

Analysis of the VET teachers online survey

Aim of the survey

To review

experiences and **existing practices** of remote training in VET

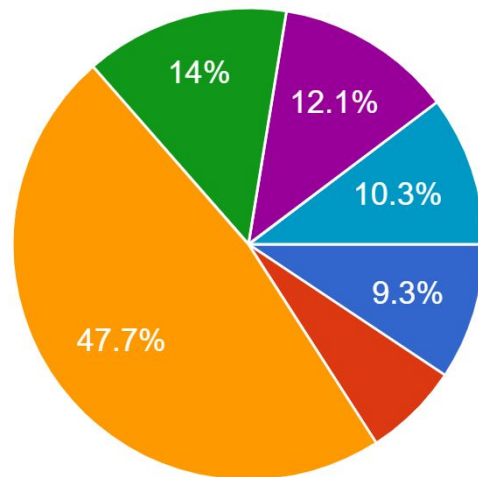
and the **skills** of **VET teachers**

in partner countries during the pandemic situation.

The information collected will be used to develop the Guidelines for Delivering Remote Teaching in VET.

1. Which country do you represent?

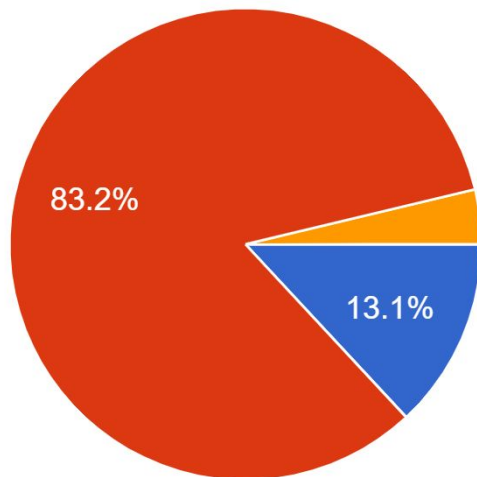
107 responses



- Belgium
- Finland
- Latvia
- Lithuania
- Portugal
- Turkey

3. Do you teach remotely?

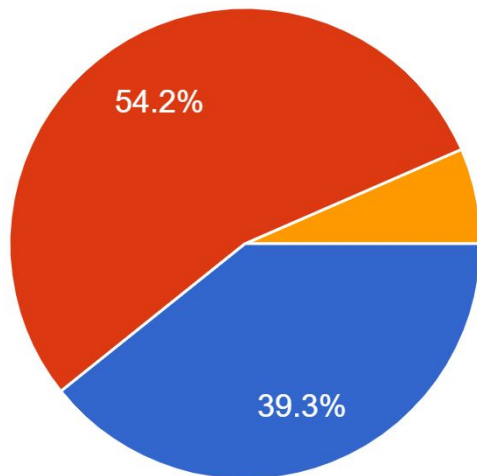
107 responses



- Yes, it is part of my regular work
- Yes, but only due to Covid-19 pandemic
- No

16. Do you require more knowledge and understanding about the whole cycle/process of distant teaching: preparation, learning/training stage, assessment, validation?

107 responses



- Yes, it would be very helpful for my work
- Yes, some information would be helpful
- No, I already have all the necessary knowledge and information

When comparing classroom teaching to distant teaching these aspects are highlighted as being **worse** or **much worse**:



EFFICIENCY



STUDENT ENGAGEMENT



REACHING LEARNING OUTCOMES



STUDENTS ARE LEARNING LESS

Digital technologies used by the respondents for distant teaching



Office 365 - office applications plus other productivity services

MS Teams - communication platform

- ★ **Centrum Leren en Werken**, Belgium
- ★ **Koulutuskeskus Salpaus-kuntayhtymä**, Finland
- ★ Latvia
- ★ **Escola Profissional Doalto Lima - Cooperativa de Interesse Publico e Responsabilidade Limitada**, Portugal



Google Classroom - all-in-one tool helps educators manage, measure, and enrich learning experiences.

