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TURNING DIGITAL

online learning platform

REPORT ON SURVEY CONDUCTED

This research was implemented within the project “Turning Digital” - building sustainable adult e-learning system working towards providing beneficiaries opportunity for skills development, which is implemented in partnership between Business Innovation Program, Connect International and Backslash, within Erasmus + KA210-ADU - Small-scale partnerships in adult education action framework.

The objectives of the project are:

1. Improve capacities of adult educators to embrace innovative digital methods for education accessible to all;
2. Improving employment opportunities for the adult population throughout the creation of a digital platform which enables the acquisition or improvement of professional competencies necessary for participation in the labor market;
3. Increase awareness about the importance of e-learning methods as a tool for creating conditions for adult employability and higher competitiveness

The research was implemented during the period 11.07.2022-25.07.2022. The target respondents were adult teachers and other adult training staff from Serbia, Spain and other countries where members of Connect International network are located.

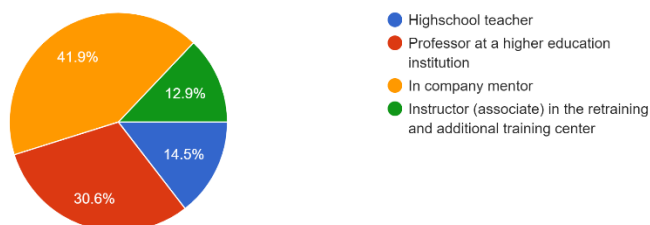
Structure of respondents

The total of 62 respondents participated in the research.

In terms of the profession, the distribution of respondents is as follows:

| Profession | Number and percentage of respondents |
|---|--------------------------------------|
| High school teacher | 9 – 14.5% |
| Professor at a higher education institution | 19 – 30.6% |
| In company mentor | 26 – 41.9% |
| Instructor (associate) in the retraining and additional training center | 8 – 12.9% |

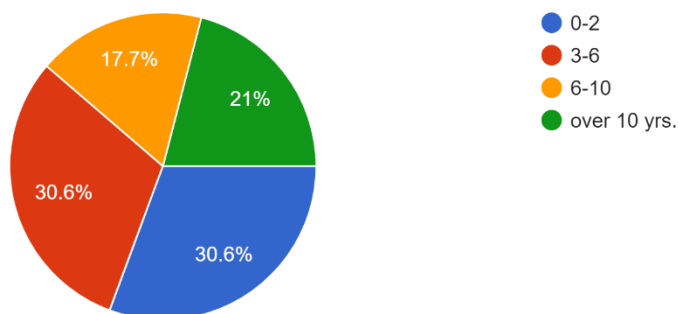
Your profession
62 responses



In terms of number of years of experience, the distribution of respondents is as follows:

| Years of experience | Number and percentage of respondents |
|-----------------------------|--------------------------------------|
| 0-2 | 19 – 30.6% |
| 3-6 | 19 – 30.6% |
| 6-10 | 11 – 17.7% |
| Over 10 years of experience | 13 – 21% |

How many years of experience do you have in adult training?
62 responses



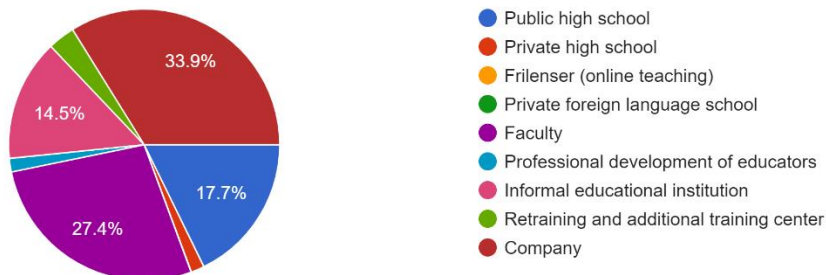
Regarding their current place of employment, the distribution of respondents is as follows:

| Current place of employment | Number and percentage of respondents |
|---------------------------------|--------------------------------------|
| Public high school | 11 – 17.7% |
| Private high school | 1 – 1.6% |
| Freelancer (on-line teaching) | 0 |
| Private foreign language school | 0 |
| Faculty | 17 – 27.4% |

| | |
|---|------------|
| Professional development of educators | 1 – 1.6% |
| Informal educational institution | 9 – 14.5% |
| Retraining and additional training center | 2 – 3.2% |
| Company | 21 – 33.9% |

Current employment

62 responses

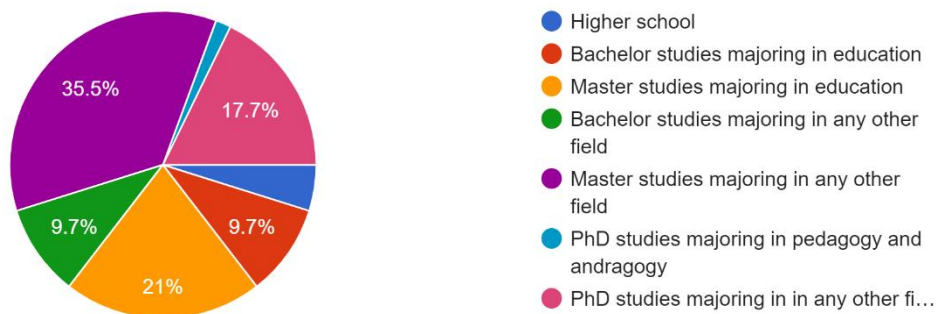


In terms of formal education, the distribution of respondents is as follows:

| Level of education | Number of respondents |
|--|-----------------------|
| High school | 3 – 4.8% |
| Bachelor studies majoring in education | 6 – 9.7% |
| Master studies majoring in education | 13 – 21% |
| Bachelor studies majoring in any other field | 6 – 9.7% |
| Master studies majoring in any other field | 22 – 35.5% |
| PhD studies majoring in pedagogy and andragogy | 1 – 1.6% |
| PhD studies majoring in any other field | 11 – 17.7% |

Your formal education

62 responses



The questionnaire had 17 questions, grouped in three sections:



Preparation of the teaching process

1. Implementation of the teaching process
2. Evaluation of the teaching process

These three sections were designed to follow the entire teaching process and to get insights into the experience of teachers and other training staff throughout the process. The idea behind this was to examine all activities that teachers and other training staff are doing and identify points where improvements are possible.

