

Educational Transformation for the 21st Century - EduTrans21



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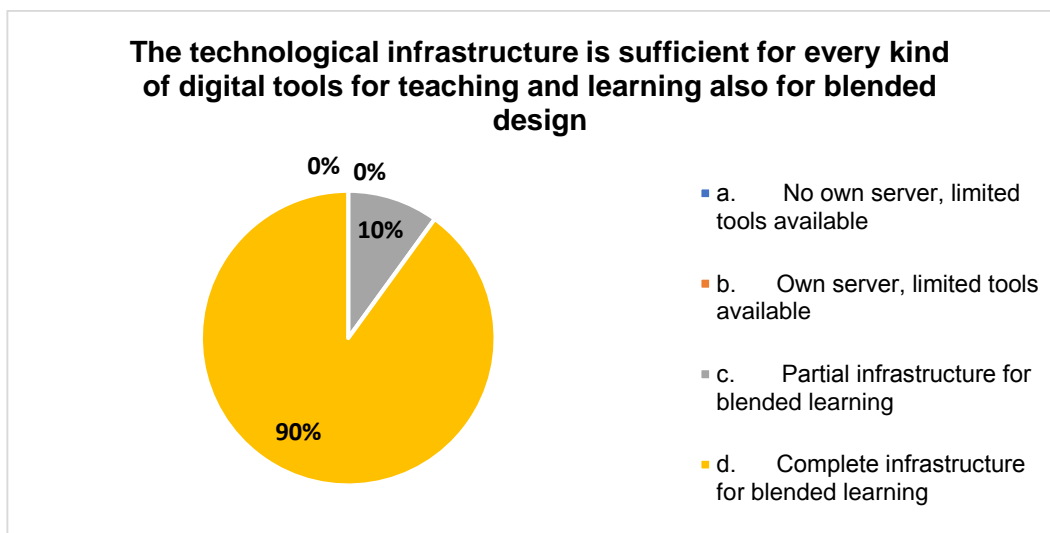
EduTrans Questionnaire

concerning the status quo of the VET school

Analysis the answers of instructors/ tutors from partner company

I. Technological infrastructure

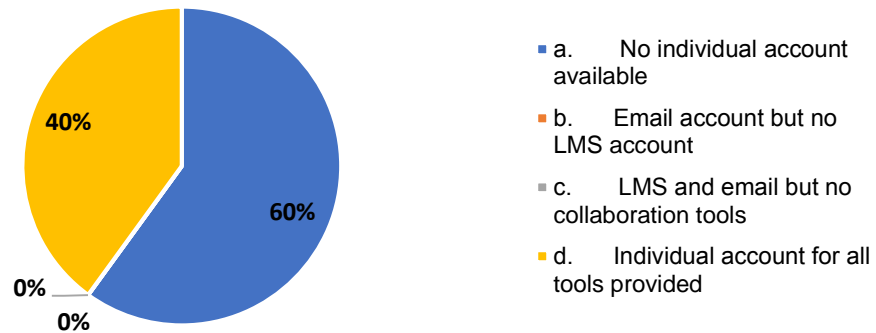
1. The technological infrastructure in the company is sufficient for every kind of digital tools for teaching and learning also for blended design	Instructors/ tutors from company
a. No own server, limited tools available	0
b. Own server, limited tools available	0
c. Partial infrastructure for blended learning	1
d. Complete infrastructure for blended learning	9



From the interpretation of the answers given by the instructors/ tutors from the company it appears that the majority of them consider that the company has complete infrastructure for blended learning.

2. Each student gets an individual learning account via email and collaboration tools	Instructors/ tutors from company
a. No individual account available	6
b. Email account but no LMS account	0
c. LMS and email but no collaboration tools	0
d. Individual account for all tools provided	4

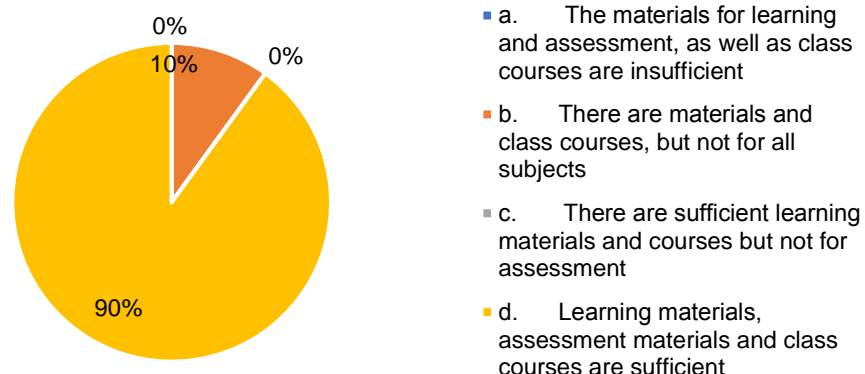
Each student gets an individual learning account via email and collaboration tools



From the interpretation of the answers given by the instructors/ tutors from the company we see that the answers given are a bit confusing, with 6 of them saying they don't have an account for LMS, and 4 stating they do. So either a part of them didn't understand the question, or they might have not had time or opportunity yet to make an account for LMS.

