

Blended teaching and learning in VET schools  
No.2020-1-LV01-KA226-VET-094501



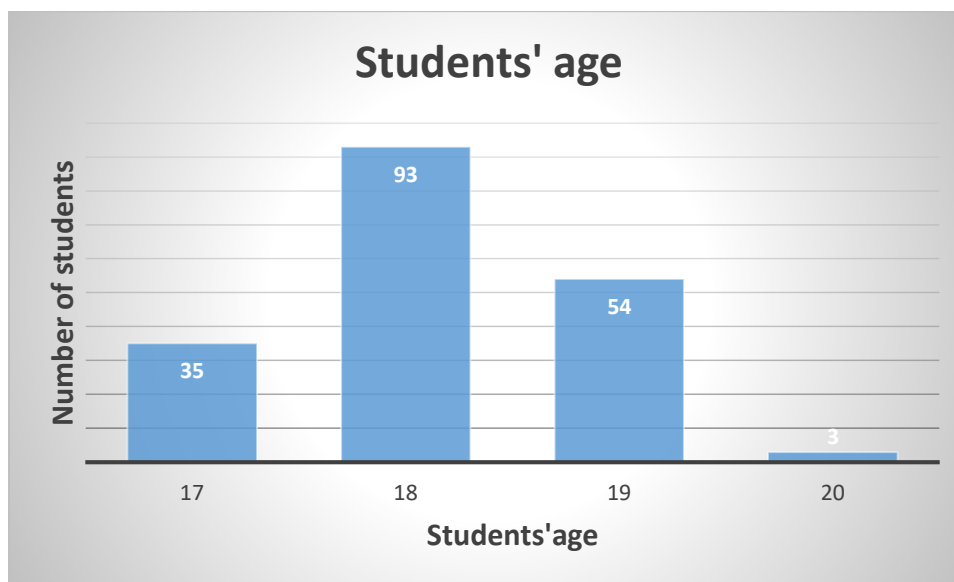
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## **Results Survey for Students from VECC „Riga State Technical School” in Latvia**

The survey for students has been filled out by 185 students from VECC „Riga State Technical School”. The purpose of this questionnaire is to evaluate the practical application of vocational education content. The 3<sup>rd</sup> and 4<sup>th</sup> year students were surveyed. The majority of the students were 18 and 19 years old. Information obtained during the survey was intended for obtaining anonymous general data.

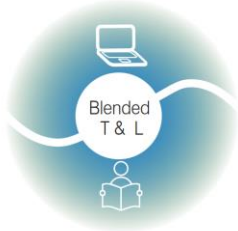
1.The students were asked to indicate his/her age.



*Figure 1. Students' age*

<b>Age</b>	<b>Number of students</b>
17	35
18	93
19	54
20	3

Figure 1 shows that a majority of the students were 18 and 19 years old.



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2. The students were asked to indicate his/her gender.

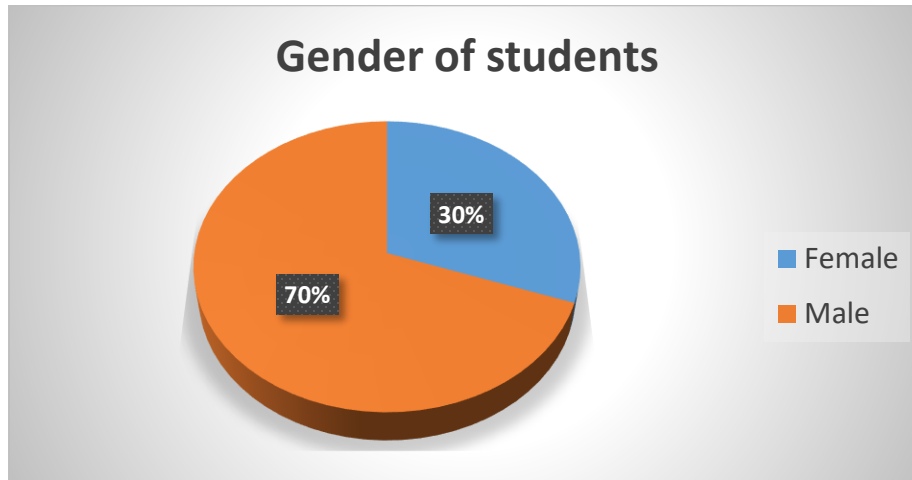


Figure 2: Gender of students

Gender	Number of students (%)
Female	30
Male	70

Figure 2 shows: 30% of respondents were female and 70% of respondents were male.

