



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



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**"Blended teaching and learning in VET schools"**

**Analysis of the results of the teachers' survey**

**Epimorfotiki Kilkis Greece**

Nikolaos Georgiadis

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## Table of Contents

RESULTS OF THE SURVEY FOR TEACHERS .....	3
1. Introduction .....	3
2. Analysis of responses .....	3
3. Conclusion .....	27

## RESULTS OF THE SURVEY FOR TEACHERS

### 1. Introduction

The survey was conducted among teachers from the 1st Kilkis VET SCHOOL (1st EPAL) from 23 to 30 November 2021 and from the 2nd Kilkis VET SCHOOL (2nd EPAL), from 1 to 8 October 2021, as a part of the “Blended teaching and learning in VET schools” project (No.2020-1-LV01-KA226-VET094501).

In the survey participated a total of 24 teachers.

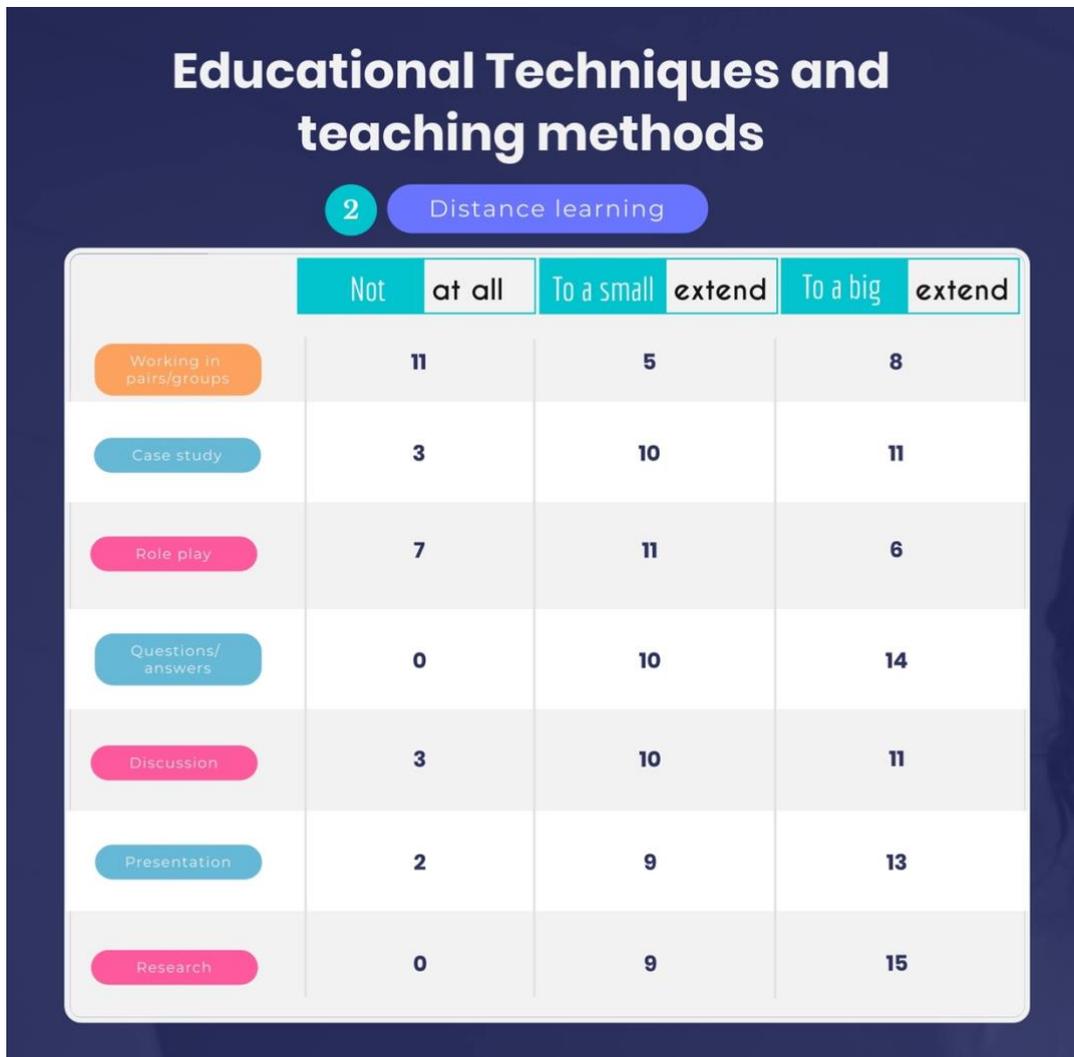
The questionnaires were distributed to the teachers personally, in paper version, and after collecting them, the answers were registered electronically. The questionnaire questions referred to the educational techniques, tools and methods used while teaching, and their impact on the students.

### 2. Analysis of responses

**2.1.** To the question *“Do you think that some educational techniques are more suitable for a specific teaching method?”*, the teachers had to choose from a scale of “not at all” to “a big extent” and answered as following:

Educational Techniques and teaching methods						
1 Face to face teaching						
	Not at all	To a small extend	To a big extend			
Working in pairs/groups	1	2	21			
Case study	2	6	16			
Role play	1	2	21			
Questions/ answers	0	5	19			
Discussion	1	3	20			
Presentation	0	5	19			
Research	5	7	12			

Concerning the face to face teaching method, the three most suitable teaching techniques were working in pairs/groups (21), role play (21) and discussion (20), followed by answers/questions (19) and presentation (19). The least suitable techniques were case study (16) and research (12).



Concerning the distance learning teaching method, the three most suitable teaching techniques were research (15), questions/answers (14) and presentation (13), followed by case study (11) and discussion (11). The least suitable techniques were working in pairs/groups (8) and role play (6).