Meet - video communication platform

- ★ **Vocational Education and Training Center Žirmūnai** Lithuania



Moodle – virtual learning management system

- ★ **Koulutuskeskus Salpaus-kuntayhtymä**, Finland
- ★ Latvia



e-books, videos, educational web portals, interactive tools

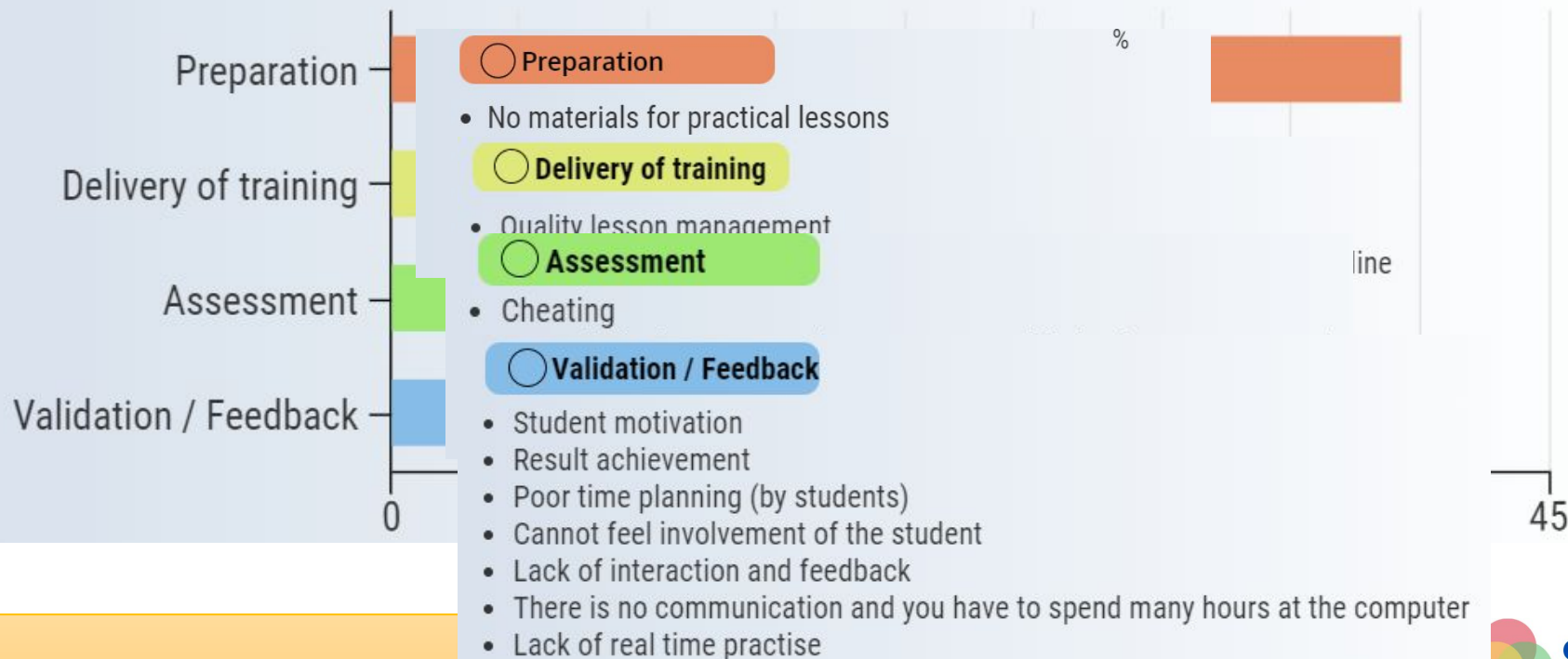
- ★ **Zeynep Mehmet Dönmez Mesleki ve Teknik Anadolu Lisesi**, Turkey



Kahoot!



Which stage in distant learning is the most difficult for you as a teacher?





Preparation

- No materials for practical lessons
- Insufficient digital teaching resources
- Lack of training materials
- Lack of skills and ideas how to use different technologies
- Lack of practical skills on remote learning

Delivery of training

- Quality lesson management
- Need a lot of personal explanation and direct answers you can't give online
- Limited communication
- Lack of students' full engagement
- Students do not want to answer questions
- Encouraging collaboration

Assessment

- Cheating
- More difficult to assess (you cannot see if it is clear to everyone)
- More time was taken to check the works,
- Cannot also test all skills

Validation / Feedback

- Student motivation
- Result achievement
- Poor time planning (by students)
- Cannot feel involvement of the student
- Lack of interaction and feedback
- There is no communication and you have to spend many hours at the computer
- Lack of real time practise

What kind of digital skills would you like to improve / develop?



make animation / videos

create / edit / preparation of digital material and visualization

more visual forms and ways to visualise/show examples, describe information

create engaging visuals, create video and audio contents



communication between teacher/students/administration

learn MS Teams functions and features

improve your work with the Zoom platform



learn to work with a variety of applications and digital sites

interactive use of smartphones in class

practical skills in the usage of digital platforms

different tools in Moodle, e.g. H5P

establish a blog or wiki

game-based learning



creating online assessments

create quizzes

Conclusions / for the guidelines /

referring to the European Framework for the Digital Competence of Educators

- digital content for the whole process of distance teaching: preparation, learning/training stage, assessment, validation should be suggested and explained ;
- digital content should be identified and selected to reflect the main needs in adapting distance teaching in VET;
- effective tools for engaging learners in learning process should be identified;
- a list of typical activities should be suggested.