Summary answers to individual questions are presented below, together with comments and interpretations of the answers.

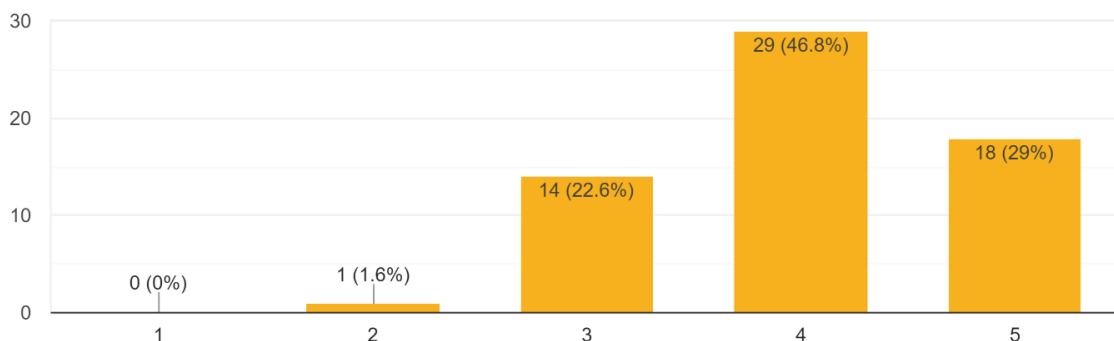
Preparation of the teaching process

Question 1. How efficiently do you use digital content in class planning? (For example: do you take into account the different needs of students, is there a difference between using content in an online classroom and a traditional classroom, do you create additional content for students who complete assignments faster, etc.)

Out of 62 answers, the majority (29 or 46.8%) said that they use digital content relatively efficiently, 18 respondents (29%) said that they use digital content most efficiently, and 14 (22.6%) and 1 (1.6%) said that they use it somewhat or not efficiently respectively. Although the majority of the respondents said that they feel they use digital content effectively, when compared to results of other research and experience of project partners from the field and working with this target group, the conclusion is that the respondents generally have very narrow understanding of the term “digital content” and fail to understand that there are still ample opportunities for digitalization of the teaching process. Because of this, there is evident need to broaden the perspective of the target group and improve their understanding of “digital content” and opportunities for its efficient use.

1. How efficiently do you use digital content in class planning? (For example: do you take into account the different needs of students, is there ...or students who complete assignments faster, etc.)

62 responses

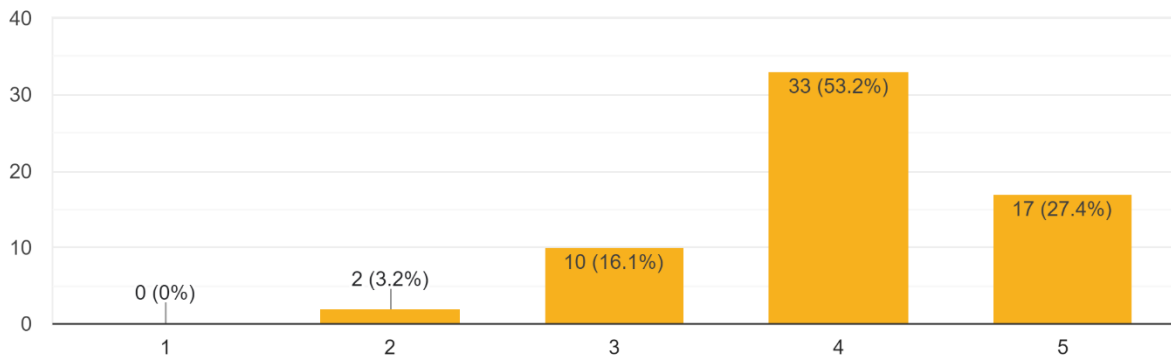


Question 2. How often do you use digital resources to access professional development materials? (For example: attending webinars and online conferences, completing online courses, reading teacher blogs, and collaborating online with other teachers?)

Out of 62 answers, the majority (33 or 53.2%) said that they are able and manage to access professional development materials regularly, 17 respondents (27.4%) said that they manage to use it most regularly and 10 (16.1%) and 2 (3.2%) said that they have difficulties when trying to access it. This shows that the majority of respondents regularly attends online professional development opportunities, but only the most obvious ones (e.g. webinars and online courses). It would be beneficial to examine the situation when it comes to more complex forms of digital resources, like real-time cooperation platforms and others.

2. How often do you use digital resources to access professional development materials? (For example: attending webinars and online conference...s, and collaborating online with other teachers?)

62 responses



Question 3.1. Your assessment of digital tools application in the realizing distance learning

Question 3.2 Your assessment of digital tools application in the teaching process in the traditional classroom

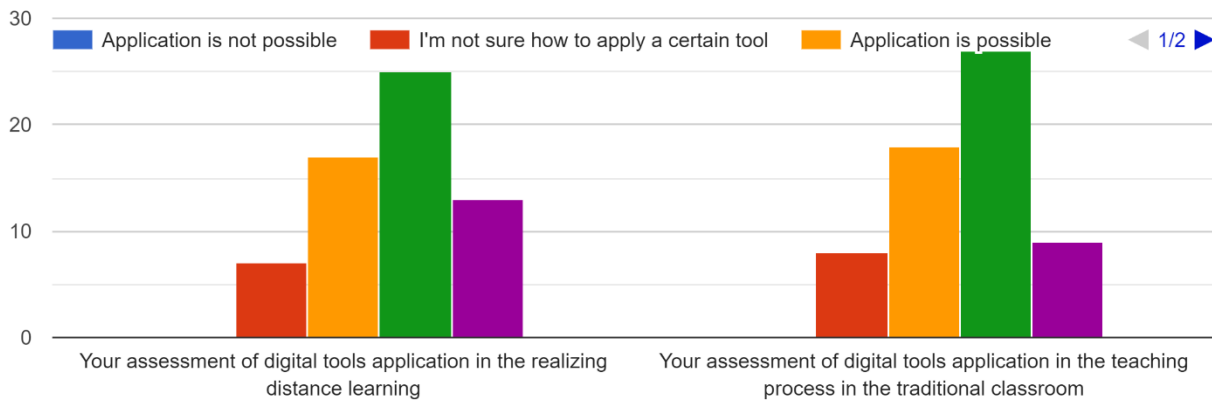
Question 3 asked the respondents to evaluate and compare application of digital tools in implementation of distance learning and within traditional teaching process in a classroom. Regarding distance learning, the highest number of respondents (25) said that they are satisfied with the level of application of digital tools in the teaching process, 17 said that they are aware that the application is possible, 13 said that they apply digital tools excellently and that they are an important resource in their work and 7 said that they are unsure how to apply certain tools.