## Educational Techniques and teaching methods

3

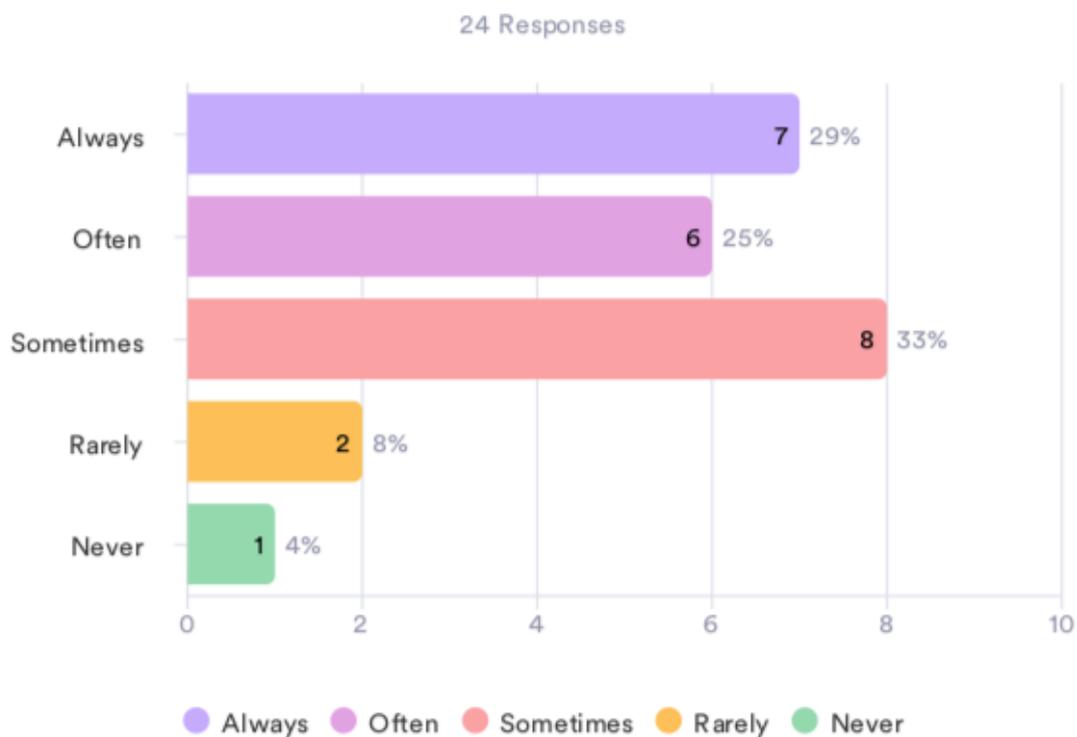
Blended teaching

	Not at all	To a small extend	To a big extend
Working in pairs/groups	1	13	10
Case study	1	10	13
Role play	3	13	8
Questions/ answers	3	7	14
Discussion	1	11	12
Presentation	1	9	14
Research	2	8	14

Concerning the blended teaching method, the three most suitable teaching techniques were research (14), questions/answers (14) and presentation (14), followed by case study (13) and discussion (12). The least suitable techniques were working in pairs/groups (10) and role play (8).

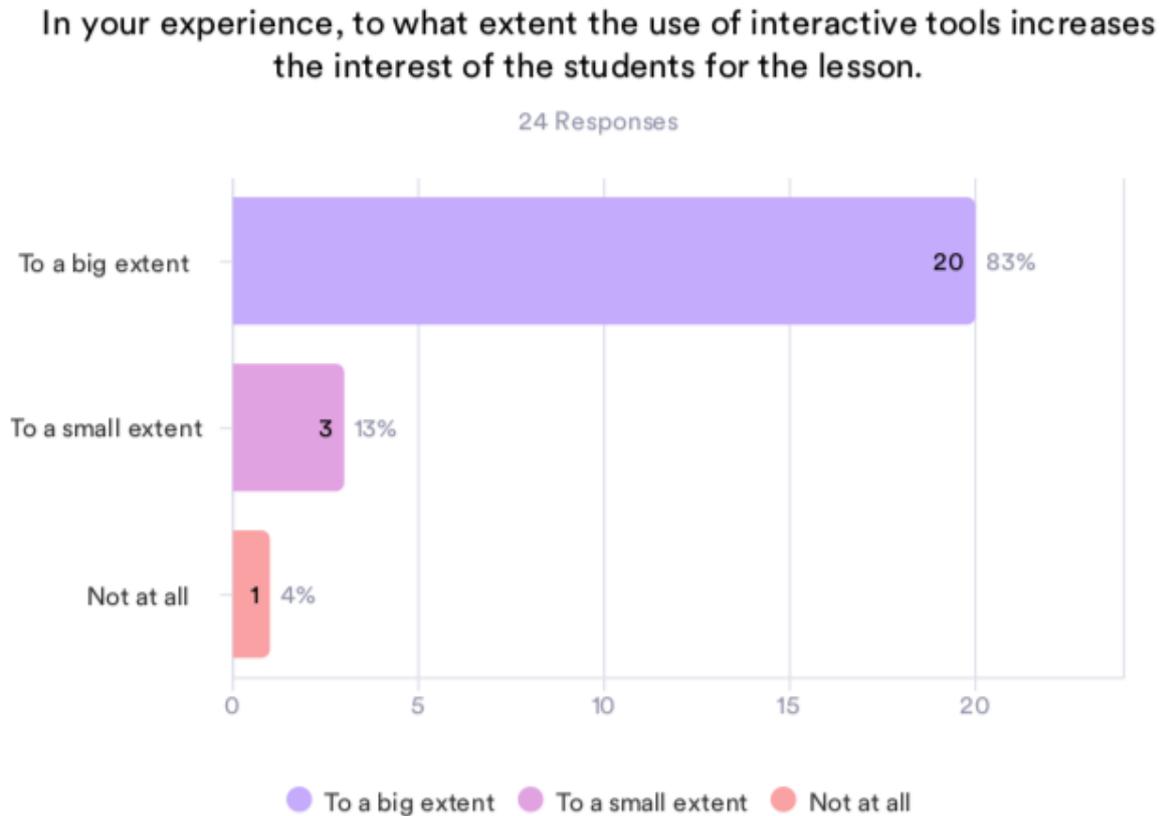
**2.2.** To the question **"How often do you use interactive tools (images, videos, quizzes, graphics etc.) when you teach?"**, the teachers had to choose from a scale of **"never"** to **"always"** and answered as following:

### How often do you use interactive tools (images, videos, quizzes, graphics etc.), when you teach?



According to the teachers, only a very small percentage of 4% answered never and a relatively high percentage of 29% answered always. The majority (33%) uses interactive tools sometimes and a good percentage of 25% often.