3. Are resources available for the students learning process	Instructors/ tutors from company
a. The materials for learning and assessment, as well as class courses are insufficient	0
b. There are materials and class courses, but not for all subjects	1
c. There are sufficient learning materials and courses but not for assessment	0
d. Learning materials, assessment materials and class courses are sufficient	9

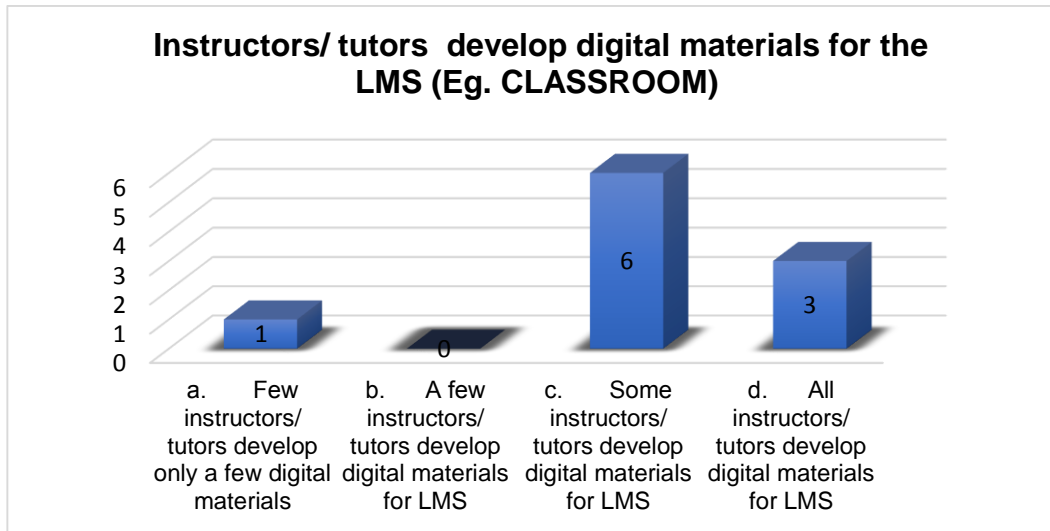
Are resources available for the students learning process



From the answers given to this question about the availability of resources for the learning process, it is clear that almost all, except one feel that they have access to sufficient materials for all subjects both for learning and assessment.

Digital skills

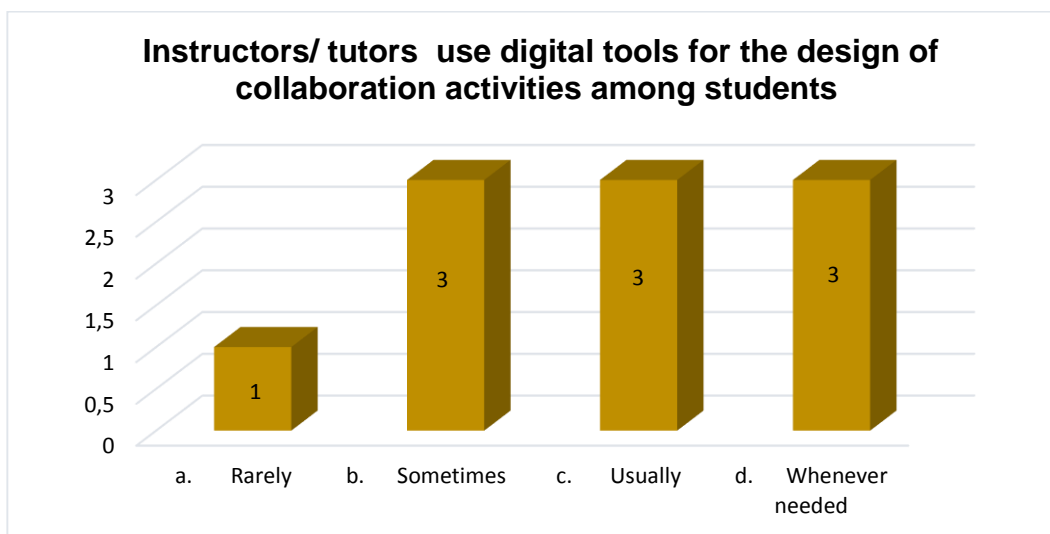
4. Instructors/ tutors develop digital materials for the LMS (Eg. CLASSROOM)	Instructors/ tutors from company
a. Few instructors/ tutors develop only a few digital materials	1
b. A few instructors/ tutors develop digital materials for LMS	0
c. Some instructors/ tutors develop digital materials for LMS	6
d. All instructors/ tutors develop digital materials for LMS	3