When it comes to traditional teaching in a classroom, the highest number of respondents (27) said that they are satisfied with the level of application of digital tools in a classroom, 18 said that they are aware

that the application is possible, 9 said that they apply digital tools excellently and that they are an important resource in their work and 8 said that they are unsure how to apply certain tools.

These answers show that more teachers and training staff see more opportunities for digital tools and utilize them when it comes to distance learning, compared to teaching in a traditional classroom. This shows that there is still room for improvement when it comes to application of digital content in traditional teaching, i.e. “digitalization” of traditional teaching process.

3. Rate the following statements:



Question 4. To what extent do you prepare your students for the realization of the distance learning educational process?

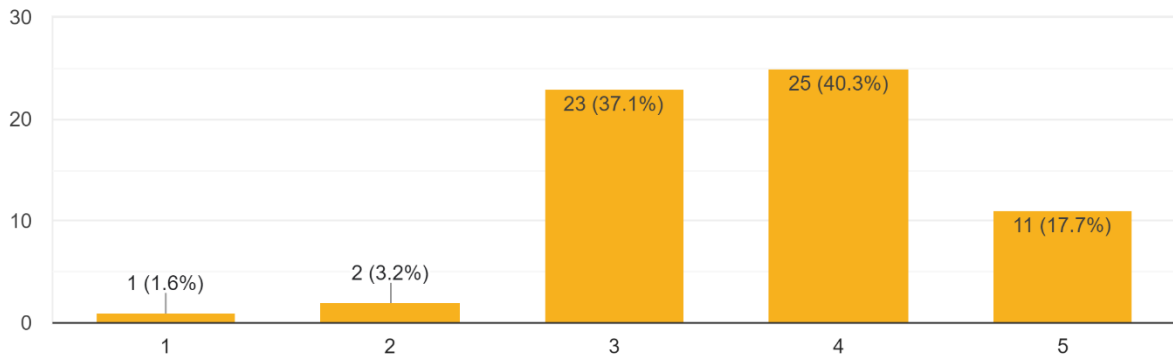
Question 4 asked about participation of students and the need to prepare them to fully participate in distance learning process. Rating their activities on a scale 1 – not preparing at all, to 5 – excellent preparation, 25 participants (40.3%) gave their preparatory activities a 4, 23 (37.1%) gave it a 3, 11 (17.7%) a 5, 2 participants (3.2%) gave their preparation 2.

This shows that teachers are aware of the need to prepare the students in order to enable them to fully participate and benefit from distance learning process, but that most of them fail to properly prepare them. The assumption is that this is mostly due to lack of capacities and knowledge on the part of teachers about available tools resources to better prepare the students and engage them more efficiently in distance learning process. This is important, because the level of participation ultimately determines the quality of the entire distance learning process and the benefit for the students.



4. To what extent do you prepare your students for the realization of the distance learning educational process?

62 responses



Question 5. How often do you find digital content for your learning process? (For example: do you easily determine that they are appropriate for a certain age, do you easily infer how certain digital content can be used in the classroom, and are there any design flaws?)

Question 5 asked respondents to evaluate how easy it is for them to find and assess digital content they find online with regards to the application in their learning process. Giving evaluation on a scale from 1 – never to 5 – very often, the highest number of respondents (29, 46.8%) responded with 4, 17 (27.4%) with 3, 17 (27.4%) with 5 and 3 (4.8%) with 2.

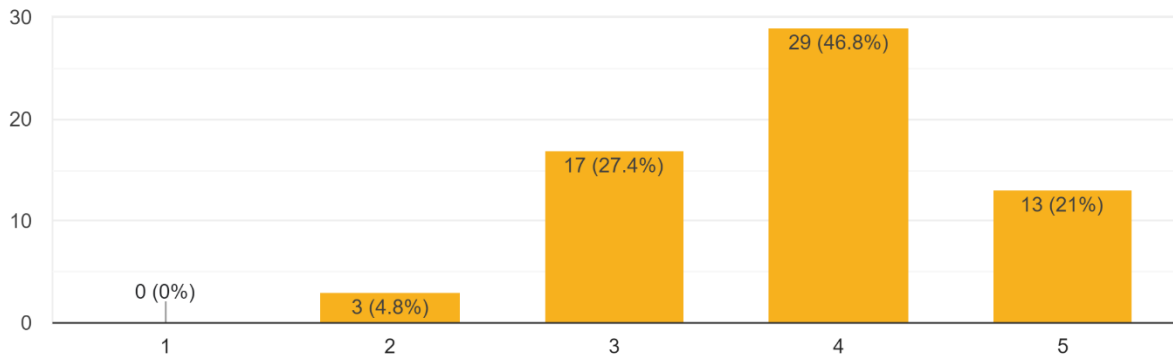
Similar to the previous question, these answers show that respondents are aware that the digital content exist and that they manage to access and utilize some of it, but that there is still room for improvement and capacity building. This is also important, because the quality of the material used (including age-appropriateness and finding the best ways for application) ultimately determines the quality of education the students get and the benefit they receive.





5. How often do you find digital content for your learning process? (For example: do you easily determine that they are appropriate for a certain a... in the classroom, and are there any design flaws?)

62 responses



Question 6. To what extent do you use digital tools to create teaching materials? (For example: Do you create worksheets, do you print worksheets, do you add pictures, tables, and other visual elements to your worksheets?)