3. The students were asked to answer: what school year are he/she in:

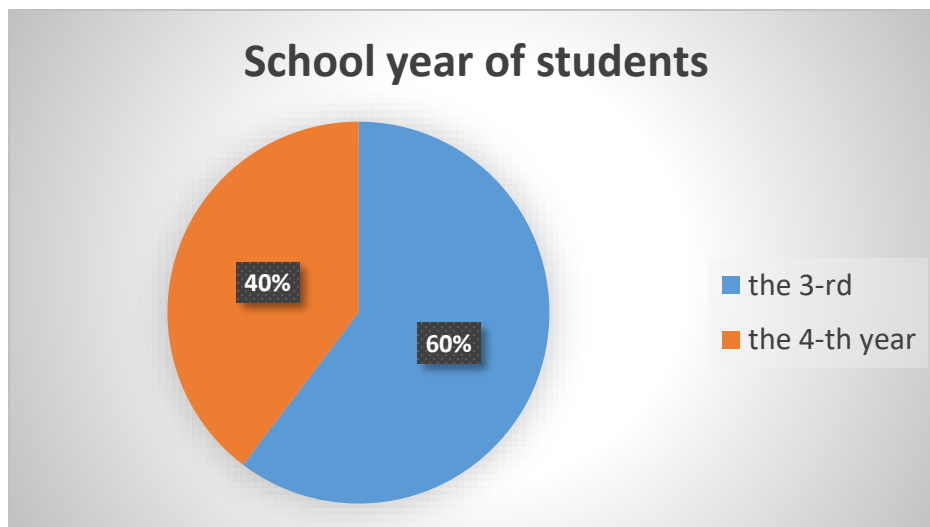
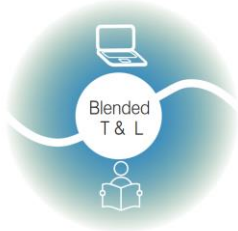


Figure 3: School year of students



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School year	Number of students (%)
the 3-rd	60
the 4-th year	40

Figure 3 depicts that 60% of respondents were the 3-rd year students and 40% of respondents were the 4-th year students.