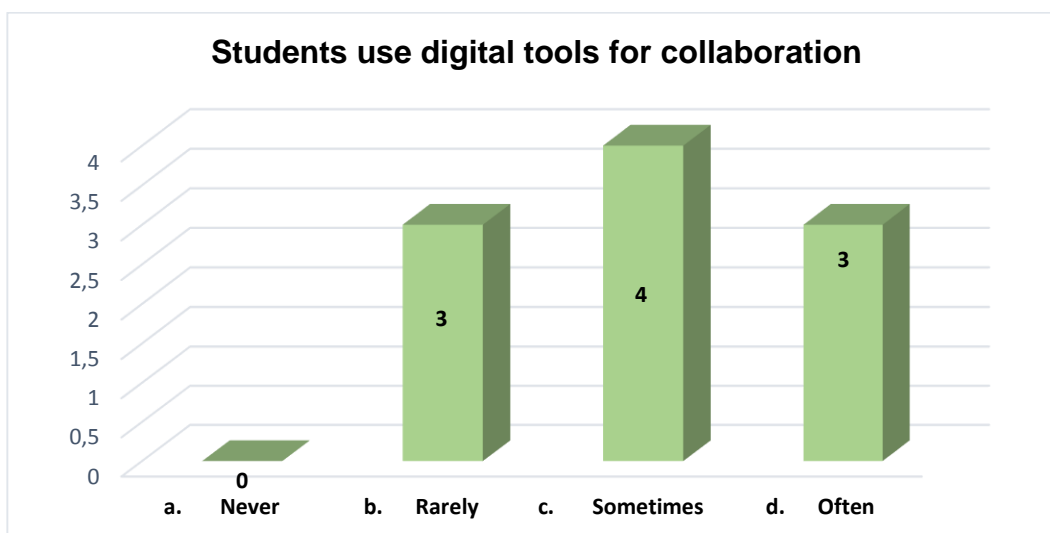
As it is illustrated in the graphic above regarding the digital materials for LMS developed by tutors/ instructors, it is felt that quite many instructors/ tutors develop digital materials to assist in their teaching.

5. Instructors/ tutors use digital tools for the design of collaboration activities among students	Instructors/ tutors from company
a. Rarely	1
b. Sometimes	3
c. Usually	3
d. Whenever needed	3

Regarding digital tools used to design collaboration activities for the learners, we have mixed answers with 3 out of 10 using digital tools for the design of collaboration activity whenever needed, another 3 considering that they usually create such collaborative activities by using technology and various digital tools, and yet another 3 feeling that this only happens rarely. Only one feels that this type of collaborative activities are rare.

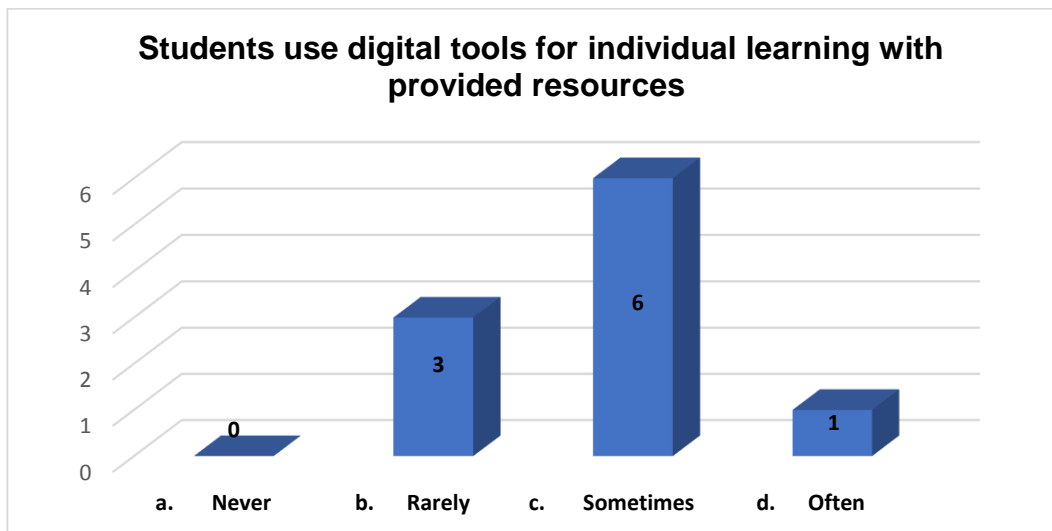


6. Students use digital tools for collaboration	Instructors/ tutors from company
a. Never	0
b. Rarely	3
c. Sometimes	4
d. Often	3



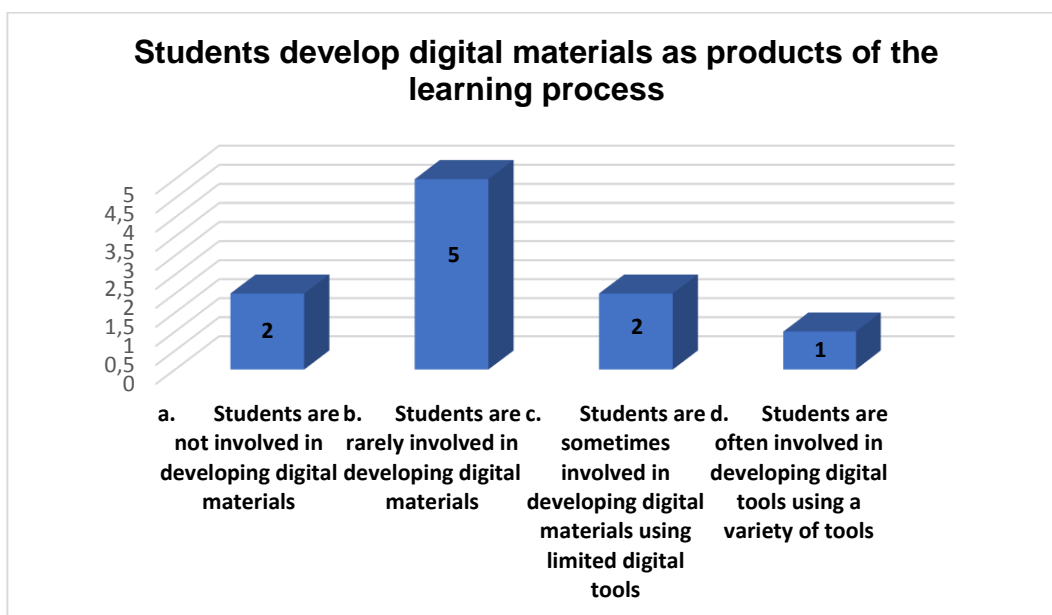
The digital tools are used for collaboration by most of the learners, either sometimes or often, and 3 of the respondents rarely use these tools.

