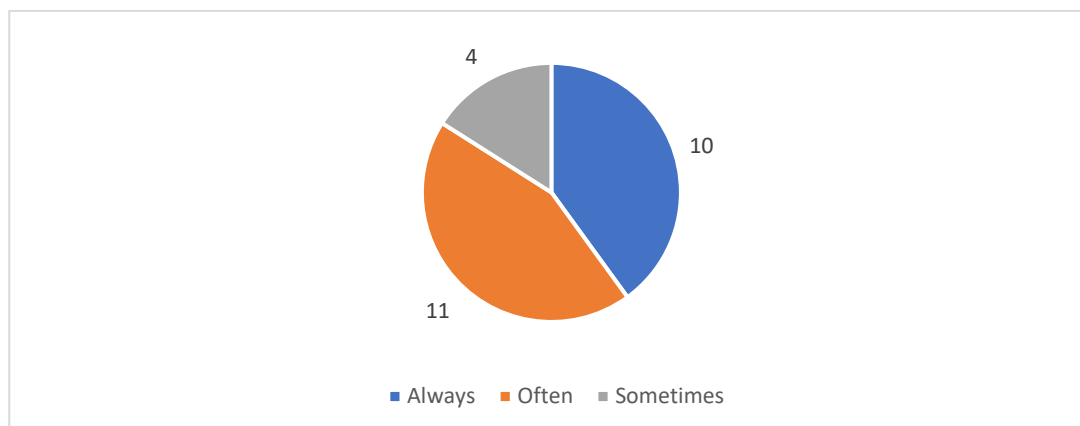


Report
Teachers' questionnaire
Vilnius Jeruzale Labour Marker Training Centre
2021-10-19
Vilnius

In total, 25 teachers participated in the survey. All of them filled in the online questionnaire.

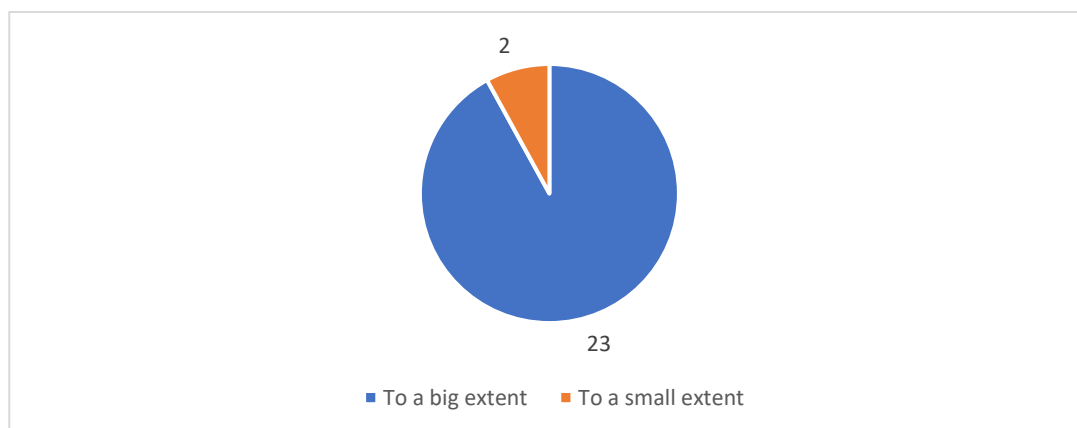
1. How often do you use interactive tools (images, videos, quizzes, graphics etc.), when you teach?

The answers Always and Often were chosen by the absolute majority of teachers (21), and only 4 of the teachers acknowledged that they use the interactive tools Sometimes.



2. In your experience, to what extent the use of interactive tools increases the interest of the students for the lesson.

23 teachers out of 25 use the interactive tools to a big extent, which is reflected in the diagram.



3. Do you think that some educational techniques (working in pairs/groups, case study, role play, questions/answers, discussion, presentation, research etc.), are more suitable for a specific teaching method?

3.1. Working in pairs/groups:

- 3.1.1 Face to face teaching: 14 Teachers answered that they use the working in pairs or groups method to a big extent, and only 4 Teachers don't use this method.
- 3.1.2 Distance learning: Only 4 Teachers use to a big extent the working in pairs or groups method, and 10 Teachers don't use this method at all.
- 3.1.3 Blended teaching: 8 Teachers use to a big extent the working in pairs or groups method, and 5 of them don't use this method at all.

