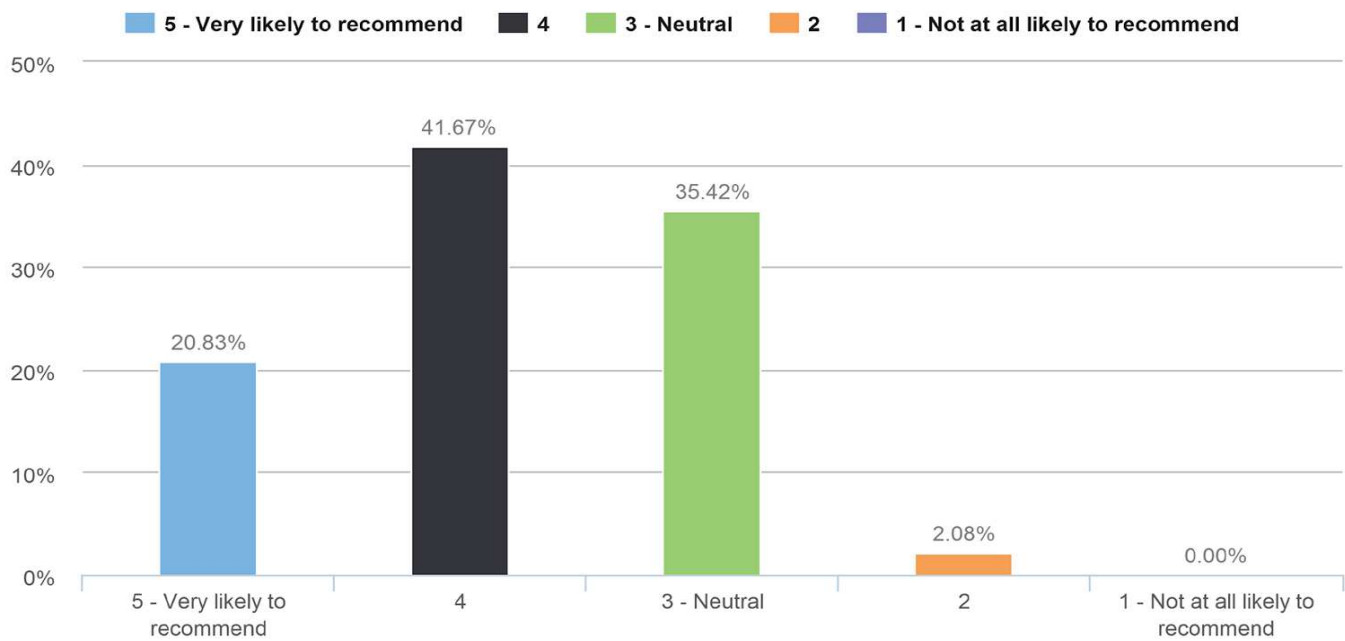
1. We have rolled out a module on teaching online, but it has limitations and assumes a baseline level that may be unrealistic, in particular for part-time lecturers. Part-time lecturers have significant industry/commerce experience but not up in online teaching methods