4. The students were asked to indicate his/her professional qualification they in training for:

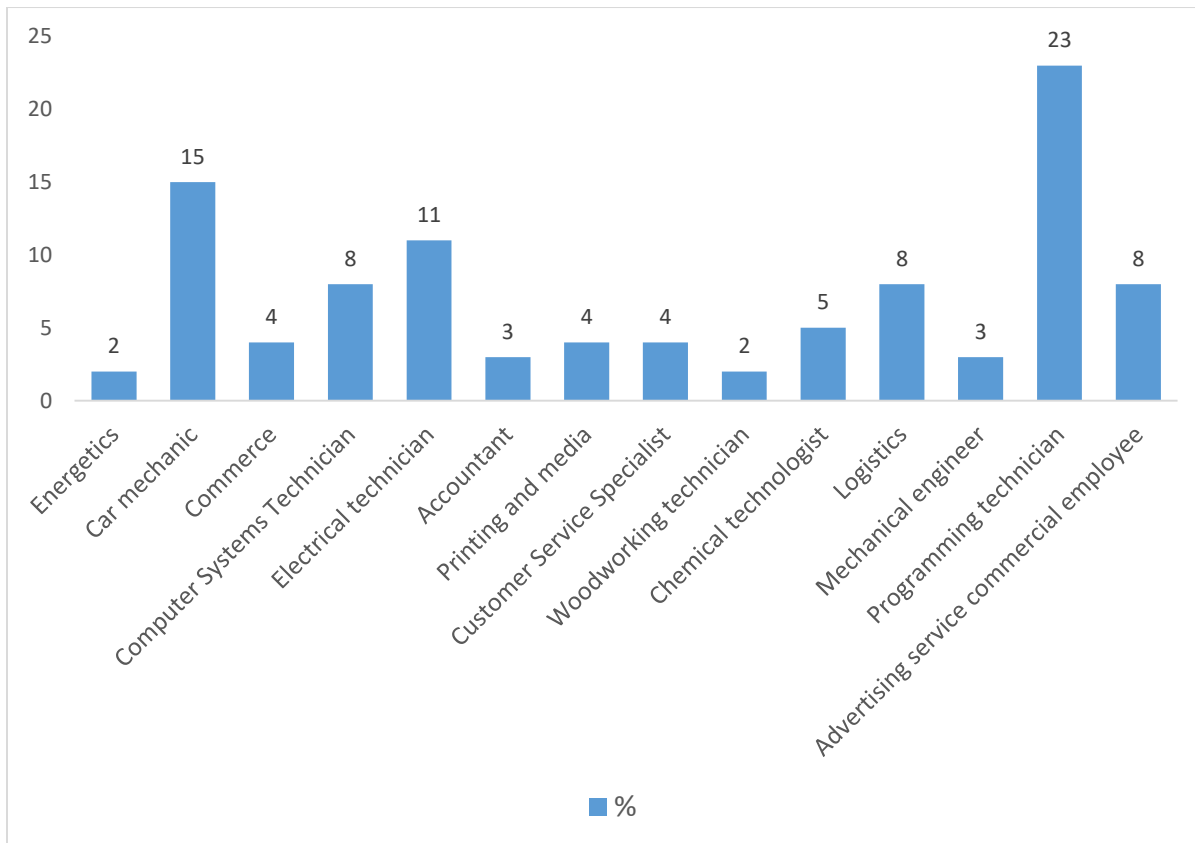
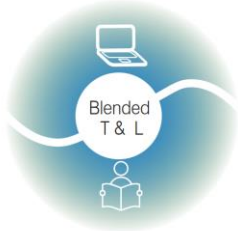


Figure 4: Professional qualification of students training for.



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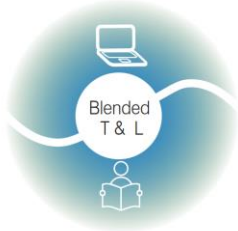
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<b>Professional qualification</b>	<b>Students' responses (%)</b>
Energetics	2
Car mechanic	15
Commerce	4
Computer Systems Technician	8
Electrical technician	11
Accountant	3
Printing and media	4
Customer Service Specialist	4
Woodworking technician	2
Chemical technologist	5
Logistics	8
Mechanical engineer	3
Programming technician	23
Advertising service commercial employee	8

Figure 4 demonstrates that the most active respondents were from the following specialties: programming technicians (23%), car mechanics (15%), electrical technicians, computer systems technicians (8%), and logistics (8%).

5. Country: Latvia



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6. The students were asked - does teaching and learning process in education institution advance the development of the following competences?