3.2 Case study:

- 3.2.1 Face to face teaching: 14 Teachers answered that they use to a big extent case studies, and only 2 Teachers don't use this method.
- 3.2.2 Distance learning: 11 Teachers answered that they use to a big extent case studies, and only 4 Teachers don't use this method.
- 3.2.3 Blended teaching: 12 Teachers use case study analysis to a big extent, and 12 of the Teachers use it to a small extent.

3.3 Role play:

- 3.3.1 Face to face teaching: Only 3 Teachers use role playing in face to face teaching, and 15 Teachers use this method to a small extent.
- 3.3.2 Distance learning: Teachers mostly answered that they use role play method to a small extent or don't use it in distance learning.
- 3.3.3 Blended teaching: 12 Teachers use role play method to a big extent while analysing case studies, and 12 of the Teachers use it to a small extent.

3.4 Questions/ answers:

- 3.4.1 Face to face teaching: 19 Teachers use questions/answers method to a big extent, which is the majority of all respondents, and only 2 Teachers don't use this method
- 3.4.2 Distance learning: 14 Teachers questions/answers method to a big extent, 9 of them use this method to a small extent.
- 3.4.3 Blended teaching: Similar results in distance and in blended teaching - 13 Teachers questions/answers method to a big extent, 9 of them use this method to a small extent.

3.5 Discussion:

- 3.5.1 Face to face teaching: 17 Teachers use discussion method to a big extent, and 7 Teachers - to a small extent.
- 3.5.2 Distance learning: 11 Teachers use discussion method to a big extent, and 12 Teachers - to a small extent.
- 3.5.3 Blended teaching: 15 Teachers use discussion method to a big extent, and 9 Teachers - to a small extent.

3.6 Presentation:

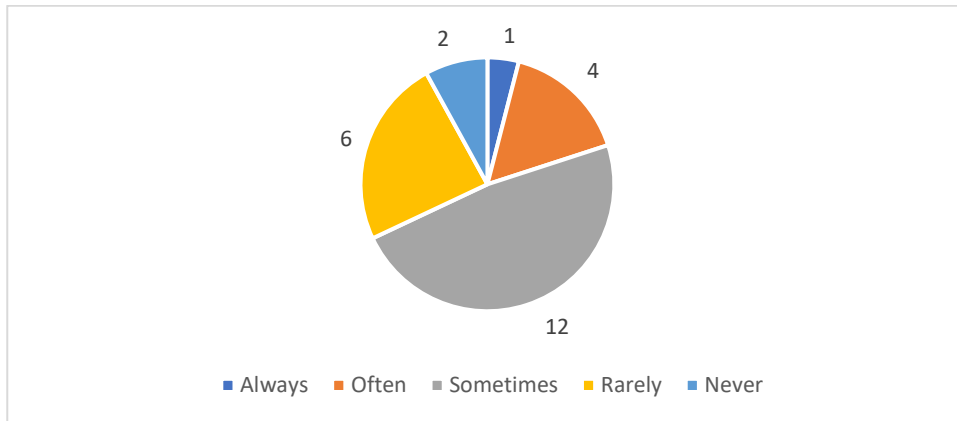
- 3.6.1 Face to face teaching: 14 of Teachers use presentation method to a small extent, and only 8 of them use it to a big extent.
- 3.6.2 Distance learning: 12 Teachers use presentation method to a small extent, and 9 of them use it to a big extent.
- 3.6.3 Blended teaching: The majority of Teachers, 16 of them, use presentation method to a small extent, and only 8 of them use it to a big extent.

3.7 Research:

- 3.7.1 Face to face teaching: 13 Teachers use research method to a small extent, and 9 of them use it to a big extent.
- 3.7.2 Distance learning: 11 Teachers use research method to a small extent, 9 of them use it to a big extent, and 5 of them don't use it at all.
- 3.7.3 Blended teaching: The majority of Teachers - 16 of them, use research method to a small extent.

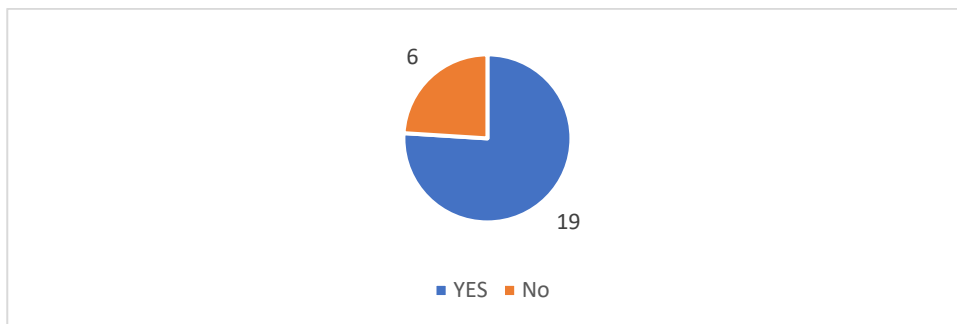
4. How often do you assign homework to your students when teaching in person?