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

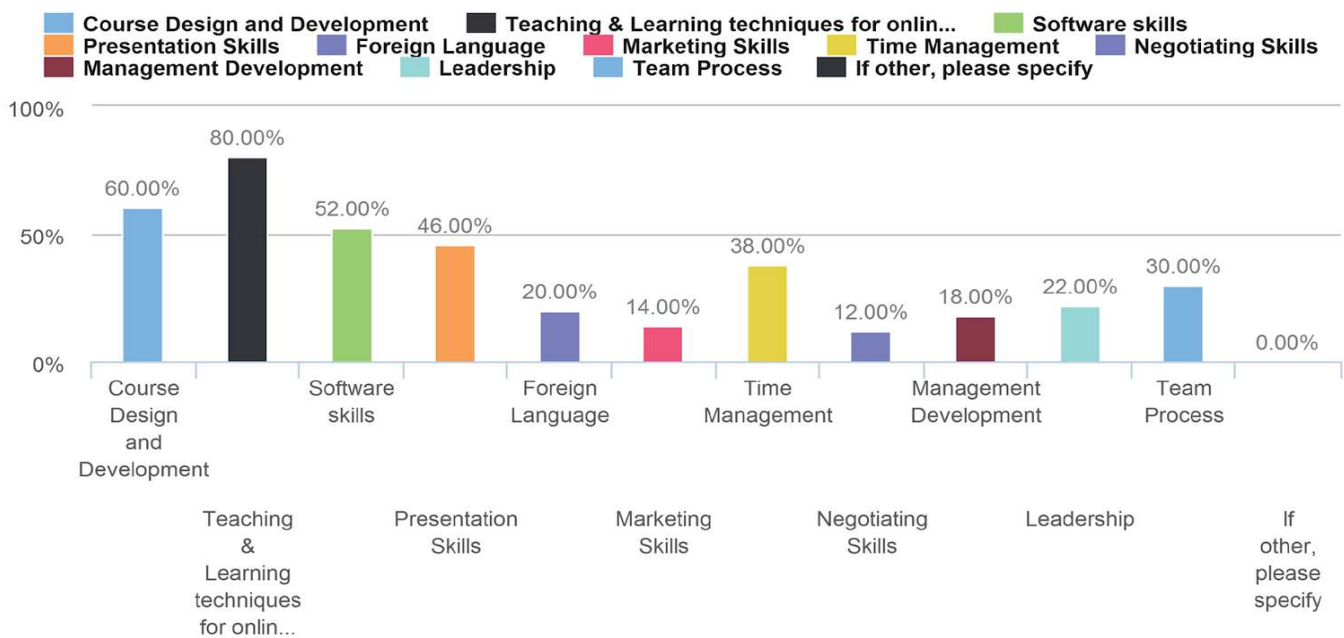
30. How likely are you to recommend your training course to students and contacts within the industry?



Additional comments:

1. Business engagement provision yes would recommend

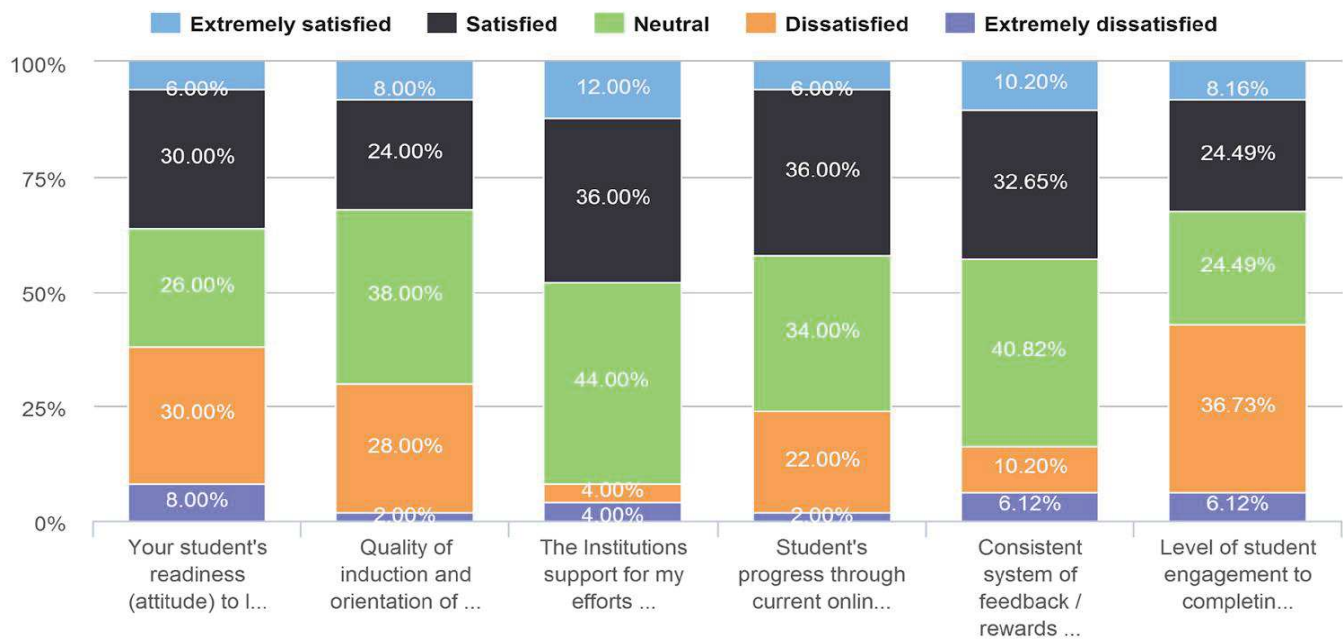
31. Which online programs are most important to your development? (Check all that apply)