7. Students use digital tools for individual learning with provided resources	Instructors/ tutors from company
a. Never	0
b. Rarely	3
c. Sometimes	6
d. Often	1



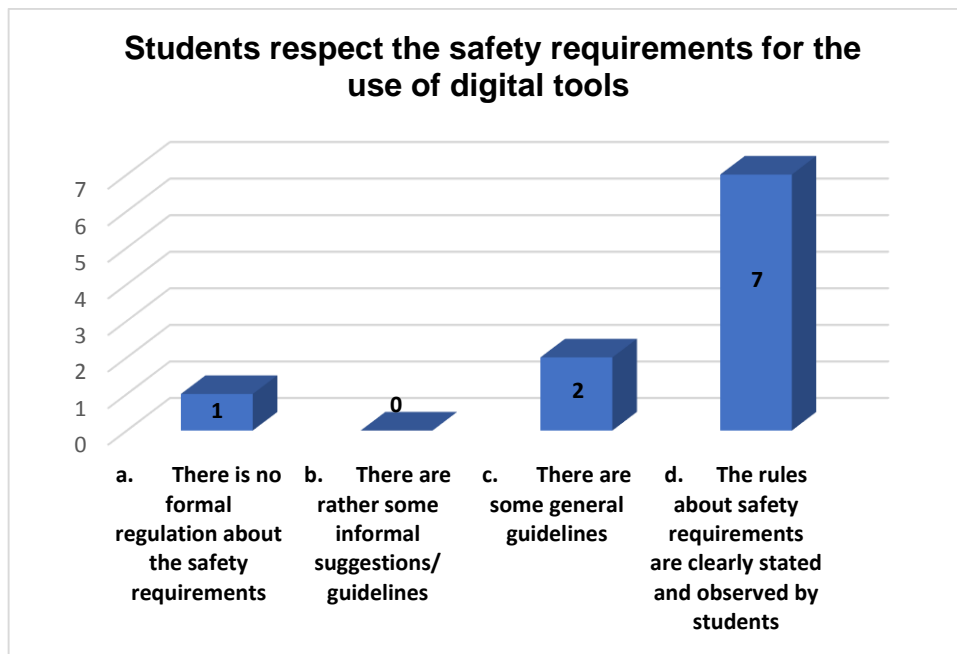
As for the individual learning 7 of the respondents say they use digital tools sometimes and even often and 3 of the rarely.

8. Students develop digital materials as products of the learning process	Instructors/ tutors from company
a. Students are not involved in developing digital materials	2
b. Students are rarely involved in developing digital materials	5
c. Students are sometimes involved in developing digital materials using limited digital tools	2
d. Students are often involved in developing digital tools using a variety of tools	1



The instructors/ tutors from the company feel that their learners are rarely involved in developing digital materials, with 2 of them never having developed such materials. Only 3 of the respondents feel that the learners sometimes are involved in designing this type of material. This difference in the answers might be explained by the variety of courses as well as tasks to be done by the learners.

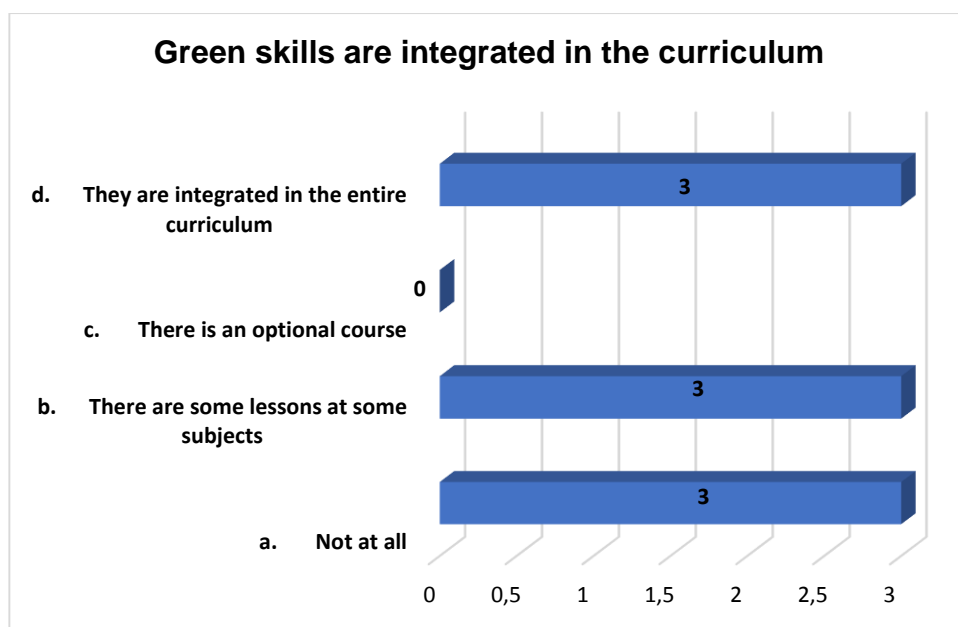
9. Students respect the safety requirements for the use of digital tools	Instructors/ tutors from company
a. There is no formal regulation about the safety requirements	1
b. There are rather some informal suggestions/ guidelines	0
c. There are some general guidelines	2
d. The rules about safety requirements are clearly stated and observed by students	7



