

Lodz, 26.03.2018

Project *Strategies for digitizing adult education*
number 2017-1-es01-ka204-037991, funded by Erasmus+.

Analysis of Structured Questionnaire for Educators and Trainers by AHE Team, Poland

The questionnaires were available from 14th December 2017 till 24th March 2018 to all Participants of the Project (also for Partner from Turkey, who in January resigned from participation in the project):

Inercia Digital S.L.

Sinergia Società Cooperativa Sociale

Akademia Humanistyczno-Ekonomiczna w Łodzi

Consorzio Lavoro e Ambiente

CASA CORPULUI DIDACTIC TELEORMAN

INSTITUTO DE EDUCACION SECUNDARIA Jacarandá

In total, we received 99 responses for analysis. The answers were put on google drive (<https://drive.google.com/drive/folders/1cUkfePaS3RsO-DzRWWXh16tsIC-tMQ1G>), and sent by mail to coordinator.

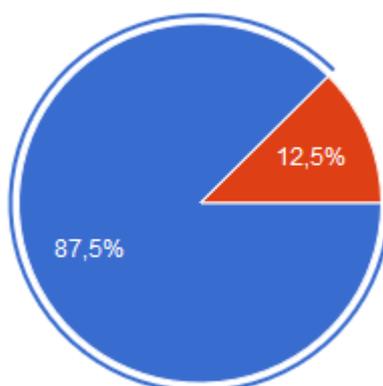
The questionnaires had 22 questions:

1-3 – general questions about position, age and sex

4-18 – substantive questions about skills and needs

19-22 – technical questions, about access to the Internet and training.

Most of the respondents are teachers, women aged 31-40 and 50+.

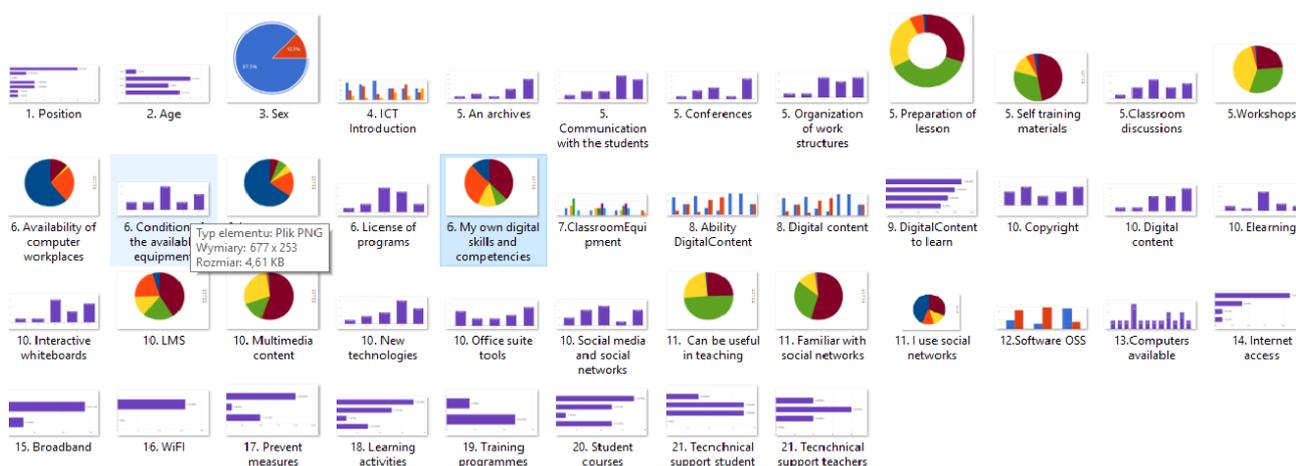


From the questionnaires results relating to the needs to be considered when writing the guide highlighted are main thoughts in form of SWAT analysis

Results of the research performed by Partners at the first questionnaire stage of the project indicate that:



Preview of analysis of all answers in visual form (screenshot)



The most evident needs all partners share regards question: What kind of digital content do you need to teach/to learn?

- Training created in connection with a specific need, closely matched to its requirements
- Library of ready-made training on universal topics
- Short 15 minute e-learning forms from single universal issues)
- Short two-minute animations presenting single, universal issues)

Needs and expectations about the digitalization of adult education

- They want to understand better methods to deliver effectively my lessons through the use of new technologies

- to learn how to use interactive whiteboards and the specialized software for it that helps me deliver better lessons (eg. preparing materials)
- I want to learn how to use advanced authoring tools for digital content (eXelearning, Storyline, Webinar, etc.) *
- to learn how to use interactive whiteboards and the specialized software for it that helps me deliver better lessons (eg. preparing materials) *
- to learn how to move from traditional learning to blended learning and/or e-learning *
- to understand better methods to deliver effectively my lessons through the use of new technologies *
- to have a better understanding of copyright and open education resources to use in my lessons *
- to use social media and social networks to deliver part of my classes *
- to create and use multimedia content (video, infographics, podcasts, etc.) in my lessons *
- to use a learning management system (LMS) to control my learner's activities, progress and communication

Need for content digitalization

When answering to the question about which part of educational or vocational activities would they consider worthy of digitalization all teachers and administratives mentioned various aspects, but all parts of the content:

Archives for project works as an obligatory procedure for students at the end of the course

Conferences

Workshops

Classroom discussions

Classroom lessons

Preparation of lessons

Communication with the students

Self training materials

Organization of work structures were covered.