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

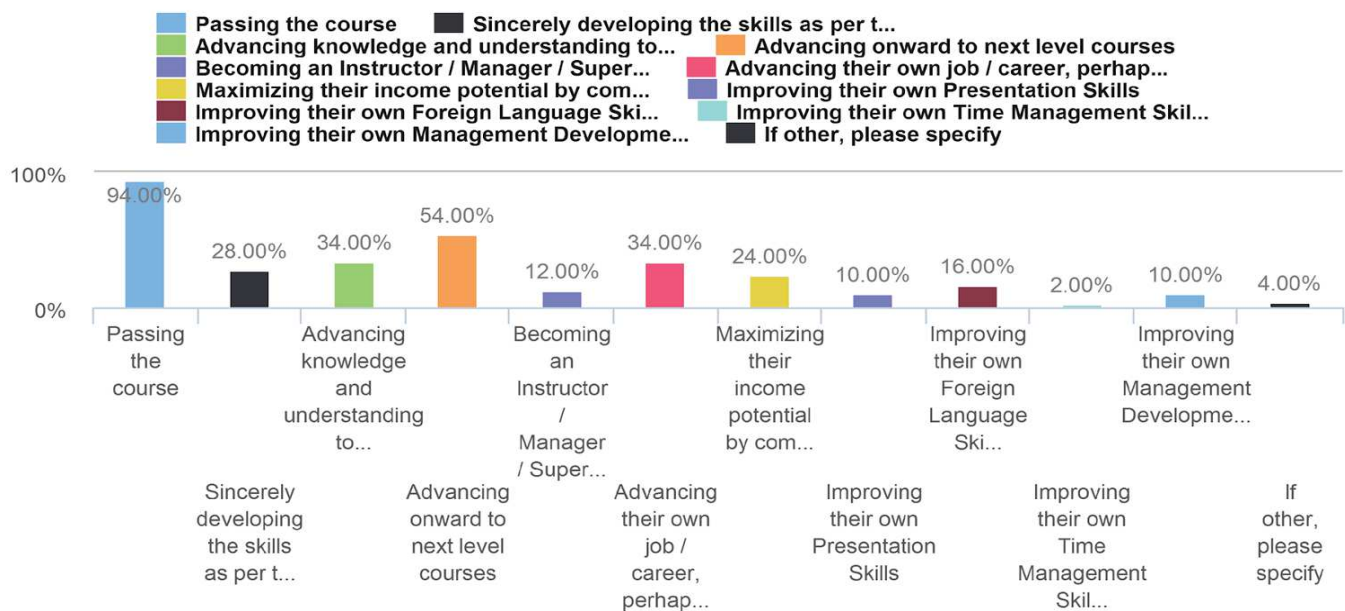
1	How to make video tutorials
2	not
3	Previous list is well developed.
4	Quality assurance management systems
5	n/a
6	no
7	Technical skills
8	fine
9	Understanding students' needs