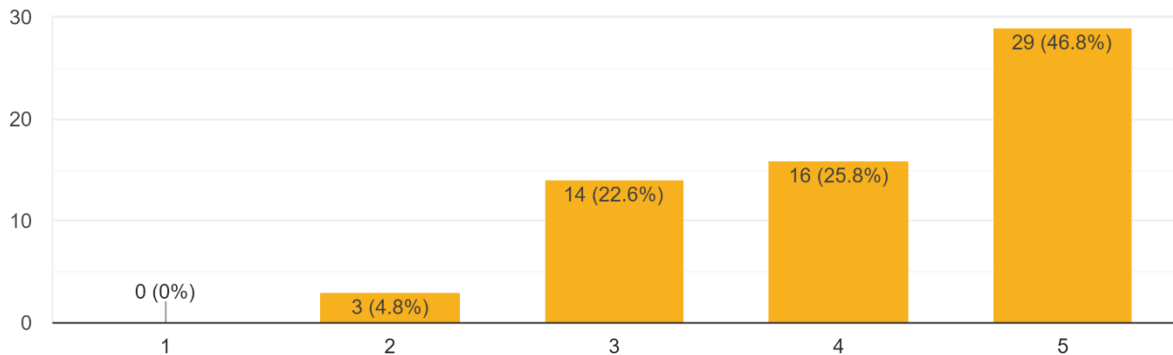
When asked about the usage of digital tools in creating their own teaching materials, the majority of respondents (29, 46.8%) said that they do it very often, 30 (48.4%) said that they do it often and sometimes each and only 3 (4.8%) said that they rarely do it.

This shows that the vast majority of teachers and other training staff are aware and are regularly using digital tools when creating their own materials. However, similar like in previous questions, these digital tools and content are the most obvious and most available ones (like worksheets, pictures, etc.), which can be considered outdated when it comes to latest developments in digital learning. This piece of data is also important, because, as mentioned previously, the quality of teaching materials strongly influences the quality of the entire teaching process and end result.



6. To what extent do you use digital tools to create teaching materials? (For example: Do you create worksheets, do you print worksheets, do you add p...es, and other visual elements to your worksheets?)

62 responses



Question 7. How effectively do you use relevant learning theories and different methods in planning lessons/activities when it comes to digital tools? (For example: do you use a flipped classroom, blended learning?) A flipped classroom is a form of combined learning in which students learn course content online, watching video lectures, mostly at home. And then at school they discuss the topics, ask questions to the teacher about what they watched at home. In this way, communication with students is much greater than in traditional teaching.

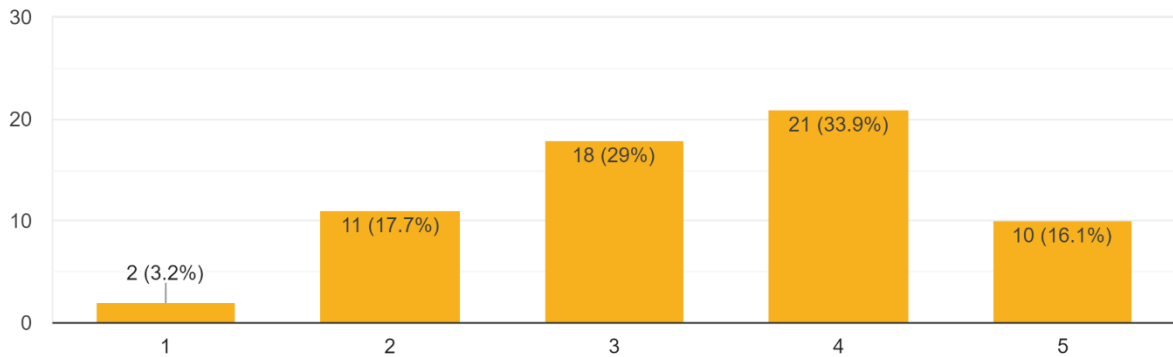
When asked about how they combine digital tools with relevant learning theories and methods in planning and implementation of teaching activities, the highest number of respondents (21, 33.9%) said that they do it effectively, 18 (29%) said that they do it somewhat effectively, 11 (17.7%) said that they don't do it very effectively and 10 (16.1%) said that they do it extremely effectively.

This distribution of answers shows that there is ample room for improvement here, including education of teachers and other training staff about learning theories and methods and their application in their daily activities. The impression of the reporters is that majority of the respondents have very limited knowledge of learning theories and methods and that they were evaluating their competence based mostly on traditional theories and methods and not the latest developments in digital teaching.



7. How effectively do you use relevant learning theories and different methods in planning lessons/activities when it comes to digital tools? (...dents is much greater than in traditional teaching.

62 responses



Part 2 – Implementation of the teaching process

Question 8. Assess your readiness to provide online education? (E.g. To what extent do you assess your own capacities for the implementation of online teaching and the application of digital tools in your work?)

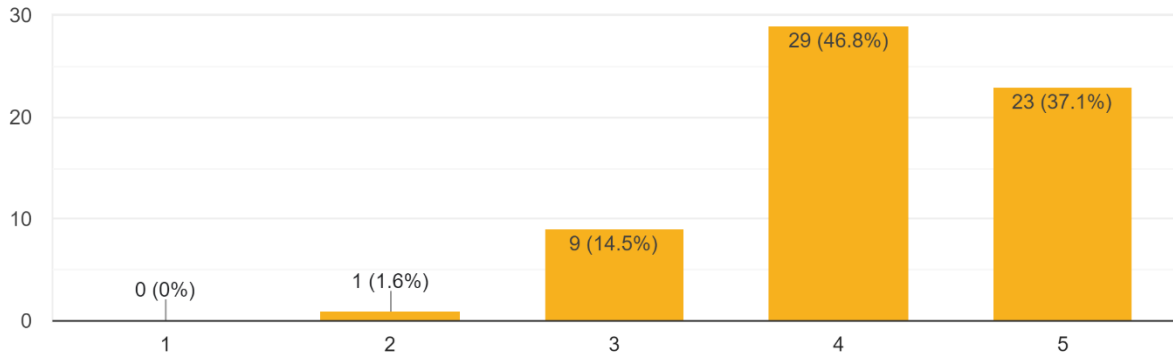
This question asked participants to rate their own readiness to implement online education. The vast majority of respondents (52, 83.9%) said that they feel ready or extremely ready to provide online education to students, while only 9 (14.5%) said that they feel ready to some extent and only 1 (1.6%) said that they don't feel ready. This shows that the majority of staff feel ready and willing to participate in online education, but, when compared with other answers in the questionnaire, it is evident that there is still need for capacity building and process improvement. Considering that the majority of teaching staff had to adapt to distance learning very quickly when the COVID-19 pandemic started, without much preparation and support, the impression of the reporters is that the respondents overestimated their capacities. This adaptation and introduction of online education into regular teaching process was done ad hoc and without any strategy and plan. Regardless of its relative success, there is still critical need to provide some framework and support for the teaching staff to more effectively implement online teaching.