As it can be seen on the graphic above, most instructors/ tutors consider that there are clearly stated rules about the safety requirements for the use of digital tools, with 7 answers and 2 of them consider there are some such rules. For some reason, one of the instructors feel that there is no formal regulation about the safety requirements.

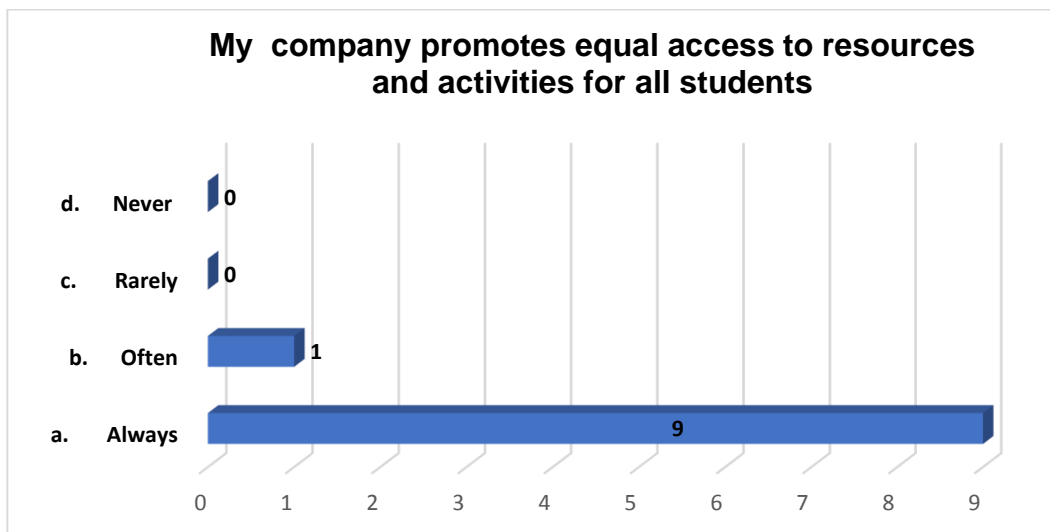
II. Green skills

10. Green skills are integrated in the curriculum	Instructors/ tutors from company
a. Not at all	3
b. There are some lessons at some subjects	3
c. There is an optional course	0
d. They are integrated in the entire curriculum	3



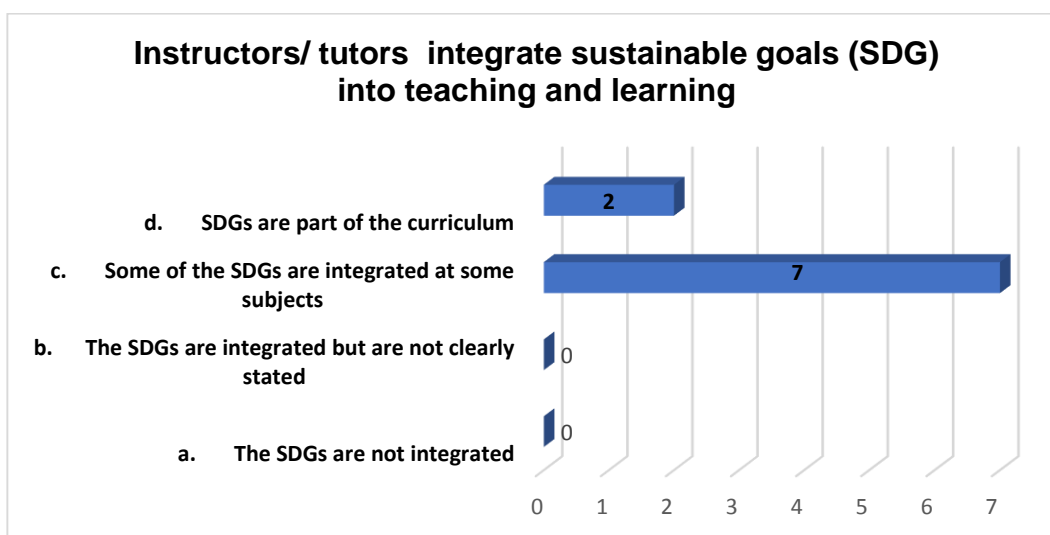
Again probably because the instructors/ tutors actually teach various courses, some of these might not necessarily include information on green skills, at least not directly. This explains why the answers given are so diverse: 3 of them say that the green skills are integrated in the curriculum, another 3 state that there are some lessons in the courses, and yet another 3 of them say green skills are never part of the lessons.