**2.3.** To the question *"In your experience, to what extent the use of interactive tools increases the interest of the students for the lessons?"*, the teachers had to choose from a scale of "not at all" to "a big extent" and answered as following:

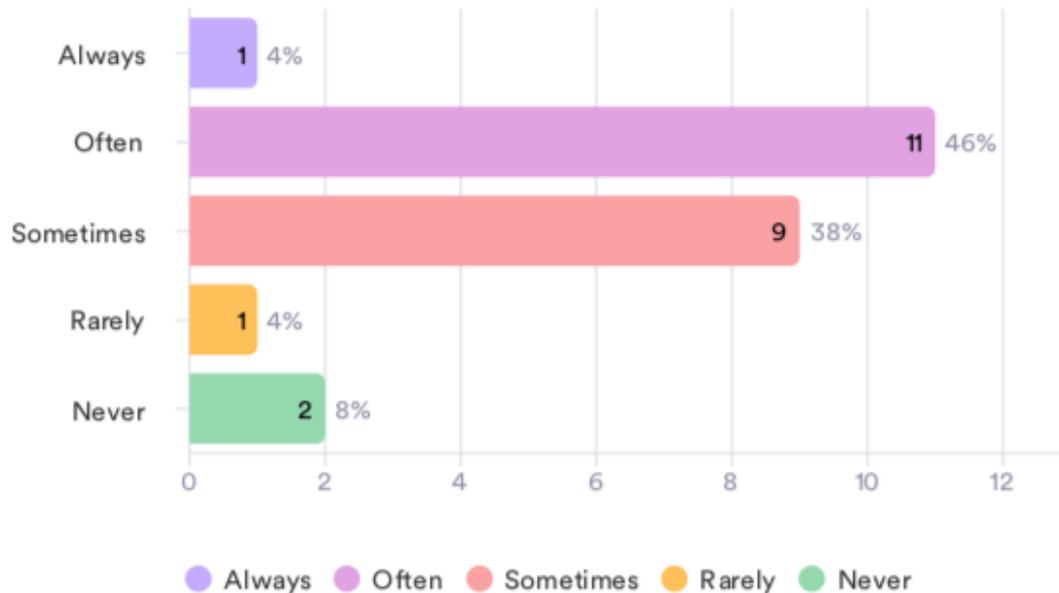


According to the teachers, only a very small percentage of 4% answered not at all, and a very high percentage of 83% responded that the use of interactive tools increases the interest of the students for the lesson indeed. 13% of the teachers (13%) believe that the students' interest rises to a small extent.

2.4. To the question *"How often do you assign homework to your students when teaching in person?"*, the teachers had to choose from a scale of *"never"* to *"always"* and answered as following:

### How often do you assign homework to your students when teaching in person?

24 Responses

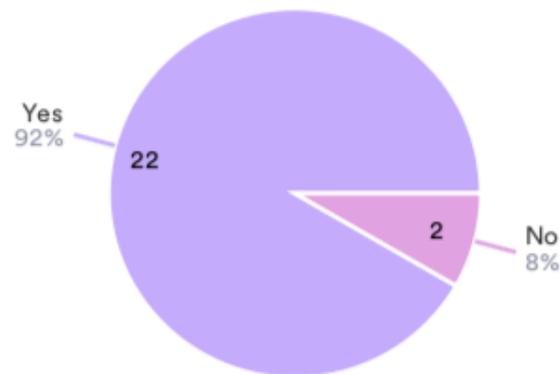


According to the teachers, while teaching in person, 46% assign homework to their students often and 4% always. 4% of the teachers assign homework rarely and 8% never, while 38% answered that they assign homework sometimes.

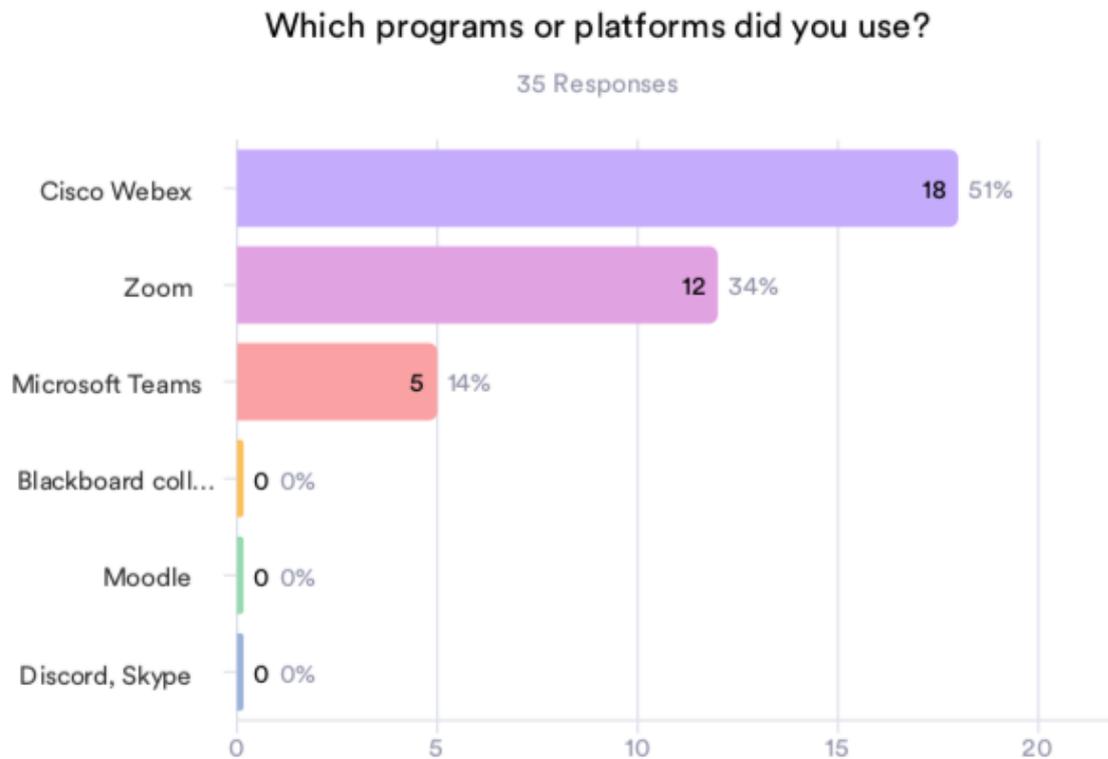
2.5. To the question ***"Have you ever conducted a lesson through the use of online platforms (e-learning)?"***, 92% of the teachers answered ***"Yes"*** and only 8% ***"No"***, as you can see below:

**Have you ever conducted a lesson through the use of online platforms (e-learning)?**

24 Responses



2.6. To the question ***"Which programs or platforms did you use?"***, the teachers had 6 choices to choose from and answered as following:

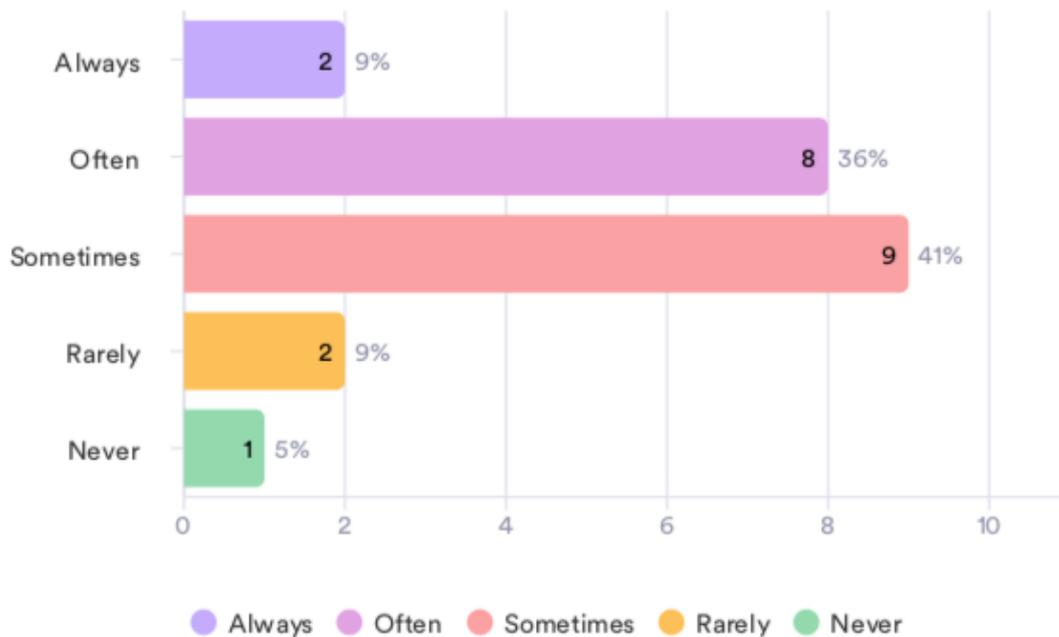


None of the teachers uses blackboard, moodle or discord and skype. The majority (51%) uses Cisco Webex, while 34% uses zoom and 14% microsoft teams.

2.7. To the question **"How often do you assign homework to your students while using online platforms?"**, the teachers had to choose from a scale of **"never"** to **"always"** and answered as following:

### How often do you assign homework to your students while using online platforms?

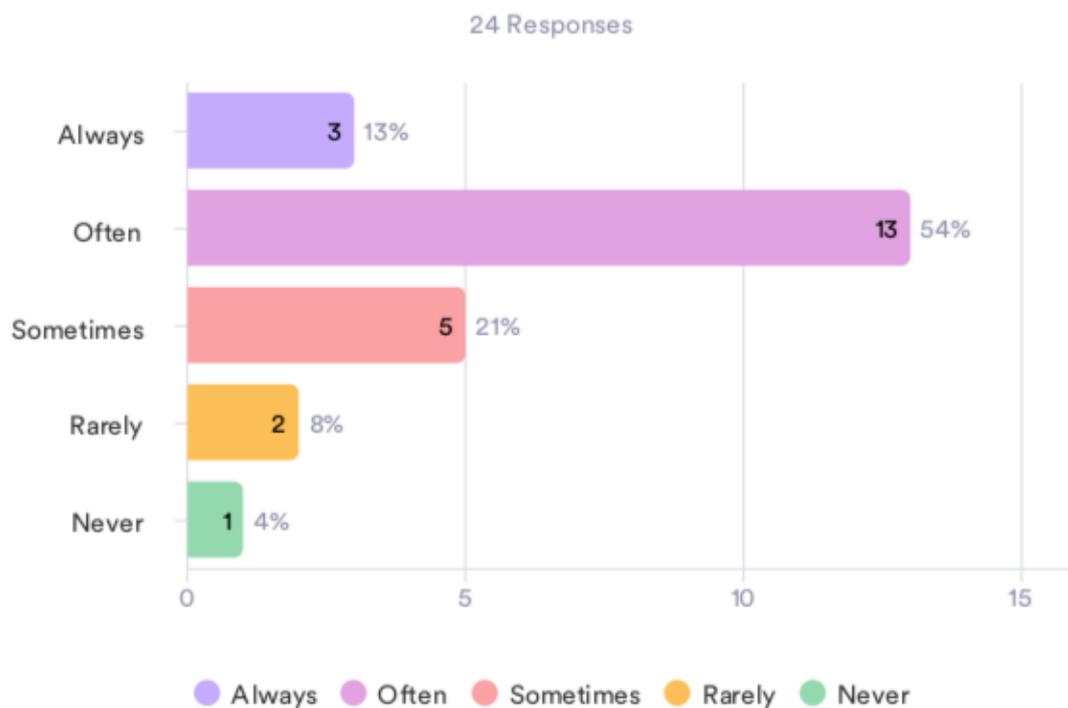
22 Responses



According to the teachers, only a very small percentage of 5% answered never and a relatively small percentage of 9% answered always. The majority (41%) assigns homework to the students sometimes and an also high percentage of 36% often.

**2.8.** To the question *"How often do you suggest to your students to use the internet for the purposes of research and finding information?"*, the teachers had to choose from a scale of "never" to "always" and answered as following:

### How often do you suggest to your students to use the internet for the purposes of research and finding information?



According to the teachers, only a very small percentage of 4% answered never and a relatively small percentage of 13% answered always. The majority (54%) suggests to the students to use internet for the purposes of research and finding information often and a percentage of 21% often.

**2.9.** To the question ***“Do you use practical examples in your lessons?”***, 100% of the teachers answered **“YES”**:

### Do you use practical examples in your lessons?

24 Responses

Best Response

Yes

**100%**  
Percentage

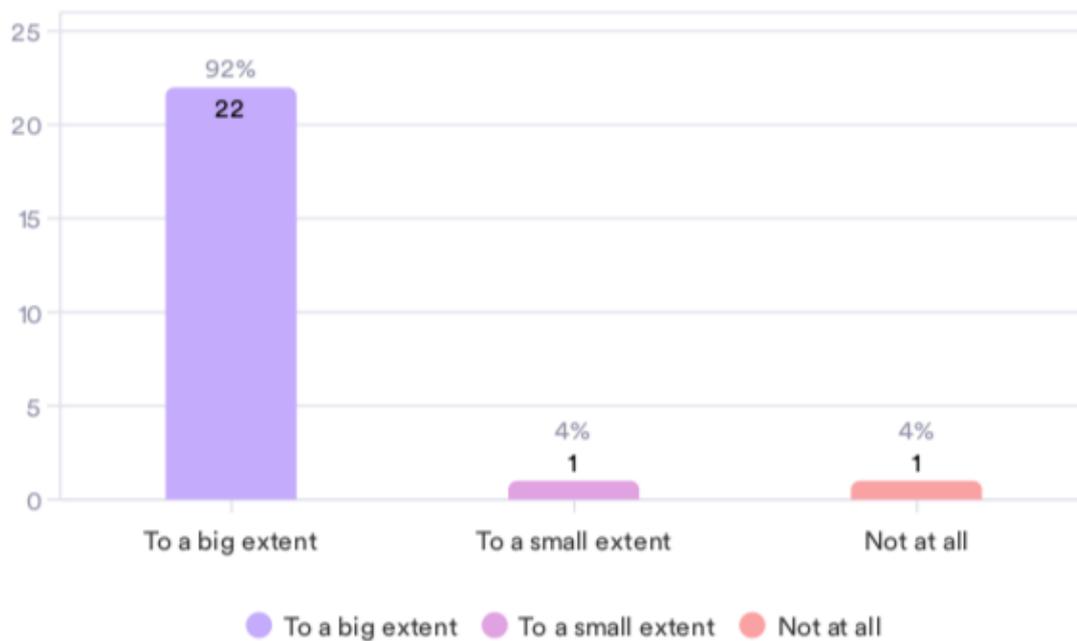
**24**  
Responses

Data	Response	%
Yes	24	100%
No	0	0%

**2.10.** To the question ***"To what extent do you think that they actually help students understand better a subject?"***, the teachers had to choose from a scale of ***"Not at all"*** to ***"To a big extent"*** and answered as following:

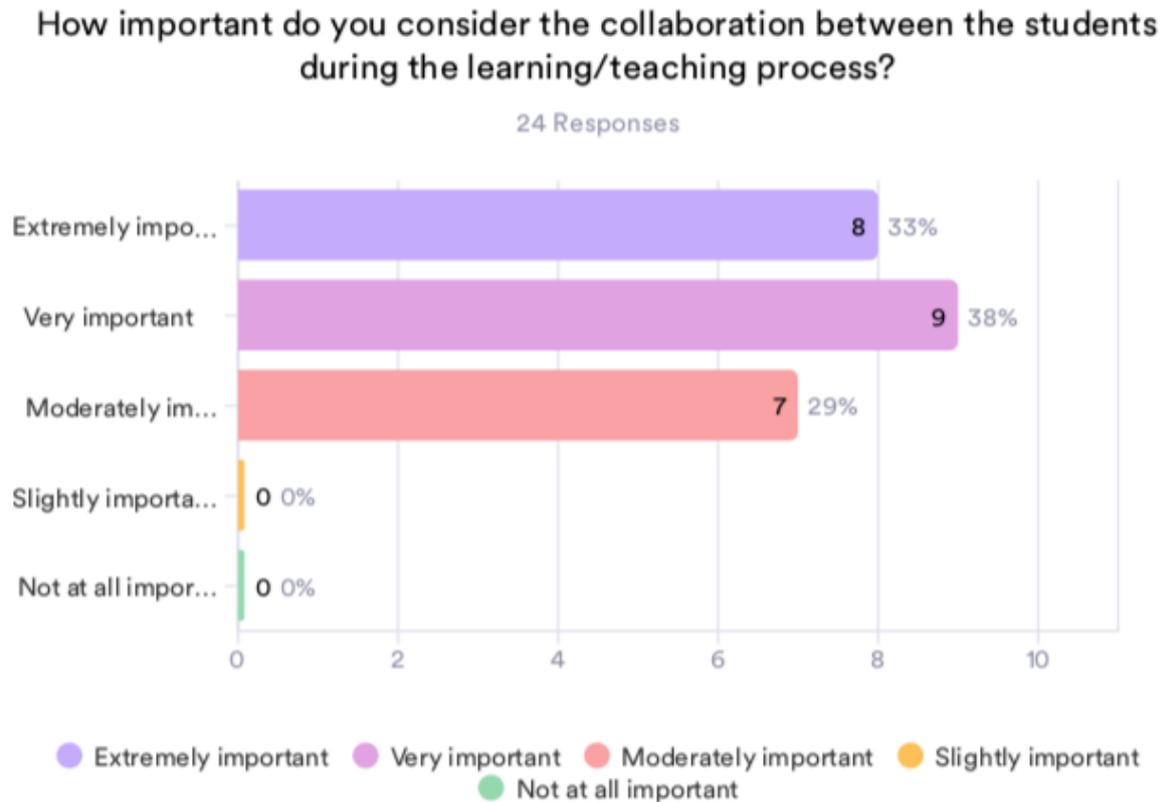
**To what extent do you think that they actually help students understand better a subject?**

24 Responses



According to the teachers, only a very small percentage of 4% answered that practical examples don't help students understand better a subject and a very small percentage of 4% answered to a small extent. The majority (92%) answered that practical examples do help to a big extent.

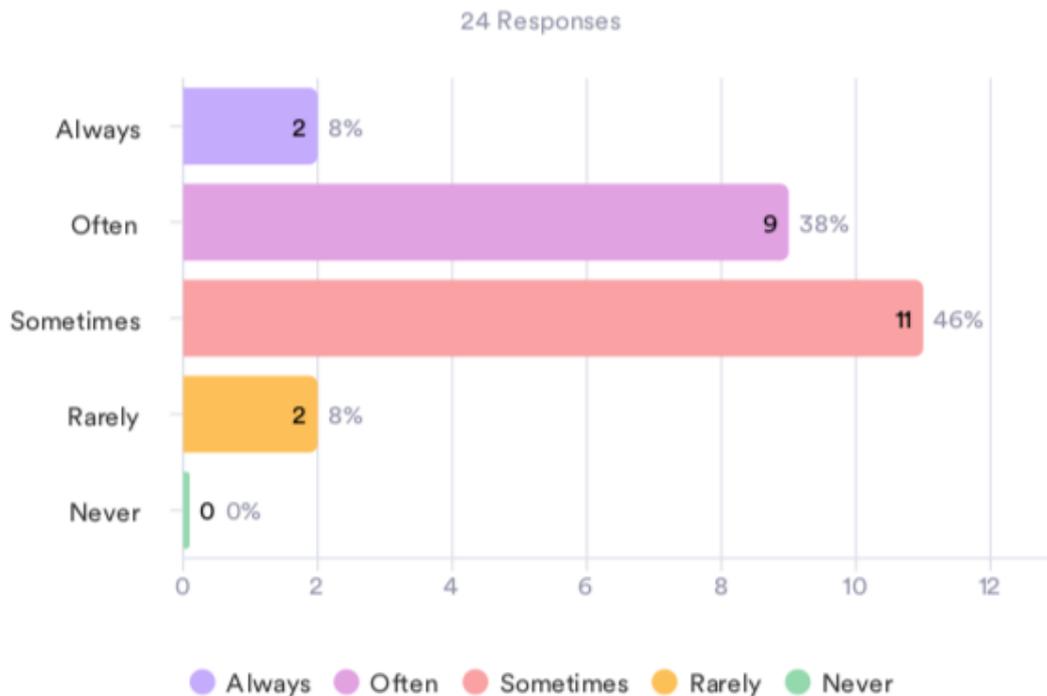
**2.11.** To the question *"How important do you consider the collaboration between the students during the learning/teaching process?"*, the teachers had to choose from a scale of "Not at all important" to "Extremely important" and answered as following:



According to the teachers, all answers range from moderately important (29%) to extremely important (33%), while none considered the collaboration between students slightly important or not at all important.