33. Please, rate your satisfaction with the following:



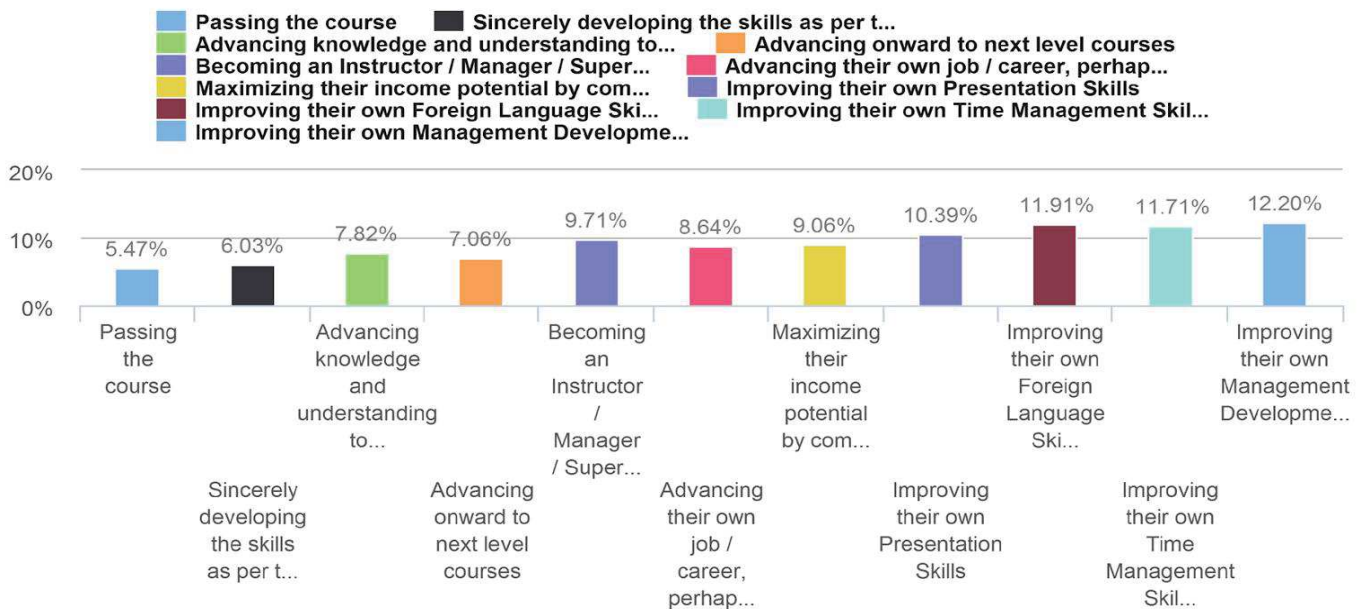
- Column 1: Your student's readiness (attitude) to learning online
- Column 2: Quality of induction and orientation of students to take up using online resources
- Column 3: The institutions support for my efforts to improve student learning
- Column 4: Student's progress through current online courses
- 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)

