

Educational Transformation for the 21st Century - EduTrans21



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This file is a product of the Erasmus+ Project: Educational Transformation for the 21st Century - EduTrans21

Questions derived from the categories and aims

The questionnaire can be provided to every stakeholder group of e.g. one or two classes as example.

Infrastructure

1. The technological infrastructure is sufficient for every kind of digital tools for teaching and learning also for blended design

1	2	3	4
No own server Limited tools available	Own server Limited tools available	Partial infrastructure for blended learning	Complete infrastructure for blended learning

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

1	2	3	4
No individual account available	Email account but no LMS account	LMS and email but no collaboration tools	Individual account for all tools provided

3. Complete resources are available for the students learning process

1	2	3	4
The materials for learning and assessment, as well as class courses are insufficient	There are materials and class courses, but not for all subjects	There are sufficient learning materials and courses but not for assessment	Learning materials, assessment materials and class courses are sufficient

4. Maintenance of the infrastructure is organized for continuous improvement

1	2	3	4
There is no department or staff looking after the maintenance of the infrastructure	There is some maintenance of the infrastructure, but it is done irregularly	There is a person in charge of the maintenance and small improvements	There is an department or an external provider responsible for the infrastructure

Digital skills

5. Teachers master all digital tools in use for administrative purposes

1	2	3	4
No teachers master digital tools	A few teachers master digital tools	Some teachers master digital tools	All teachers master digital tools

6. Teachers develop digital materials for the LMS

1	2	3	4
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Few teachers develop only a few digital materials	A few teachers develop digital materials for LMS	Some teachers develop digital materials for LMS	All teachers develop digital materials for LMS
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7. Teachers use digital tools for the design of collaboration activities among students

1	2	3	4
Rarely	Sometimes	Usually	Whenever needed

8. Students use digital tools for collaboration

1	2	3	4
Never	Rarely	Sometimes	Often

9. Students use digital tools for individual learning with provided resources

1	2	3	4
Never	Rarely	Sometimes	often

10. Students develop digital materials as products of the learning process

1	2	3	4
Students are not involved in developing digital materials	Students are rarely involved in developing digital materials	Students are sometimes involved in developing digital materials using limited digital tools	Students are often involved in developing digital tools using a variety of tools

11. Students observe the safety requirements for the use of digital tools

1	2	3	4
There is no formal regulation about the safety requirements	There are rather some informal suggestions/ guidelines	There are some general guidelines	The rules about safety requirements are clearly stated and observed by students

Green Skills

12. Green skills are integrated in the curriculum

1	2	3	4
Not at all	There are some lessons at some subjects	There is an optional course	They are integrated in the entire curriculum

13. The management emphasizes the importance of green skills

1	2	3	4
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Never	Rarely	Sometimes	Whenever it is possible
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14. Teachers integrate SDGs into teaching and learning

1	2	3	4
The SDGs are not integrated	The SDGs are integrated but are not clearly stated	Some of the SDGs are integrated at some subjects	SDGs are part of the curriculum

15. Teachers are able to explain dominant factors for climate change

1	2	3	4
Never	Rarely	Sometimes	Usually

16. Students deal with sustainability challenges in lessons or projects

1	2	3	4
Never	Rarely	Sometimes	Usually

17. Students prototype solutions for SDG challenges

1	2	3	4
Rarely	Sometimes	In dedicated projects	Whenever they are requested in the curriculum

18. Students are able to explain dominant factors of climate change

1	2	3	4
They are aware that there are some causes of climate change, but do not know anything else	They are aware that there are some causes of climate change and they are interested in finding out more about it	They can explain some of the dominant factors of climate change	They know most of the factors of climate change and can explain them well

Transversal skills

19. Teachers design systematically teamwork for the lessons

1	2	3	4
Rarely	Sometimes, and only in controlled activities	Mainly for independent projects/ assignments	Many times, in all stages of the lessons

20. Teachers organize feedback and retrospectives to improve team processes

1	2	3	4
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Rarely	Sometimes	Often	Always
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21. Teachers are able to integrate problem solving approaches into lessons and projects

1	2	3	4
Not at all	To a small extent	To a certain extent	To a great extent

22. Students are able to work effective and efficient in teams

1	2	3	4
Not at all	Carrying out tasks but not more	Contribute with awareness of the team task	Can work perfectly as team member or leader

23. Students are able to divide the workload among team members

1	2	3	4
Not at all	To a small extent	To a certain extent	systematically

24. Students are able to work according to SCRUM and design thinking principles

1	2	3	4
Not at all	With guidance	In some projects	Usually

School Management

25. School management integrates measures for continuing improvement processes

1	2	3	4
Not at all	Depending on department and head of department	As part of a strategic plan	Measures based on an agreed QM system

26. School management has established a support structure for teachers during improvement processes

1	2	3	4
No structure	Support of bigger projects	Ad hoc support by the management	Dedicated steering group

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

1	2	3	4
No collaboration	Sometimes conferences	MoU agreed	Regular meetings and involvement