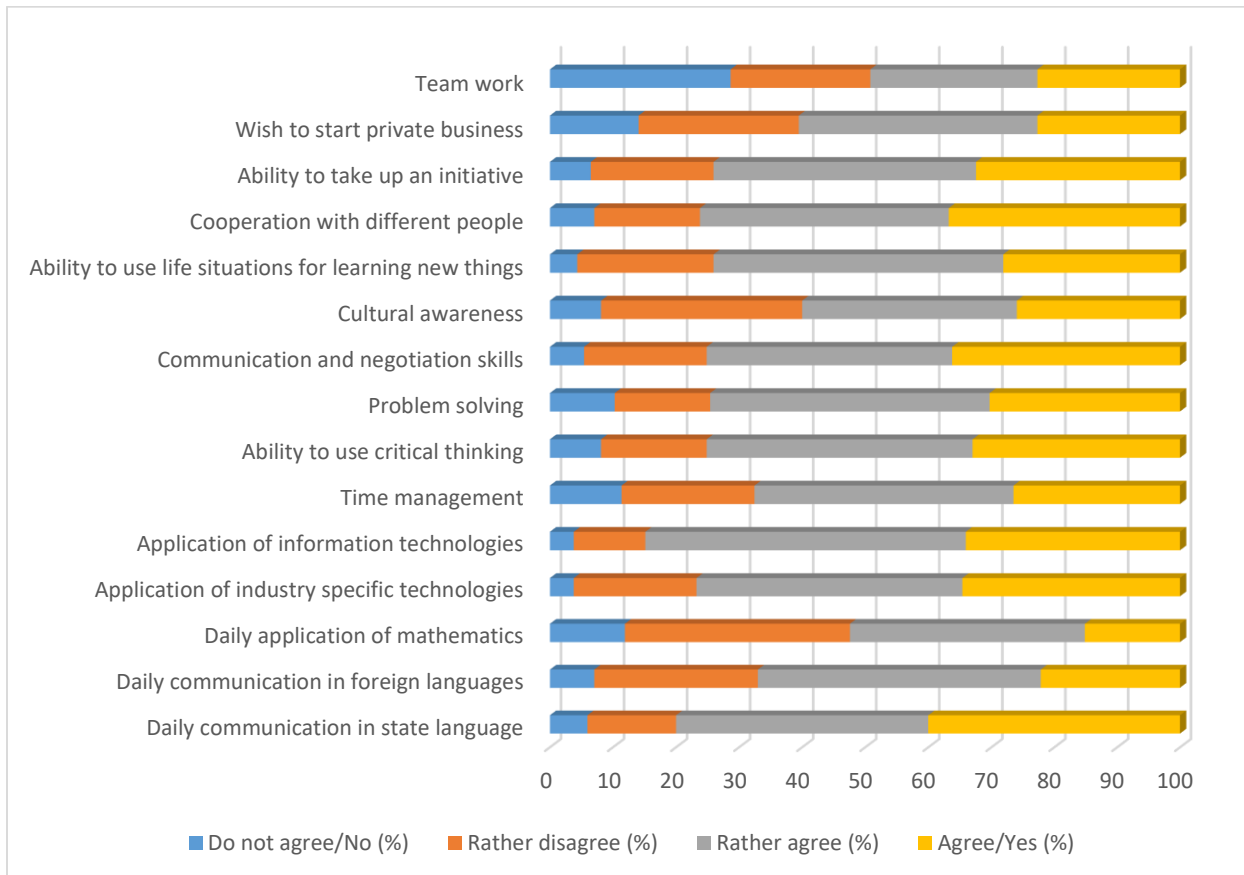
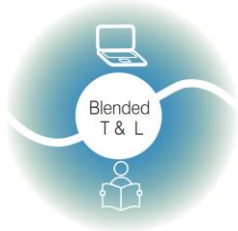


Figure 5. Does teaching and learning process in education institution advance the development of the above mentioned competences?



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Competencies	Do not agree/No (%)	Rather disagree (%)	Rather agree (%)	Agree/Yes (%)
Daily communication in state language	6	14	40	40
Daily communication in foreign languages	7	26	45	22
Daily application of mathematics	12	36	37	15
Application of industry specific technologies	4	19	42	35
Application of information technologies	4	11	51	34
Time management	11	21	41	26
Ability to use critical thinking	8	17	42	33
Problem solving	10	15	44	30
Communication and negotiation skills	5	19	39	36
Cultural awareness	8	32	34	26
Ability to use life situations for learning new things	4	22	46	28
Cooperation with different people	7	17	39	37
Ability to take up an initiative	6	19	42	32
Wish to start private business	14	25	38	23
Team work	29	22	26	23

On the whole surveyed students *rather agree* and *agree* that teaching and learning process at VECC „Riga State Technical School” advance the development of the above-mentioned competencies.

40% of students *rather agree* and 40% of students *agree* that the teaching and learning process in education institution advance the development of competence: *daily communication in the state language*.

26% of students *rather disagree* and 45% of students *rather agree* that the teaching and learning process in education institution advance the development of the competence: *daily communication in foreign languages*.

36% of students *rather disagree* and 37% of students *rather agree* that teaching and learning process in education institution advance the development of the competence: *daily application of mathematics*.