11. My company promotes equal access to resources and activities for all students	Instructors/ tutors from company
a. Always	9
b. Often	1
c. Rarely	0
d. Never	0



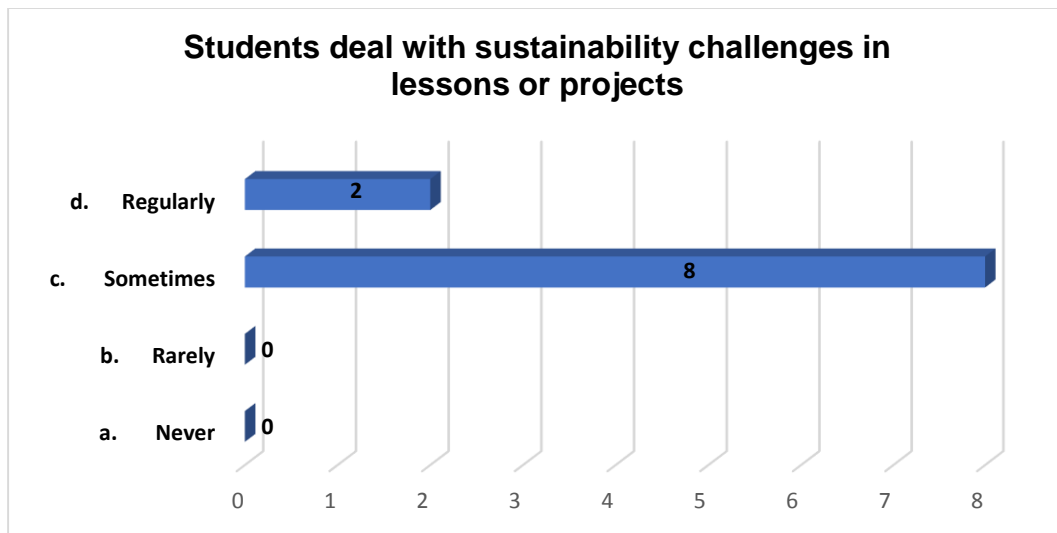
Quite as expected 9 out of 10 respondents say that the company always provide equal access to resources and activities for all the learners and 1 says this happens often.

12. Instructors/ tutors integrate sustainable goals (SDG) into teaching and learning	Instructors/ tutors from company
a. The SDGs are not integrated	0
b. The SDGs are integrated but are not clearly stated	0
c. Some of the SDGs are integrated at some subjects	7
d. SDGs are part of the curriculum	3



The instructors/ tutors answering the survey consider that some of the SDGs are definitely part of the curriculum to be taught, while another 7 consider that they are only integrated in some subjects. This is again due to the fact that each of these instructors teach different subjects and not all of them are directly related to SDGs. Some of them might have some of these goals directly included in the materials to be presented and in the aims of the lessons, while others may only partially touch this topic.

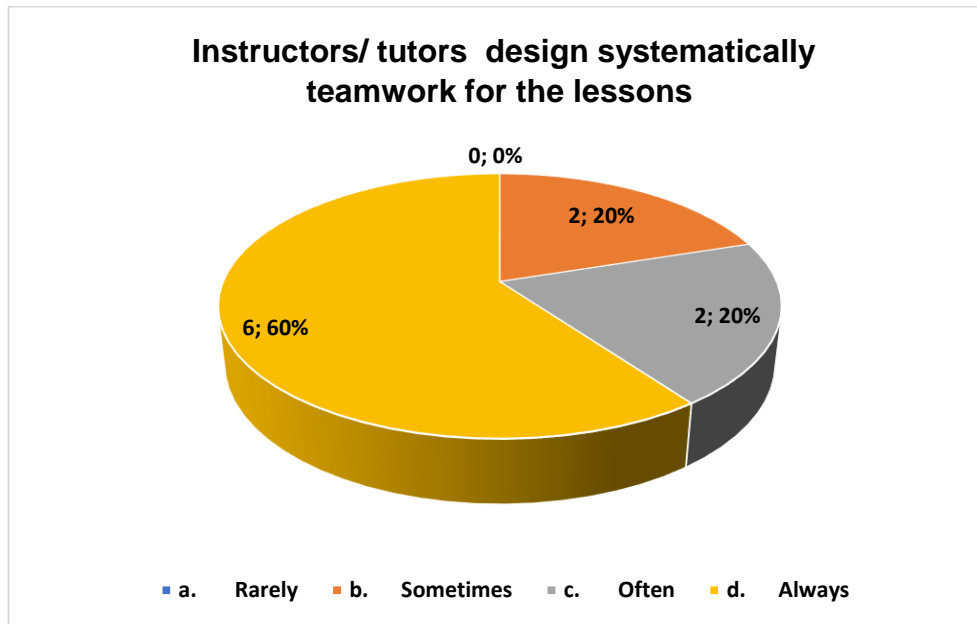
13. Students deal with sustainability challenges in lessons or projects (<i>Sustainability is the capacity to exist and evolve without exhausting the natural resources</i>)	Instructors/ tutors from company
a. Never	0
b. Rarely	0
c. Sometimes	8
d. Regularly	2



Most of the instructors sometimes include sustainability challenges in their lessons and projects and 2 of them regularly include situations or activities where the students deal with sustainability challenges.