**2.12.** To the question *“Do you assign to your students projects, where teamwork is involved, to develop their collaborative skills?”*, the teachers had to choose from a scale of “Never” to “Always” and answered as following:

**Do you assign to your students projects, where teamwork is involved, to develop their collaborative skills?**

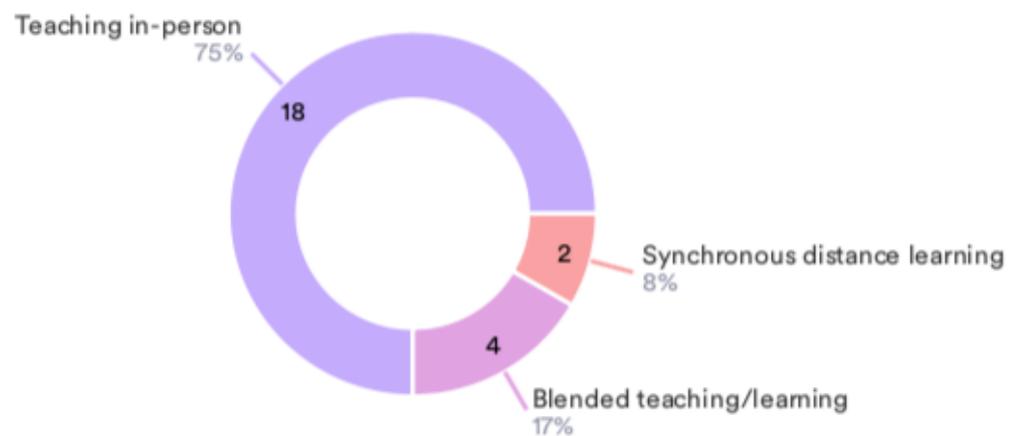


According to the teachers, only a small percentage (8%) answered never and the same percentage (8%) answered always. The majority of the teachers (46%) assigns to the students, projects, where teamwork is involved, sometimes, while 38% often.

**2.13.** To the question ***"Which teaching method (blended, asynchronous distance learning, synchronous distance learning, teaching in-person), do you think that encourages the most students to participate more actively?"***, the majority of the teachers (75%) is in favour of the in-person teaching method, 17% chose the blended method and 8% chose the synchronous distance learning method.

**Which teaching method (blended, asynchronous distance learning, synchronous distance learning, teaching in-person) do you think that encourages the most students to participate more actively?**

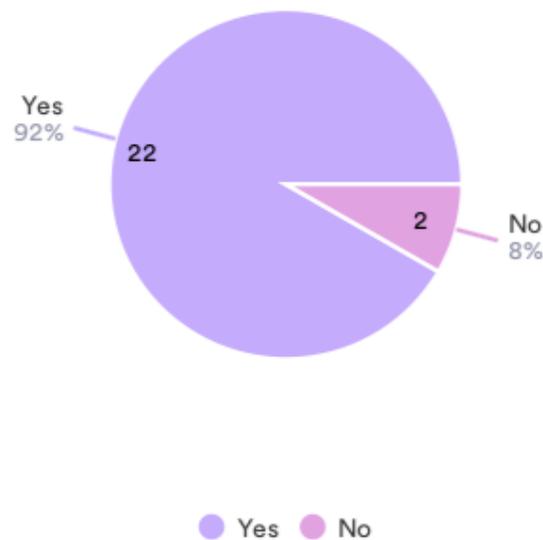
24 Responses



**2.14.** To the question ***"Do you ask for feedback from your students regarding your teaching methods and their effectiveness?"***, the majority of the teachers (92%) answered "Yes", and only 8% answered "No".

### Do you ask for feedback from your students regarding your teaching methods and their effectiveness?

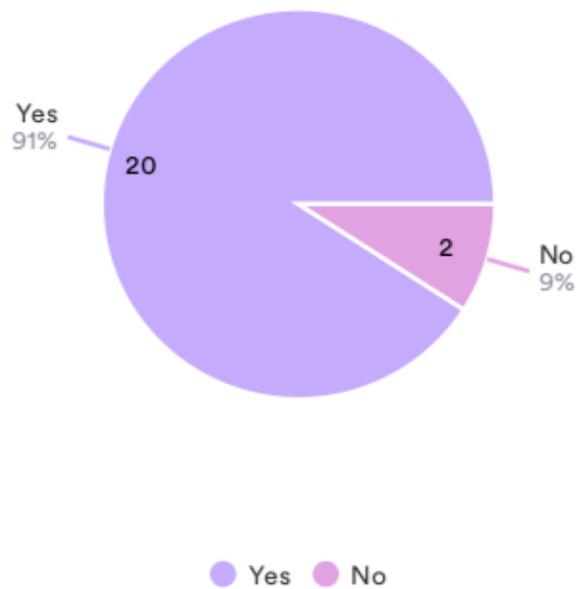
24 Responses



**2.15.** To the question *"Do you adapt your teaching methods accordingly?"*, the teachers that answered "Yes" to the previous question, declared that they adapt their teaching methods accordingly to the students' feedback, while 9% doesn't.

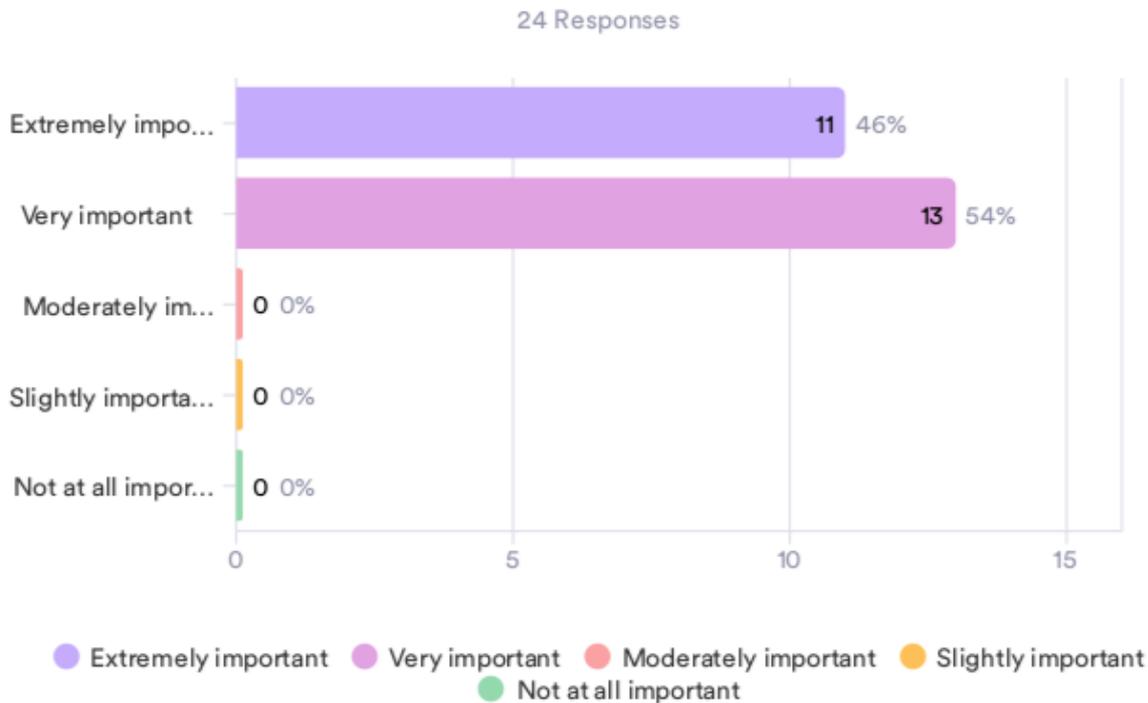
### Do you adapt your teaching methods accordingly?