Only 1 Teacher gives homework to students always and 4 of them - often; only 2 of them never assign homework to students. Some 18 Teachers give homework sometimes or rarely.



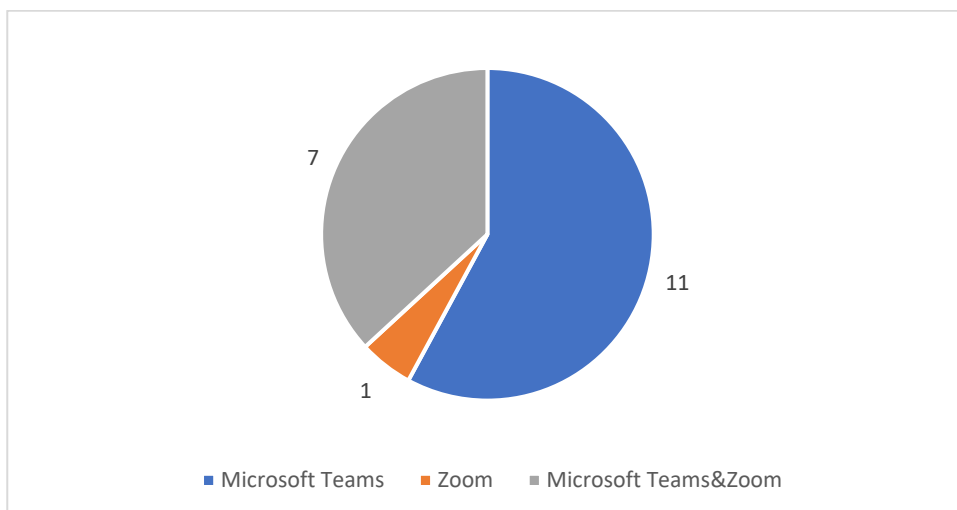
5. Have you ever conducted a lesson through the use of online platforms (e-learning)?

19 Teachers conducted teaching through online platform.



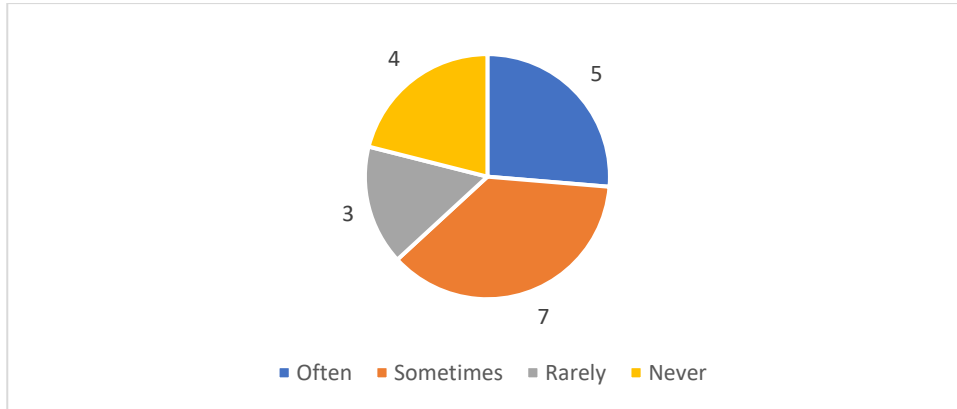
6. Which programs or platforms did you use?