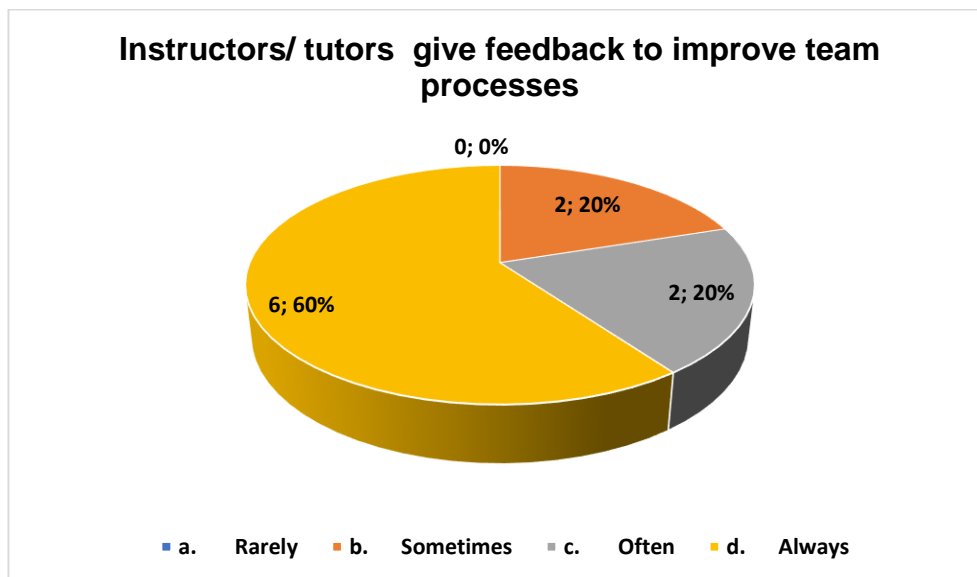
III. Collaborative skills

14. Instructors/ tutors design systematically teamwork for the lessons	Instructors/ Tutors
a. Rarely	0
b. Sometimes, and only in controlled activities	1
c. Mainly for independent projects/ assignments	4
d. Many times, in all stages of the lessons	5



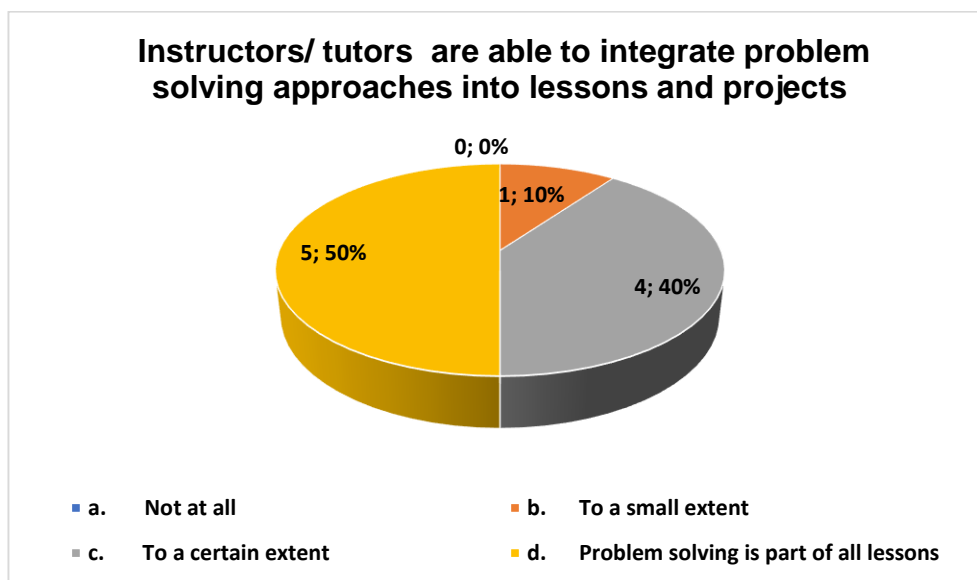
5 and respectively 4 of the instructors who answered the survey design teamwork activities for their courses/ lessons, either in all stages of the lesson or mainly for independent projects that the learners might be involved in.

15. Instructors/ tutors give feedback to improve team processes		Instructors/ tutors
a.	Rarely	0
b.	Sometimes	2
c.	Often	2
d.	Always	6



There is definitely feedback given to the learners about how they teamwork activity went. This might refer to whether the learners have respected the deadlines, whether they managed to distribute the tasks to be done among the members of the team, their dynamic, or even the atmosphere during the teamwork.

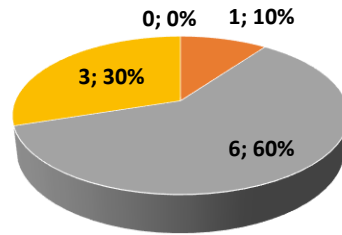
16. Instructors/ tutors are able to integrate problem solving approaches into lessons and projects	Instructors/ tutors
a. Not at all	0
b. To a small extent	1
c. To a certain extent	4
d. Problem solving is part of all lessons	5



Quite a big part of the instructors introduce problem solving in all their lessons, or at least to a certain extent, with 9 out of 10 using this method to help their learners both better understand the materials and to put into practice more what they have achieved theoretically.