22 Responses



**2.16.** To the question *"How important do you consider the personal contact between teachers and students during the learning/teaching process?"*, the teachers had to choose from a scale of "Not at all important" to "Extremely important" and answered as following:

### How important do you consider the personal contact between teachers and students during the learning/teaching process?

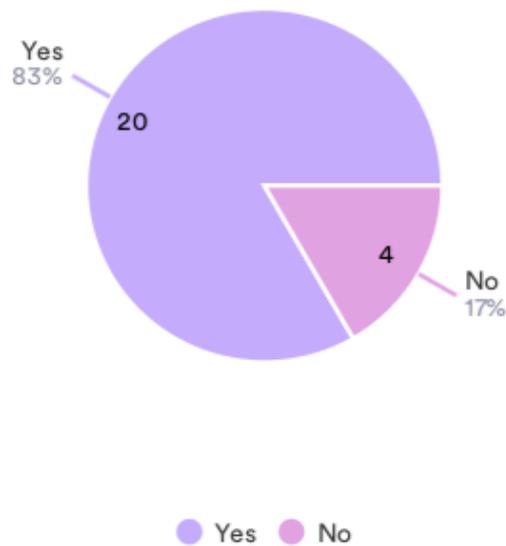


According to the teachers, all of them ranged their answers to only two categories, which are very important (54%) and extremely important (46%)

**2.17.** To the question ***"Do you think that it is possible to combine teaching/learning in person with distance teaching/learning?"***, the majority of the teachers (83%) answered "Yes" and 17% answered "No" .:

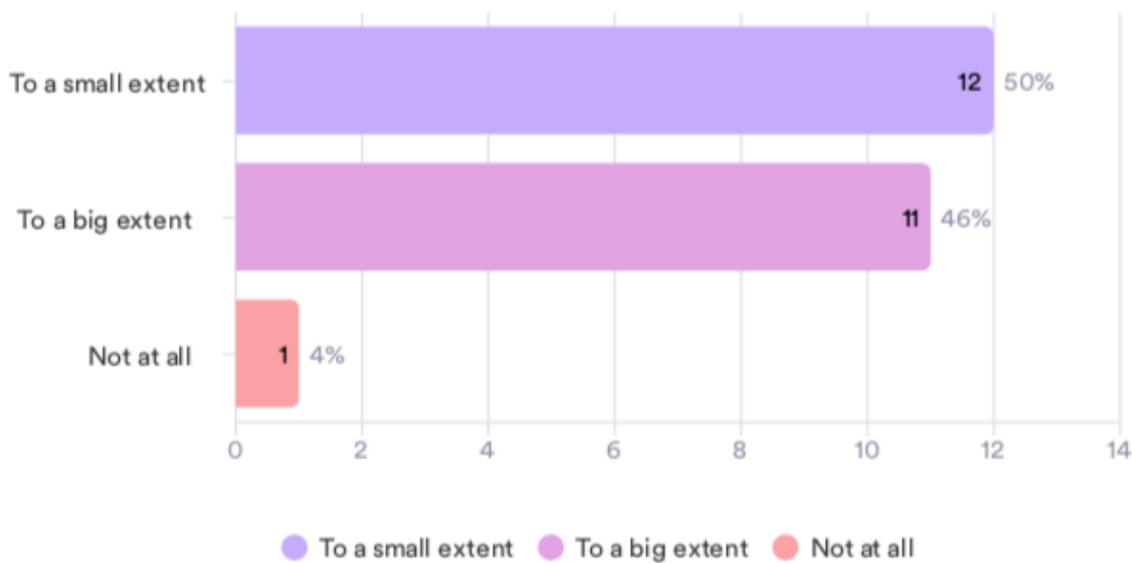
**Do you think that it is possible to combine teaching/learning in person with distance teaching/learning?**

24 Responses



**2.18.** To the question ***"To what extent do you know how to blend together the individual ingredients of blended teaching to make the lesson consistent and effective?"***, the teachers had to choose from a scale of ***"Not at all"*** to ***"A big extent"*** and answered as following:

To what extent do you know how to blend (merge) together the individual ingredients of blended teaching (face to face teaching, online teaching, the use of various interactive tools in the class, independent study, simulations, assessment and feedback, one on one coaching) to make the blended lesson consistent and effective?

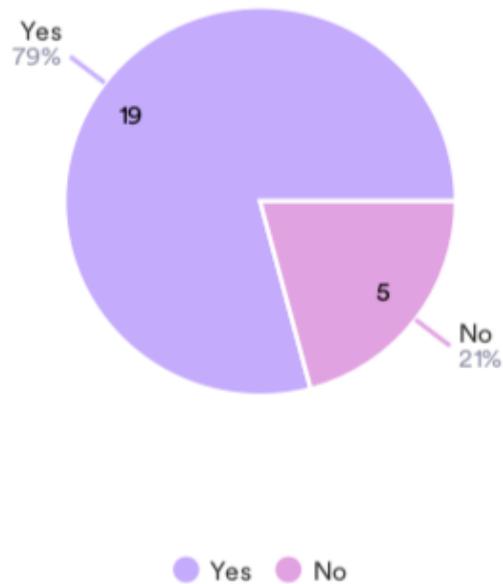


Half of the teachers (50%) answered that they can do this to a small extent, while 46% of them can do this to a big extent and 4% can't do it at all.

**2.19.** To the question ***"Do you need training on how to make lessons on blended teaching?"***, 79% of the teachers answered "Yes" and 21% answered "No".