8. Assess your readiness to provide online education? (Eg. To what extent do you assess your own capacities for the implementation of online teaching and the application of digital tools in your work?)

62 responses



Question 9. How effectively do you implement teaching using digital tools? (For example: Do you give students different tasks so they can work at their own pace, do you differentiate tasks and take into account students' interests and motivation levels, etc.)

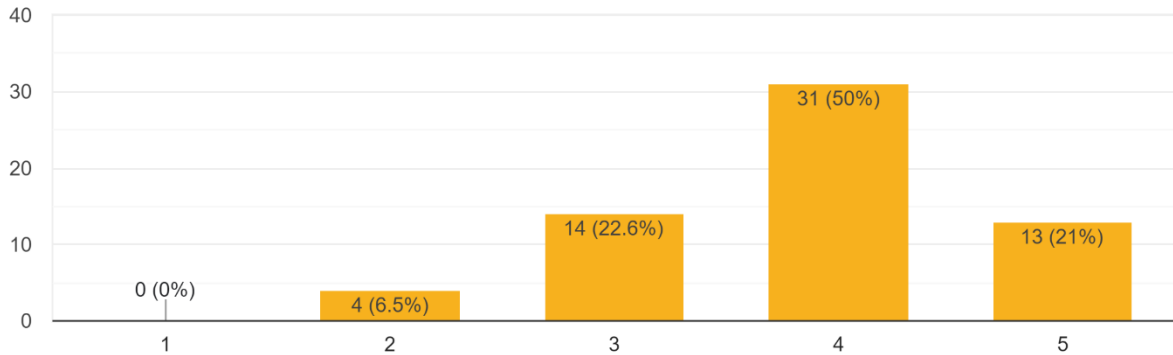
This question asked respondents to self-evaluate their effectiveness when it comes to utilization of digital tools in their own teaching process. Again, the vast majority of respondents (44, 71%) gave their practice a high evaluation (extremely effectively or very effectively), 14 (22.6%) said that they do it somewhat effectively and only 4 (6.5%) said that they don't do it effectively. Again, when compared with other answers, this shows good will and readiness of the teaching staff, but still room for improvements.

Similar to the previous question, the impression is that the majority of respondents overestimated their capacities and effectiveness, while also considering the most obvious and most available digital tools and not the latest developments.



9. How effectively do you implement teaching using digital tools? (For example: Do you give students different tasks so they can work at their own students' interests and motivation levels, etc.)

62 responses

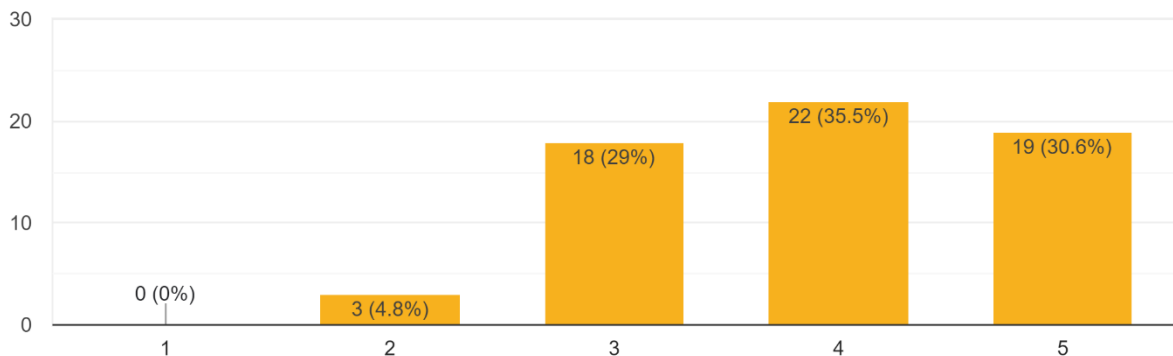


Question 10. How often do you collaborate with colleagues using digital tools? (For example: organizing webinars and events, sharing content, solving problems together, writing class preparations)

When asked to report how often they cooperate with colleagues when using digital tools in creating content and implementing teaching activities, the majority of respondents (43, 76.1%) said that they cooperate often or very often, 18 (29%) said that they sometimes cooperate and 3 (4.8%) said that they rarely cooperate. This shows that vast majority of respondents are aware that digital tools provide ample opportunities for cooperation with colleagues, primarily those who are physically remote, and that they are utilizing them. Still, there is ample room for improvement and introduction of new tools and cooperation methods.