17. Students are able to work effective and efficient in teams	Instructors/ tutors
a. Not at all	0
b. Carrying out tasks but not more	1
c. Contribute with awareness of the team task	6
d. Can work perfectly as team member or leader	3

Students are able to work effective and efficient in teams

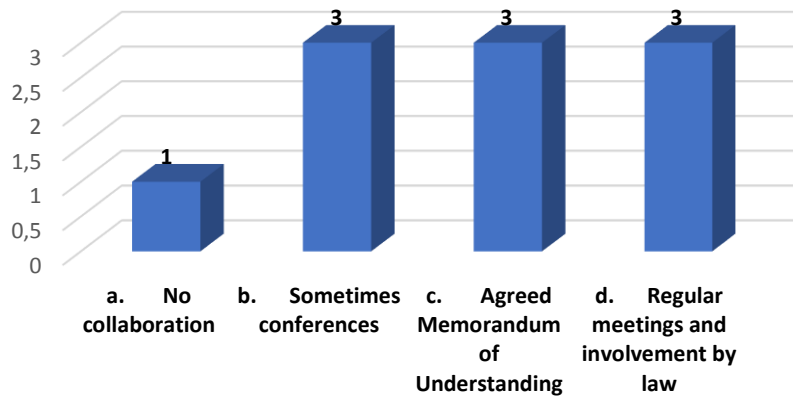


- a. Not at all
- b. Carrying out tasks but not more
- c. Contribute with awareness of the team task
- d. Can work perfectly as team member or leader

When asked about how effectively and efficiently the learners work in teams, most of the instructors feel that their learners are capable of working in teams, as either leader or member in order to perform a certain task, and are also able to follow the requirements and guidelines given.

18. School management continuously improves the collaboration with companies towards work based learning	Instructors/tutors
a. No collaboration	1
b. Sometimes conferences	3
c. Agreed Memorandum of Understanding	3
d. Regular meetings and involvement by law	3

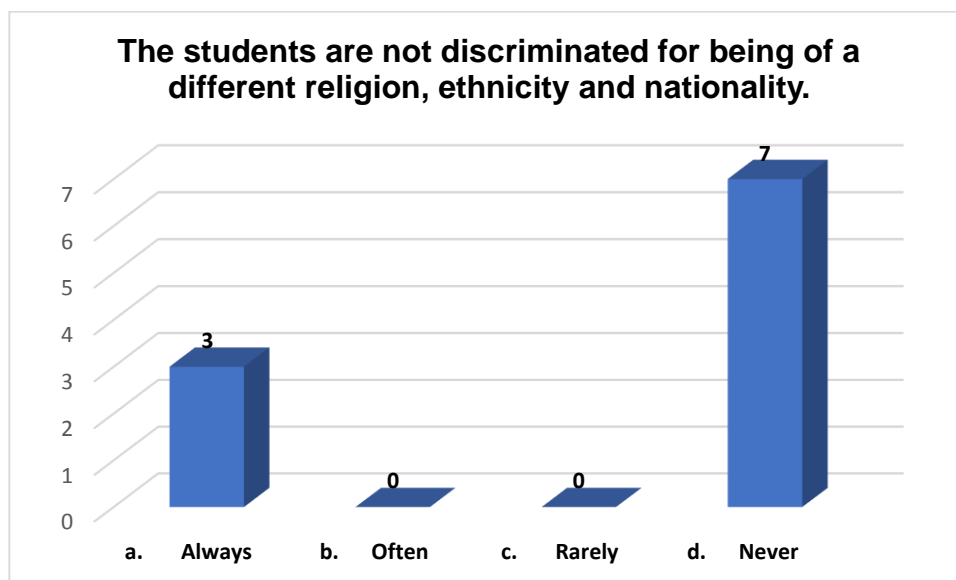
School management continuously improves the collaboration with companies towards work based learning



The instructors/ tutors feel that the school management continuously improve the collaboration with their company. There are either conferences, regular meetings or involvement by the law and an agreed memorandum of understanding.

The Environment

19. The students are not discriminated for being of a different religion, ethnicity and nationality.	Instructors/ tutors
a. Always	3
b. Often	0
c. Rarely	0
d. Never	7



The rather opposing choices- never and always are prevalent again, this time regarding discrimination based on religion, ethnicity or nationality. For the time being it is not very clear why 3 of the instructors would choose never as their answer. A further discussion with the instructors might clarify their choice. Also, a possible explanation might be their misunderstanding the question, choosing NEVER in the idea that the students are NEVER discriminated.

Final conclusions

Analysing the answers given by the instructors/ tutors it is quite clear that there is a very good collaboration between both the instructors and the learners and also between the company and the school. This is mostly due to a very good and prompt communication between all those involved in the learning and training processes.

Also, most of the training seems to be helping the learners prepare for the future employment market which require resourceful, adaptable and flexible people, with initiative and creativity. Furthermore, much of the materials presented as well as the approaches and methods used are up-to-date, which again comes from the need to prepare future employees that are more aware of the dramatic changes that the environment and climate are going through, as well as the growing preoccupation for attaining certain general goals, which, once achieved, would improve society, by making this world a better place for everybody.