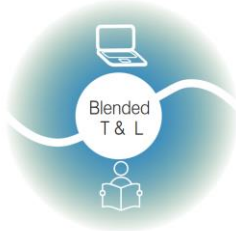
42% of students *rather agree* and 35% of students *agree* that the teaching and learning process in education institution advance the development of the competence: *application of industry specific technologies*.

51% of students *rather agree* and 34% of students *agree* that the teaching and learning process in education institution advance the development of the competence: *application of information technologies*.

41% of students *rather agree* and 26% of students *agree* that the teaching and learning process in education institution advance the development of competence: *time management*.

42% of students *rather agree* and 33% of students *agree* that the teaching and learning process in education institution advance the development of competence: *the ability to use critical thinking*.

44% of students *rather agree* and 30% of students *agree* that the teaching and learning process in education institution advance the development of competence: *problem-solving*.



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39% of students *rather agree* and 36% of students *agree* that teaching and learning process in education institution advance the development of the competence: *communication and negotiation skills*.

32% of students *rather disagree* and 34% of students *rather agree* that teaching and learning process in education institution advance the development of the competence: *cultural awareness*.

46% of students *rather agree* and 28 % of students *agree* that teaching and learning process in education institution advance the development of the competence: *ability to use life situations for learning new things*.

39% of students *rather agree* and 37 % of students *agree* that teaching and learning process in education institution advance the development of the competence: *cooperation with different people*.

42% of students *rather agree* and 32 % of students *agree* that teaching and learning process in education institution advance the development of the competence: *ability to take up an initiative*.

25% of students *rather disagree* and 38 % of students *rather agree* that teaching and learning process in education institution advance the development of the competence: *wish to start private business*.

26% of students *rather agree* and 23 % of students *agree* that teaching and learning process in education institution advance the development of the competence: *team work*.

7. The students were asked - do skills and competences gained during studies improve professional background?

**45% students answered –YES.** There are some of students 'explanations:

39% of students *rather agree* and 36% of students *agree* that they are acquiring all necessary information;

Acquired knowledge made it easier to formulate my thoughts

After four years of study, I feel – I have been prepared for something

Rather agree;

The additional information and practices that are provided during the training are always useful in the future;

The whole theory that I have learned and used can be useful in the future;

Acquired knowledge is informative;

You learn a lot of new things;

If you have studied the theory and terminology of your field, then it is easier to work;

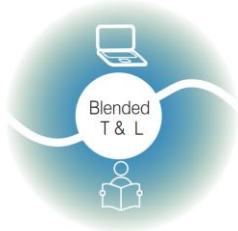
Yes, because we are gaining new knowledge;

Yes, because we will be better prepared for work;

We can get the basics of skills and competencies at VET school what can be useful for work later in companies;

Yes, because it is the basis that is needed to work and do your job well;

Yes, because knowledge helps to acquire the necessary specific professional skills faster;



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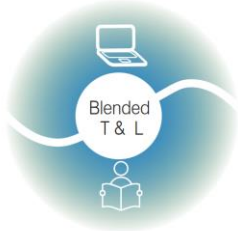
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Yes, of course, my qualifications grow with each passing month of study;  
Acquisition of new knowledge promotes work productivity. It is important to know – how and what to do. Then the problems don't exist;  
Yes, but not all skills and competencies gained during studies improve professional background;  
Yes, because we not only learn the theory but also learn to do the work in practice;  
Yes, because we learn professional skills from real professionals who can provide not only knowledge but also skills;  
Yes, because the necessary education and information is provided;  
Yes, in my opinion, it improves, because during the learning process we also have practical training, which is then useful in practice;  
Yes, it expands knowledge in the field of programming and promotes logical thinking;  
Yes, of course, but not everything. The VET school only gives the basics. You have to develop knowledge and skills yourself after graduation the school;  
Yes, at first I didn't know anything about different topics of studies. Today I work for a company and can meet any requirements of my employer;  
Yes, teachers sometimes also provide important information from their experience;  
Yes. It helps to get to know the profession;  
Teachers teach us to be responsible;  
Yes, because in my profession there were school internships every school year, where I had the opportunity to work in my field every day and understand whether this profession I like and fit;  
The knowledge and skills acquired during the study process improve professional competencies because general and professional knowledge is acquired;  
Yes, if the teacher teaches well, has fun stories regarding the topic, shows videos, then everything will be easier to remember in the future;  
Everything is fine.