10. How often do you collaborate with colleagues using digital tools? (For example: organizing webinars and events, sharing content, solving problems together, writing class preparations)

62 responses

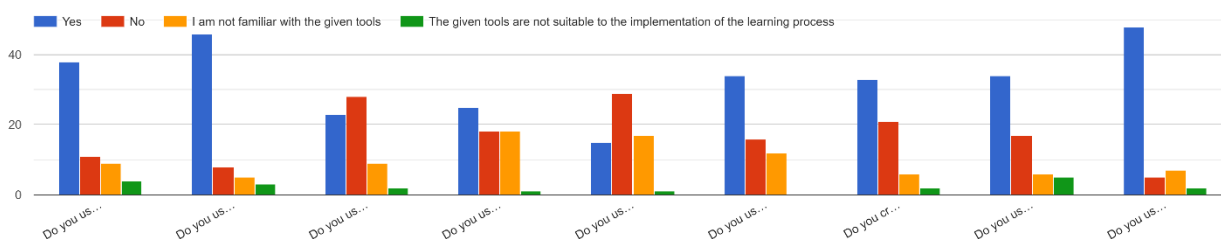


Question 11. Please rate the given platforms and digital tools:

| Platform / tool | Yes | No | I am not familiar with the given tools | The given tools are not suitable for implementation in the learning process |
|---|-----|----|--|---|
| Moodle | 38 | 11 | 9 | 4 |
| Power Point | 46 | 8 | 5 | 3 |
| Prezi | 23 | 28 | 9 | 2 |
| Padlet | 25 | 18 | 18 | 1 |
| Quizlet | 15 | 29 | 17 | 1 |
| Combination of in-class and self-study apps | 34 | 16 | 12 | 0 |
| Interactive quizzes | 33 | 21 | 6 | 2 |
| Smart phones | 34 | 17 | 6 | 5 |
| Video content | 48 | 5 | 7 | 2 |

The results show that vast majority of respondents use almost all given platforms and tools when creating the content and implementing their activities. Traditional tools like Power point and Moodle are still the most popular, while newest apps like Padlet and Quizlet are less known to the respondents. Video content is particularly popular and the majority uses smart phones and combination of in-class and self-study apps. This is in line with the previous conclusions that the majority of respondents relies only on the most obvious and available online tools and considers them the best of what is currently available when it comes to online teaching, which is far from true.

11. Please rate the given platforms and digital tools:



Question 12. Please rate the following statements ranging from 1 – not effectively at all to 5 – very effectively:

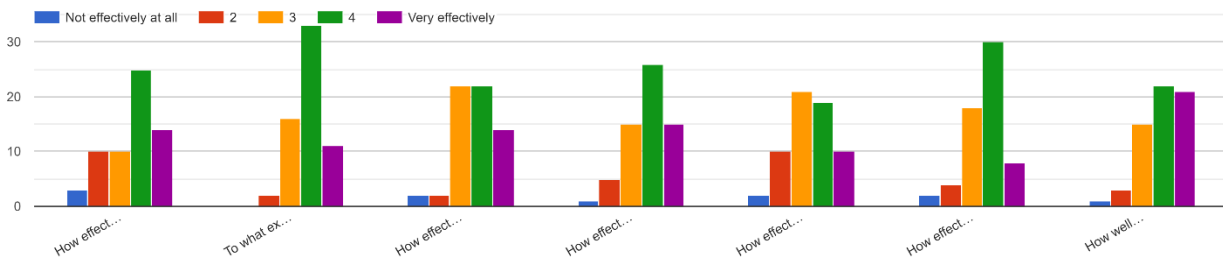
| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|----|----|
| How effectively do you organize digital tools in the regular classroom? | 3 | 10 | 10 | 25 | 14 |
| To what extent are you able to maintain a positive | 0 | 2 | 16 | 33 | 11 |



| | | | | | |
|--|---|----|----|----|----|
| atmosphere and working conditions during class while using digital tools? | | | | | |
| How effectively do you instruct students to use hardware and software to complete assignments? | 2 | 2 | 22 | 22 | 14 |
| How effectively do you use digital tools to provide feedback to students in a digital environment? | 1 | 5 | 15 | 26 | 15 |
| How effectively do you instruct students when it comes to independent, asynchronous work after a live class? | 2 | 10 | 21 | 19 | 10 |
| How effectively do you organize activities in the digital environment? | 2 | 4 | 18 | 30 | 8 |
| How well do you interact with students during class? | 1 | 3 | 15 | 22 | 21 |

The answers show that the most common utilization of digital tools is for instructing students to use hardware and software for assignments and provision of feedback. Also, the majority of respondents feel like they effectively organize activities in the digital environment, while they also struggle with maintaining positive atmosphere and working conditions during class while using digital tools. This shows room for improvement when it comes to further utilization of available digital tools and getting better end results for the students.

12. Please rate the following statements:



Question 13. To what extent do you monitor interaction and communication between students in the distance learning process? (For example: Do you have strategies for tracking and organizing communication across platforms, live class apps or social networks, etc.)

When it comes to monitoring interaction and communication between students during the distance learning process, the majority of respondents says that they do monitor this interaction completely or in most cases (12 respondents, 19.4% - completely, 20, 32.3% - in most cases). 24 respondents (38.7%) reports that they monitor this interaction to some extent, while only 6 (9.6%) says that they don't monitor this.

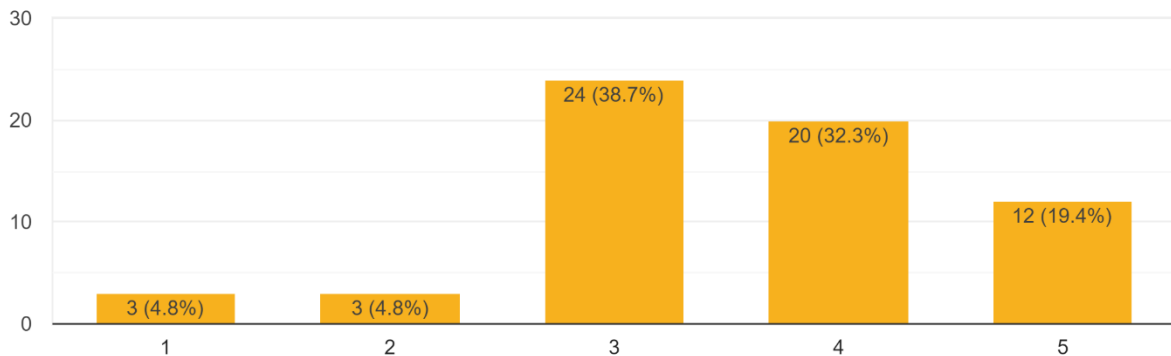
This shows that the majority has at least some strategy and tools for monitoring the interaction between students and that they are trying to do this while implementing the distance learning process. However, this seems to be the part where the teachers struggle the most, which is understandable, because maintaining interaction and communication between all participants across multiple platforms



presents a particular challenge. It is evident that respondents could benefit from practical tools and methods to improve this process.