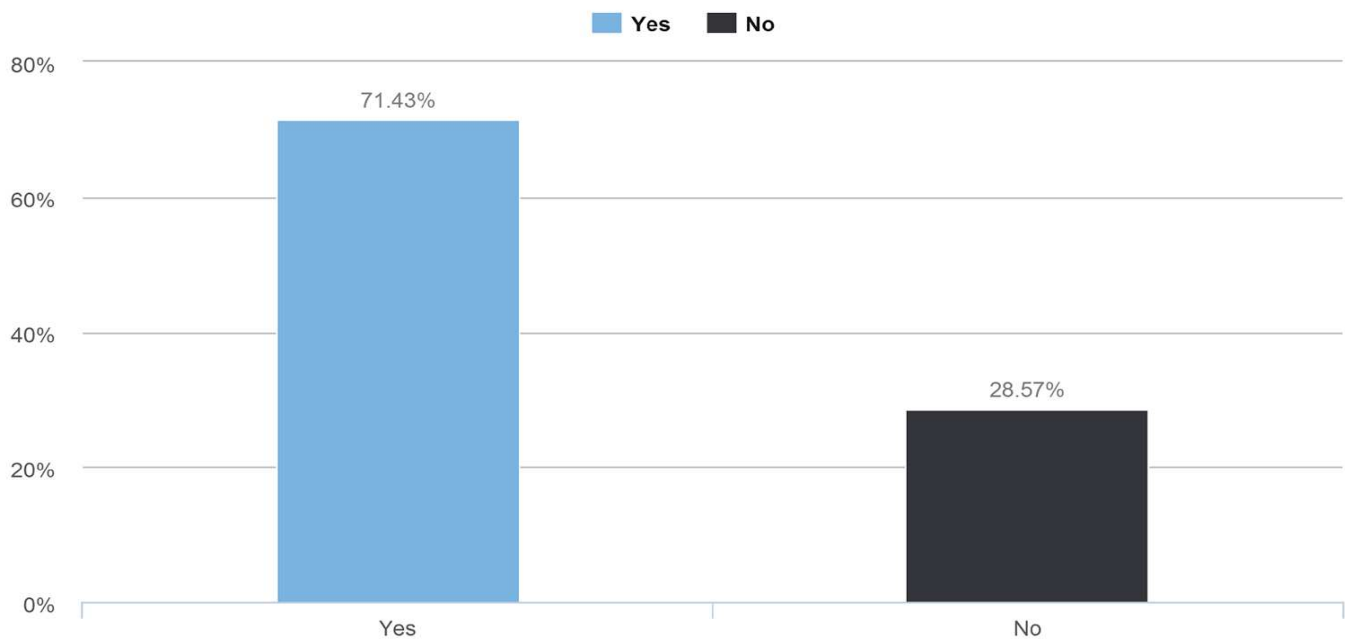


Other comments:
 1.It depends on the level of the course
 2.Getting good industry experience

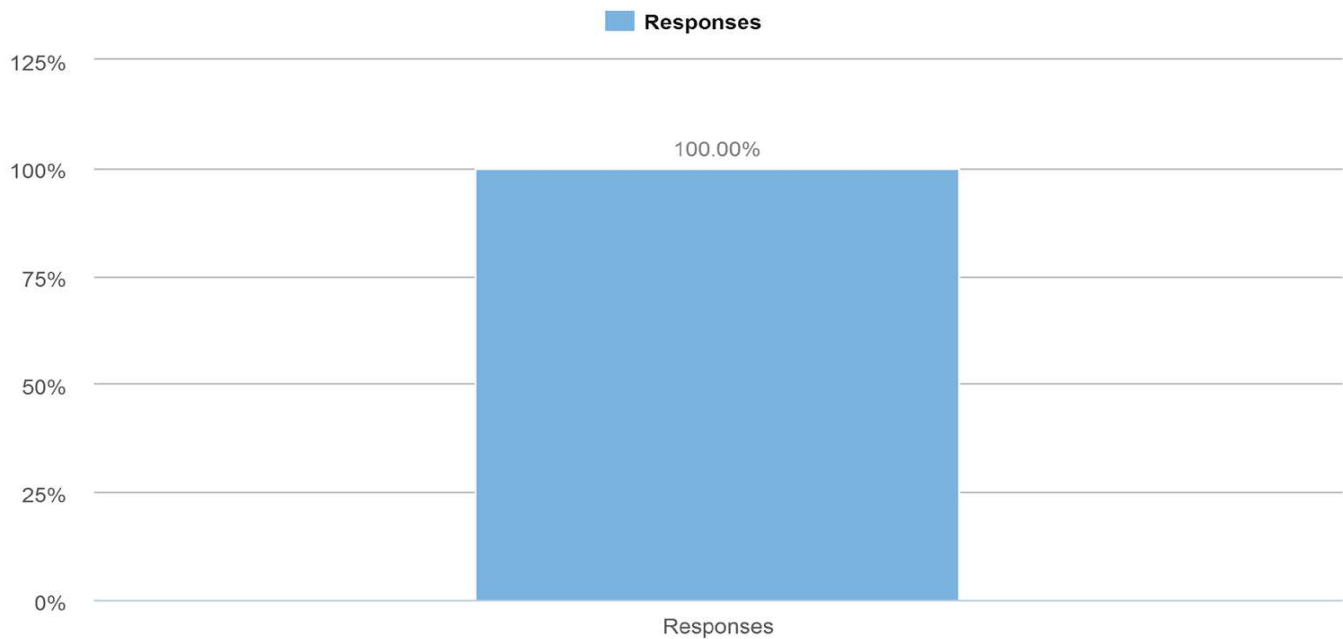
35. Of those responses you checked above , please rank the reasons, you believe is important to students.



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%