**13% students answered –NO.**

Absolutely not, the first 3 years were an absolute waste of time and even looking at it, I studied very hard. The only thing I can learn is that you have to learn everything yourself;  
I think not. Learning is necessary but we can get real skills working in companies. However, training helps you feel safer.  
There was no practical use;  
No, because it is taught superficially;  
No, because the acquired knowledge is practically almost not applicable. It is not possible to acquire practical skills at all;  
No, because there are too few practices where you can learn your profession;  
Did not teach much and most of what was taught were repeated basics which were taught in the 3rd year ...;  
No, only one teacher knows how to teach our profession;  
Nothing practical happens, only theoretical speaking.





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**42% students think that skills and competences gained during studies improve partly professional background or they don't know.**

It depends on teachers who deliver the subject;

Distance teaching and learning does not improve, face to face teaching and learning improve;

Partly because the laboratories do not have all the necessary materials;

I think skills and competencies gained during studies improve professional background, but I don't think it will help to find a job;

In my opinion, it improves, but not enough;

There are some teachers who inspire to get new competencies. But some teachers diminish the desire to work and study;

I don't know;

We work not enough in the laboratory because there are not enough materials;

Partly improves, you can get more competencies in practice;

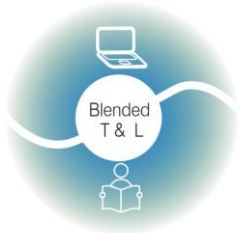
Theoretically yes, practically no;

It would be better if there were more practices than theory.

8. The students were asked - what was the most important subject/ benefit for them during the vocational training programme?

Surveyed students indicated that the most important subjects/ benefits for them during the vocational training programme were the following: up-to-date information and good basic skills; algorithms, professional knowledge, support; teamwork; filling in documents; knowledge about safety; knowledge about the establishment of the company; learn specific programming languages; learn to work with different equipment and think; learning all that life can do for me; new friends; new knowledge; laboratory works; logical thinking; the support of teachers and the desire of teachers themselves to show us the latest in various technologies; I was able to look at the chosen field of the profession; math; studies in person; applying marketing strategies to your company; internship; practical tasks, teamwork; ability to communicate and solve problems; basics of programming; qwerty; cooperation with the teacher; assembly of circuits; support of teachers; scholarship; logistics; economy and accountancy; creation of the projects.

9. The students were asked – to circle those professional skills and competences what they did not learn in study process yet needed for working in your profession:



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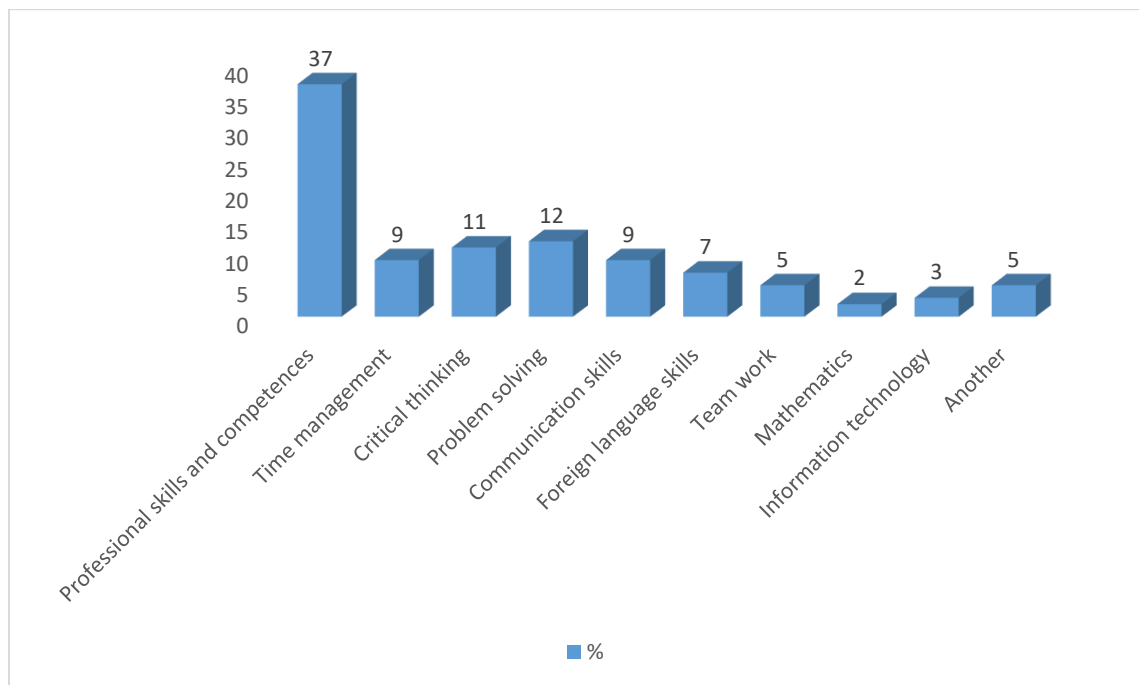
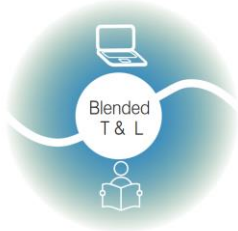


Figure 6. Not acquired professional skills and competences.

Professional skills and competences	Students' responses (%)
Professional skills and competences	37
Time management	9
Critical thinking	11
Problem solving	12
Communication skills	9
Foreign language skills	7
Team work	5
Mathematics	2
Information technology	3
Another	5



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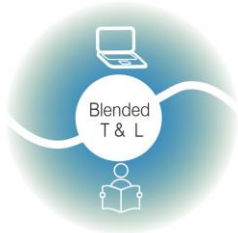
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Figure 6 depicts students' responses regarding not acquired professional skills and competencies at VECC „Riga State Technical School”. 37 % of respondents noted that they did not learn professional skills and competencies during the study process; 12% of respondents indicated not acquired competence: problem-solving; 11% of respondents indicated not acquired competence: critical thinking; 9% of respondents - time management and communication skills; 7% of respondents indicated not acquired competence: foreign language skills. The rest responses form less than 5% of respondents' responses.

### **Conclusion:**

1. The majority of the students were 18 and 19 years old and the 3<sup>rd</sup> and 4<sup>th</sup> year students;
2. 30% of respondents were female and 70% of respondents were male;
3. The most respondents were from the following specialties: programming technicians (23%), car mechanics (15%), electrical technicians, computer systems technicians (8%), and logistics (8%).
4. On the whole surveyed students *rather agree* and *agree* that teaching and learning process at VECC „Riga State Technical School” advance the development of the above-mentioned competencies;
5. 45% surveyed students think that skills and competences gained during studies improve professional background. 13% of respondents do not think so; 42% of respondents think that skills and competences gained during studies improve partly professional background;
6. Surveyed students indicated that the most important subjects/ benefits for them during the vocational training programme were the following: up-to-date information and good basic skills; algorithms, professional knowledge, support; teamwork; filling in documents; knowledge about safety; knowledge about the establishment of the company; learn specific programming languages; learn to work with different equipment and think; learning all that life can do for me; new friends; new knowledge; laboratory works; logical thinking; the support of teachers and the desire of teachers themselves to show us the latest in various technologies; I was able to look at the chosen field of the profession; math; studies in person; applying marketing strategies to your company; internship; practical tasks, teamwork; ability to communicate and solve problems; basics of programming; qwerty; cooperation with the teacher; assembly of circuits; support of teachers; scholarship; logistics; economy and accountancy; creation of the projects;
7. 37 % of respondents noted that they did not learn professional skills and competencies during the study process; 12% of respondents indicated not acquired competence: problem-solving; 11% of respondents indicated not acquired competence: critical thinking; 9% of respondents - time management and communication skills; 7% of respondents indicated



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