13. To what extent do you monitor interaction and communication between students in the distance learning process? (For example: Do you ha...atforms, live class apps or social networks, etc.)

62 responses



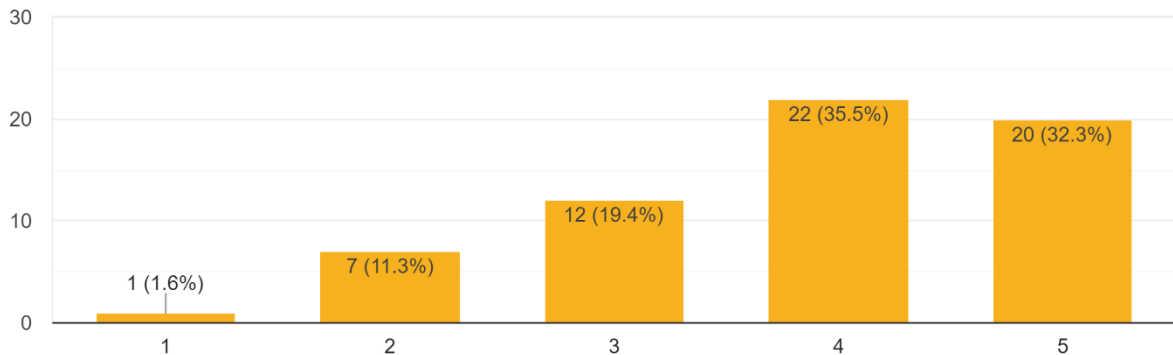
Question 14. How effectively do you manage access to digital applications and platforms when it comes to student accounts? (For example: Do you help students by organizing and distributing usernames and passwords, etc.)

42 respondents (67.8%) report that they manage access of their students to digital applications and platforms very effectively, 12 respondents (19.4%) report that they do that to some extent, while 8 (12.9%) say that they do not manage effectively at all. This shows that vast majority of teachers and training staff has capacity and tools to monitor and control access of their students to digital applications and platforms they use for distance learning process. However, similar to other questions, the impression is that the respondents were referring only to the simplest and most obvious help they can provide and not more advanced forms of support for the students.



14. How effectively do you manage access to digital applications and platforms when it comes to student accounts? (For example: Do you help stude... and distributing usernames and passwords, etc.)

62 responses



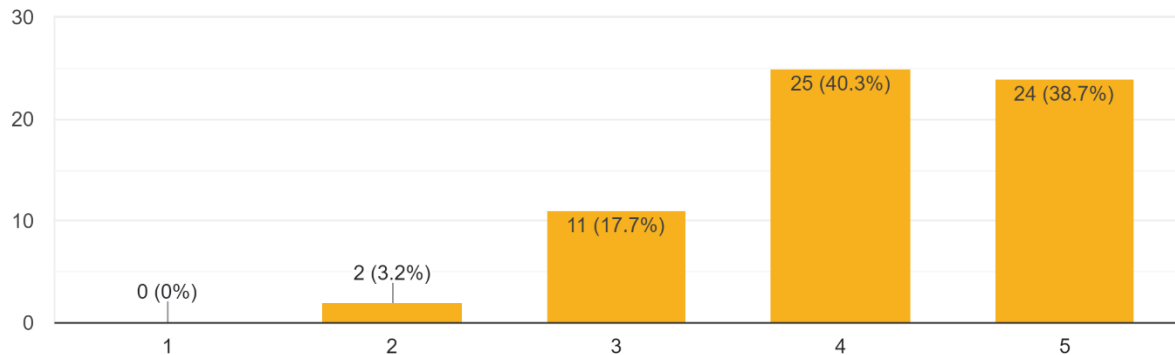
Question 15. How much does the knowledge and application of various facilitation techniques help you in the process of conducting online classes?

Vast majority of respondents (49 respondents, 79%) says that they feel that the ability to implement various facilitation techniques helps them when conducting online classes. Only 13 of them (21%) says that it somewhat helps them or doesn't help them very much. These answers show that it is critical to equip teachers and training staff with facilitation skills and encourage them to apply them when conducting online classes.



15. How much does the knowledge and application of various facilitation techniques help you in the process of conducting online classes?

62 responses



Part 3 – Evaluation of the teaching process

Question 16. How effectively do you use digital tools to evaluate your work through reflection? (For example: Have you ever recorded your classes to evaluate your work, and have you ever created a digital portfolio to organize your class preparation and track the progress?)

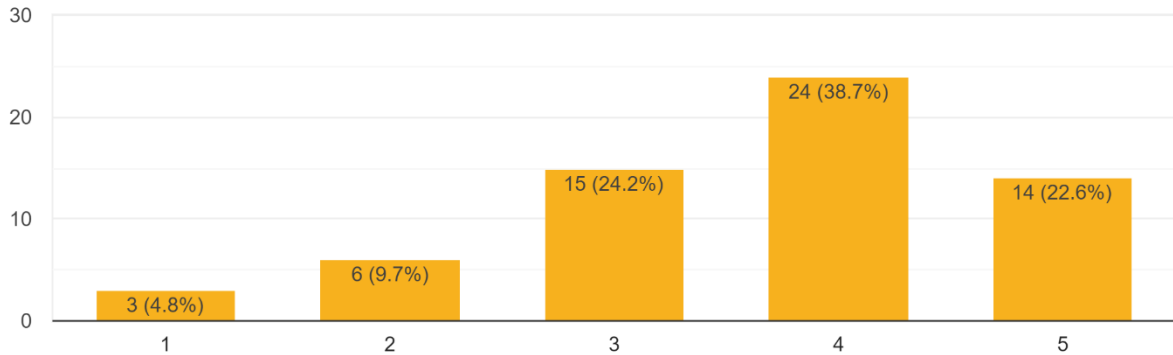
When asked to evaluate how much digital tools help them evaluate their work through reflection, 38 respondents (59.3%) says that they feel that they are using these tools effectively in the evaluation process. 21 respondents (33.9%) says that they are using them somewhat effectively or not very effectively, while 3 respondents (4.8%) says that they are not using them effectively at all. This shows room for capacity building and helping teachers and other training staff implement digital tools in evaluation and self-evaluation process, as well as for raising awareness on the necessity of self-evaluation and continuous improvements.