Overall summary:

- Many educators already know and apply some digital technologies, methods and tools already. Flipped learning (theoretic preparation at home, practical application in a classroom), Problem based learning (active learning through experience), Project based learning, Blended learning (elearning, online learning, m-learning), One-on-one chats and group chats with up to ten people at a time. Maybe Partners will need to create bridges and analogies between existing practices and understanding, and enable quick and natural introduction and use of them.
- The least known methods seem to be: Game based learning, Maker Space (hands on learning, through building things) - which are not very popular yet, Connected learning (knowledge and expertise through digital connections). But obviously in each country there are educators to know and apply every method from the list.
- No institution had a major training program in technology for teacher/trainers in the last ten years. The teachers have a limited amount of time and resources, should not be experienced to apply new tools or methods into their work, let's keep it as simple as possible. Majority of educational staff know Open Source software, some educators use Open Source software in digitalisation.
- Most of the trainers / teachers points out their greatest interest in the ability of producing audio materials – podcasts, e-books and infographics, e-learning/distance learning materials, but again no particular field prevails, and respondents name all the skills but in various configurations.
- In terms of difficulties with computer labs or stations educators from all partner countries mention problems with program licencies and technical state of the devices, otherwise there are no problems with the Internet access or one's own digital skills for the majority of the educational staff. Sometimes availability of computer workplaces was noted down.
- In all countries educators would like to digitalise conferences, as well as selftraining materials, they would like to communicate with students in a digital way. Classroom discussions, workshops were of medium interests. Some of the teachers prefer chat

with students but also some of them are doubtful about the use of social media in education. A lot of respondents find organisation of work structure worthy of digitalising.

- The educational staff use most of the devices couple of times a day, are able to produce learning content in all forms but would like to learn how to create content for social media.
- Educators wish to get guidance. They feel that support would be useful and they also have different levels of knowledge of different methods, technologies and use different tools. Maybe support groups could be established (sharing experience and practice).

Thoughts and ideas:

- INTEGRATION: making links, analogies, showing similarities, searching common points and describing differences, between so far used methods and tools and suggest support needed
- Need to make digital technologies more approachable, easy to use and easy to start
- Need to justify use of new methods or technologies / tools and create added value to it to educators, educational practices and students, and link these to the existing practices and culture.
- Added value needed why to learn and use them, why to invest in them. This includes the management staff of the institutions. To get the students on the path to digital literacy, faculty can start by integrating basic digital mediamaking projects into their curricula,
 - o Clear instructions to different methods, technologies and tools are needed
 - o Starting from the very basics (some may need this)
 - o What opportunities do proposed methods, technologies and tools bring? Why to use them?
 - o How to link new digital technologies, methods and tools to educational activities
 - o Each institution and case is different – customising guide?
 - o How to start using new digital technologies, methods and tools? A starting points, in the guide or as a course, workshop, virtual course? Guidance from “us” to start using some of them (e.g. mentoring)?
 - o Examples in application new digital technologies, methods and tools and practical advise
 - o Case studies and best/ good practices
 - o Exercises, tasks and challenges

o Models and/or tutorials illustrating process of using them

Concrete issues educators could address using new methods, technologies and tools

- (developing) digital literacy skills, general competences and skills o unleash creativity with digital assignments
- communicate effectively o adjust curriculum to the students' needs o plan, delivery, making and improving learning materials
- Organising education: practical issues, e.g. classroom, spaces, virtual learning, different needs of students
- Managing and planning training programmes, workshops, interactive classes and consultancy
- dealing with students' different educational needs and situations: e.g. combining studies with family, work, living far away, non-mandatory presence etc.

Benefits of new methods, technologies and tools could be:

- o The teaching process from another perspective and use of non-traditional tools
- o More up-to-date and more practical and interesting courses
- o In developing and experimenting new pedagogical techniques and approaches
- o In producing learning materials: how, for whom, in what form
- o Two levels to consider: the substance and the pedagogical approach
- o Motivating and involving both: educators and students, e.g. in subjects that are less interesting
- o Stimulating creativity, idea generation, making independent and creative solutions, developing independent thinking in students and taking initiative and situational problem solving to find solutions to specific issues and beyond what is lectures at lessons – for example in projects
- o Structuring educational approach

Useful conclusions from Romania report:

- to better understand the basic concepts of adult digital education in order to ensure that learners have the best understanding of the content of this discipline, ICT;
- to ensure a stronger link between the core work of the teachers participating in the training program and the examples used during the course;
- to promote respect and mutual trust in the relationship with the beneficiaries of this program and the professionalism of the teachers involved;
- to anticipate and meet the needs of information and professional development of program beneficiaries.

The results of the project are that the teachers set up their skills in the following areas:

- Learning environment for integrated digital education;
- Implementation of networks, connectivity, access;
- Libraries and media;
- Electronic registers and archives;
- Securing data;
- Open to educational resources and digital content
- Collaboration in communication networks.

- educational activities to digitalization: classroom lessons, preparation of lessons, organization of work structures
- teachers are not interested in applying beneath mentioned tools into teaching/learning process (ex. Geolocation participant projects)
- teachers and headmaster use several time a day computer, email, internet, other devices, and sometimes video or messaging tools for daily communication
- respondents are not able to produce infographics, e-book and infographics (but 100% are able to produce the presentation)
- the most important needs:

- learn how to move from traditional learning to blended learning and/or e-learning
- understand better methods to deliver effectively my lessons through the use of new technologies

- create and use multimedia content (video, infographics, podcasts, etc.) in my lessons-
use a learning management system (LMS) to control my learner's activities, progress and communication

- respondents know social media but rather rarely use them while teaching, but know OSS, and use it during the lessons
- institution provide Internet, and have a WI-FI network, rather haven't broadband access to the Internet
- the institution didn't apply technical measures (such as filtering) to prevent access to certain content, and haven't a major training program in technology for teacher/trainers in the last ten years, and rather technical support provided for teachers/students (ca. 43%)