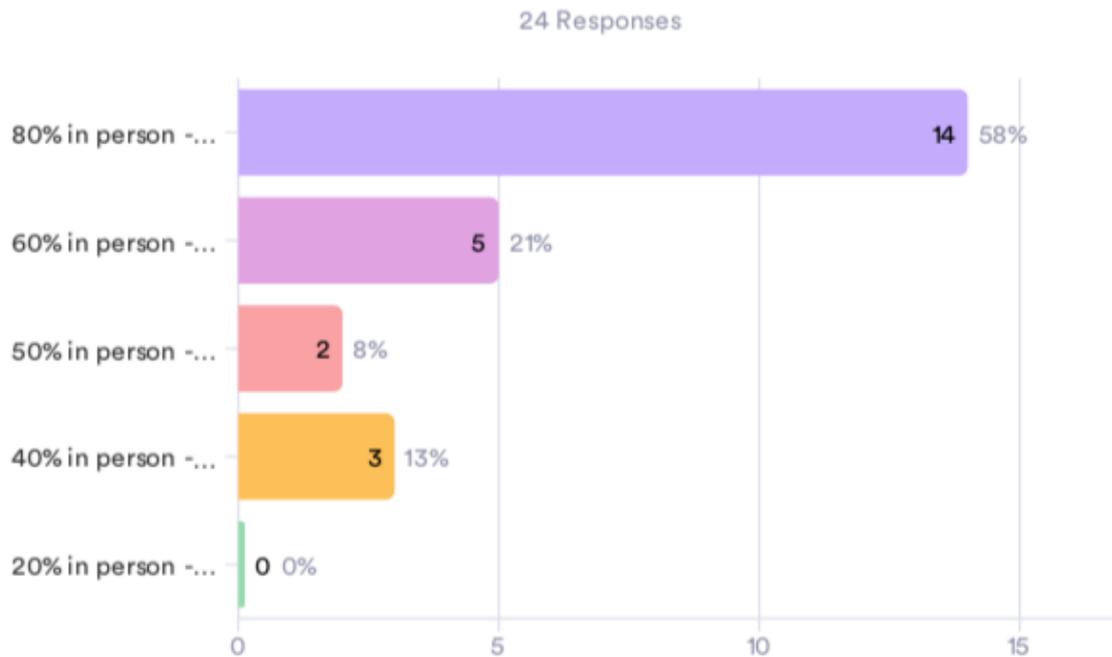
### Do you need training on how to make lessons based on blended teaching?

24 Responses



**2.20.** To the question *"If you had to design a blended teaching/learning course, what percentage would it be in person, and what percentage would it be online-distance?"*, the teachers answered as following:

**If you had to design a blended teaching/learning course, what per cent would it be in person, and what per cent would it be online – distance?**



Most teachers (58%) would prefer the course to be 80% in person and 20% online-distance learning. 21% of the teachers would prefer the course to be 60% in person and 40% online-distance learning, while a good 8% would choose a 50-50 split.



Blended teaching and learning in VET schools  
10.10.2020 - 10.10.2021



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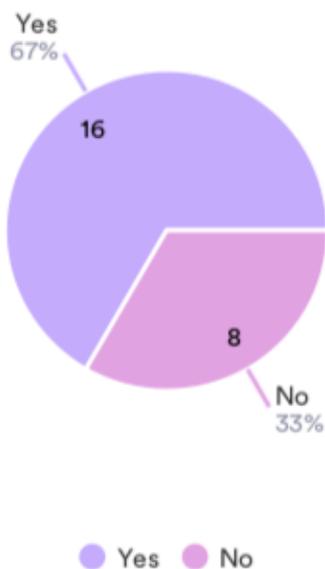


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2.21. To the question **"In your opinion, being able to attend a course at his/her own time and convenience, improves a students' performance and efficiency?"**, 67% of the teachers answered "Yes" and 33% "No". From the teachers that answered "Yes", the majority believes that that the performance improves by 60-80%:

**In your opinion, being able to attend a course at his/her own time and convenience (time, place, path, pace), improves a students' performance and efficiency?**

24 Responses



**To what degree?**

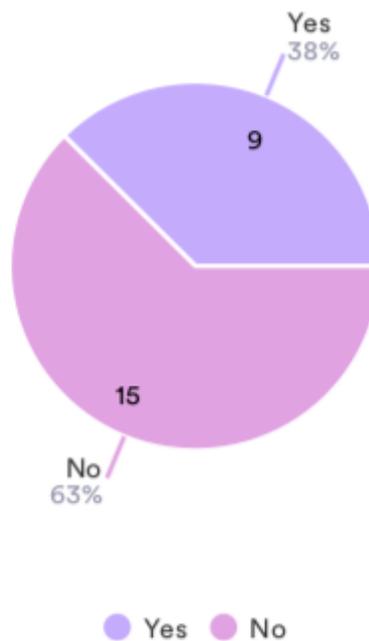
16 Responses

Data	Responses
80	7
60	6
20	2
40	1

**2.22.** To the question ***"Do you think that distance education reduces the role of the teacher in the educational process?"***, 63% of the teachers answered "No" and 39% "Yes", to a large degree (40-100%)

### Do you think that distance education reduces the role of the teacher in the educational process?

24 Responses



### To what degree?

9 Responses

Data	Responses
40	2
60	2
80	2
100	2
20	1

Data	Response	%
[family] education level of parents	14	11.67%
[VET school] curriculum quality	14	11.67%
[family] financial resources available to households/ Welfare resources availa...	13	10.83%
[VET school] quality of teaching	12	10.00%
[individual factors] correctly chosen profession (student like what he/she learns)	12	10.00%
[individual factors] motivation of the students	12	10.00%
[individual factors] personal effectiveness	8	6.67%
[family] educational resources available to the household	7	5.83%
[VET school] shortage of teachers	6	5.00%
[VET school] the image of the school	6	5.00%
[VET school] participation in the projects	4	3.33%
[individual factors] time devoted to the acquisition of a profession at school	3	2.50%
[family] the profession of parents is related to science / natural sciences	2	1.67%
[family] cultural resources available to the household	2	1.67%
[VET school] preparing for a career in science at school	2	1.67%
[VET school] amount of IT equipment, educational licenses for training in relat...	1	0.83%
[VET school] percentage of students –dropouts	1	0.83%
[individual factors] extra curricula activities concerning the chosen profession	1	0.83%

### 3. Conclusion

From the answers of teachers in the survey we may conclude:

- The majority of the teachers use interactive tools and believe that they increase the interest of the students;
- Teachers assign homework to the students when teaching in person, more often than when they use online platforms for teaching;
- The teachers use online platforms and encourage students to use the internet for research purposes;
- Teachers consider collaboration among students as very important and try to foster it;
- The majority of the teachers ask for feedback regarding their teaching methods and adapt their methods accordingly;