16. How effectively do you use digital tools to evaluate your work through reflection? (For example: Have you ever recorded your classes to evaluate yo...ze your class preparation and track the progress?

62 responses



Question 17. Please rate the following statements ranging from 1 – not effectively at all to 5 – very effectively:

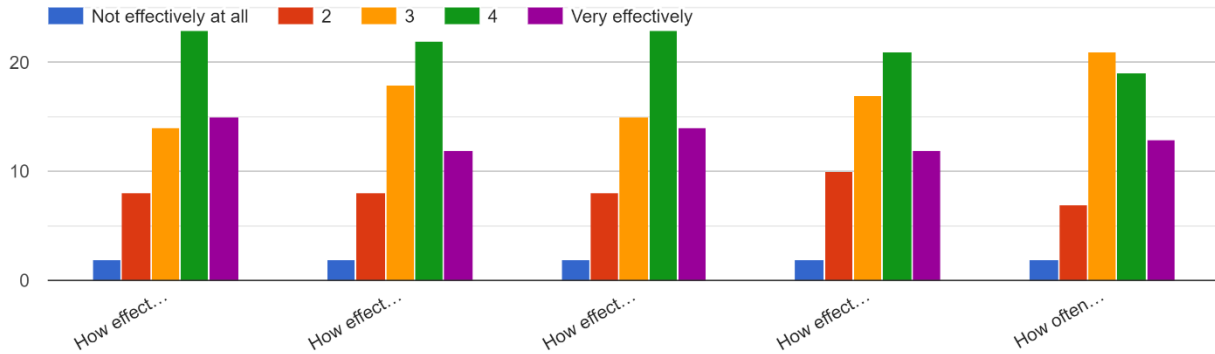
| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|----|----|
| How effectively do you use digital tools to test your students' knowledge? | 2 | 8 | 14 | 23 | 15 |
| How effectively do you analyze knowledge test data obtained with digital tools? | 2 | 8 | 18 | 22 | 12 |
| How effectively do you collect feedback using digital tools and do you use that information to improve materials and lesson/activity plans? | 2 | 8 | 15 | 23 | 14 |
| How effectively do you evaluate your own use of digital tools and platforms in the classroom? | 2 | 10 | 17 | 21 | 12 |
| How often do you advise colleagues in the process of implementing online teaching and applying digital tools? | 2 | 7 | 21 | 19 | 13 |

The answers show that vast majority of respondents feel comfortable with using digital tools to test students' knowledge, analyze test data, collect feedback for improvement and evaluate their own work, as well as work of their colleagues when it comes to online teaching and applying digital tools. The greatest room for improvement is evident when it comes to knowledge sharing and feedback between colleagues, as well as in analyzing test data.





17. Please rate the following statements:



Conclusions and recommendations

Given the number of respondents and considering the needed investment in time to fill-in the questionnaire, it can be concluded that this topic is fairly important to the target group and that they are willing to take the time and participate in questionnaires and surveys on these topics.

Other important conclusions are given with regards to different parts of the distance teaching process:

Preparation of the teaching process

- When compared to results of other research and experience of project partners from the field and working with this target group, it becomes clear that the respondents generally have very narrow understanding of the term “digital content” and don’t realize that there are still ample opportunities for digitalization of the teaching process. This is also evident in answers which show that the majority of respondents uses online professional development opportunities, but only the most obvious ones (e.g. webinars and online courses), as well as most available digital content when preparing their teaching material (e.g. worksheets, pictures, etc.).
- When discussing the preparation and participation of students in the distance learning process, the conclusion is that the majority of respondents are aware of the need to prepare the students in order to enable them to fully participate and benefit from distance learning process, but that most of them fail to properly prepare them, due to lack of capacities and knowledge on the part of teachers about available tools resources to better prepare the students and engage them more efficiently in distance learning process. Since the level of participation ultimately determines the quality of the entire distance learning process and the benefit for the students, it is critical to increase capacities of teachers to do a better job in this regard.
- When it comes to finding and using digital content and incorporating it into their material, room for improvement is evident, as the quality of the material used (including age-appropriateness and finding the best ways for application) ultimately determines the quality of education the students get and the benefit they receive.



- The biggest room for improvement is evident in the area of relevant learning theories and different methods in planning lessons/activities when it comes to digital tools. Majority of participants could benefit from capacity development when it comes to the latest learning theories and methods.

Implementation of the teaching process

- The answers generally show that the majority of staff feel ready and willing to participate in online education, but, when compared with other answers in the questionnaire, it is evident that there is still need for capacity building and process improvement. Considering that the majority of teaching staff had to adapt to distance learning very quickly when the COVID-19 pandemic started, without much preparation and support, the impression of the reporters is that the respondents overestimated their capacities. This adaptation and introduction of online education into regular teaching process was done ad hoc and without any strategy and plan. Regardless of its relative success, there is still critical need to provide some framework and support for the teaching staff to more effectively implement online teaching.
- Previous conclusion is supported by the fact that the respondents reported using traditional tools like Power point and Moodle the most, while having less knowledge about the newest apps like Padlet and Quizlet. This shows that the majority of respondents relies only on the most obvious and available online tools and considers them the best of what is currently available when it comes to online teaching, which is far from true
- When it comes to monitoring the interaction between students during the distance learning process, the conclusion is that the majority of respondents are struggling with it. Given the nature of the distance learning, maintaining interaction and communication between all participants across multiple platforms presents a particular challenge and requires specific skills.

Evaluation of the teaching process

- In general, respondents report that they use digital tools when evaluating their work through reflection, with still room for capacity building and helping teachers and other training staff implement digital tools in evaluation and self-evaluation process, as well as for raising awareness on the necessity of self-evaluation and continuous improvements.
- As this part of the questionnaire was the shortest, there is still room for further inquiry and design of tools for evaluation of distance learning process.

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