They usually used Microsoft Teams platform



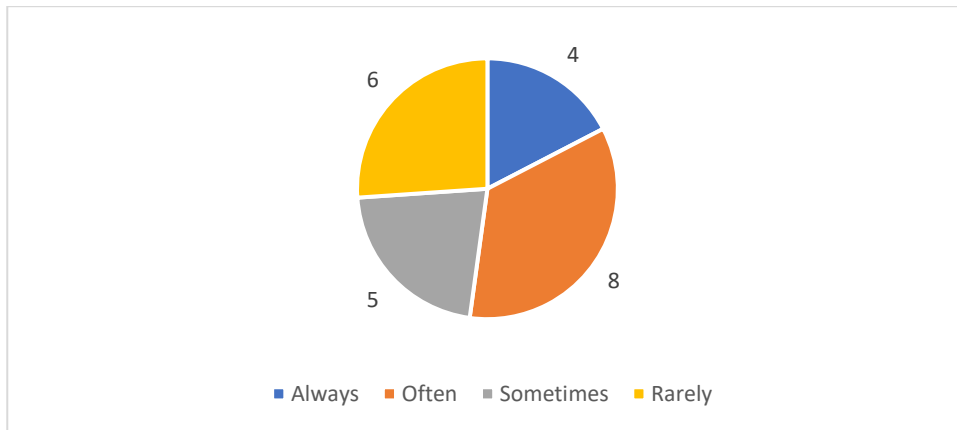
7. How often do you assign homework to your students while using online platforms?

10 Teachers assign homework sometimes or rarely, and 5 Teachers - often



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

8 Teachers suggest the use of internet often, 4 of them - always, and 13 - sometimes or rarely

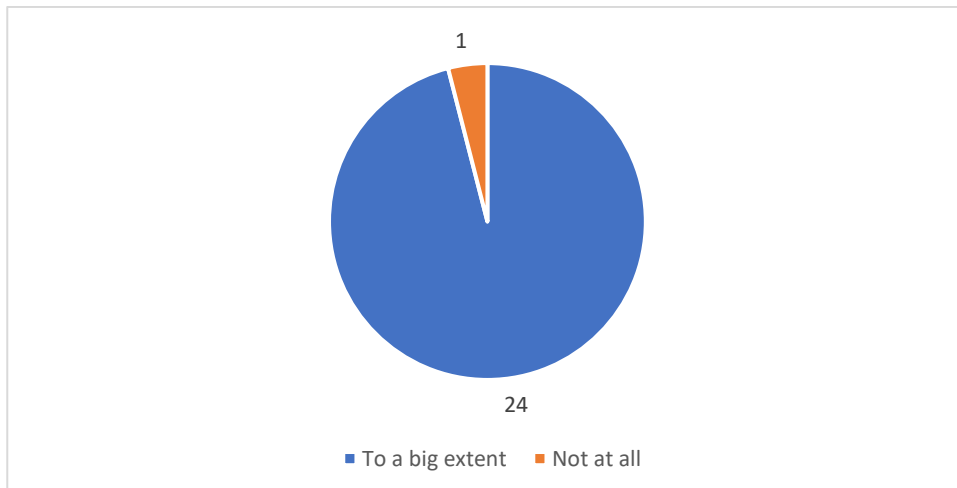


9. Do you use practical examples in your lessons?

100 percent of Teachers use practical examples while teaching

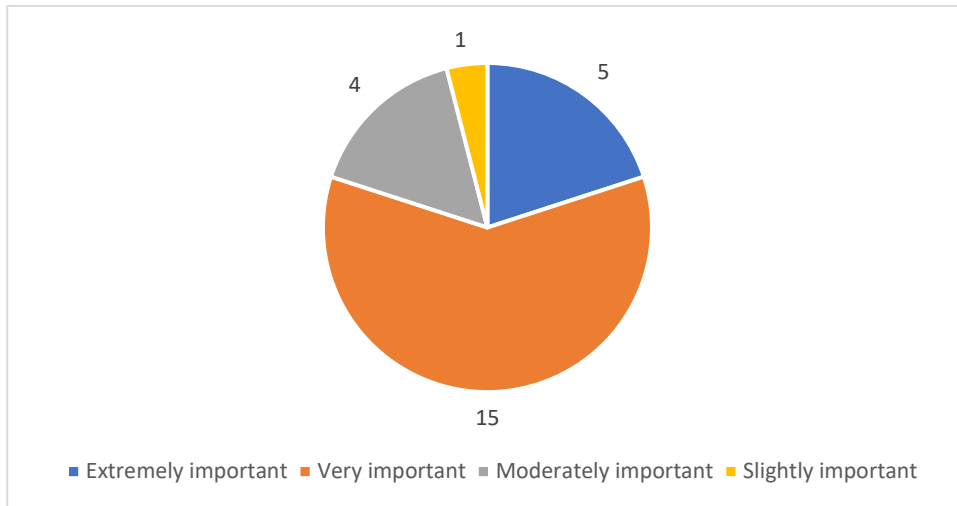
10. To what extent do you think that they actually help students understand better a subject?

24 out of 25 Teachers answered that practical examples help the learning to a big extent



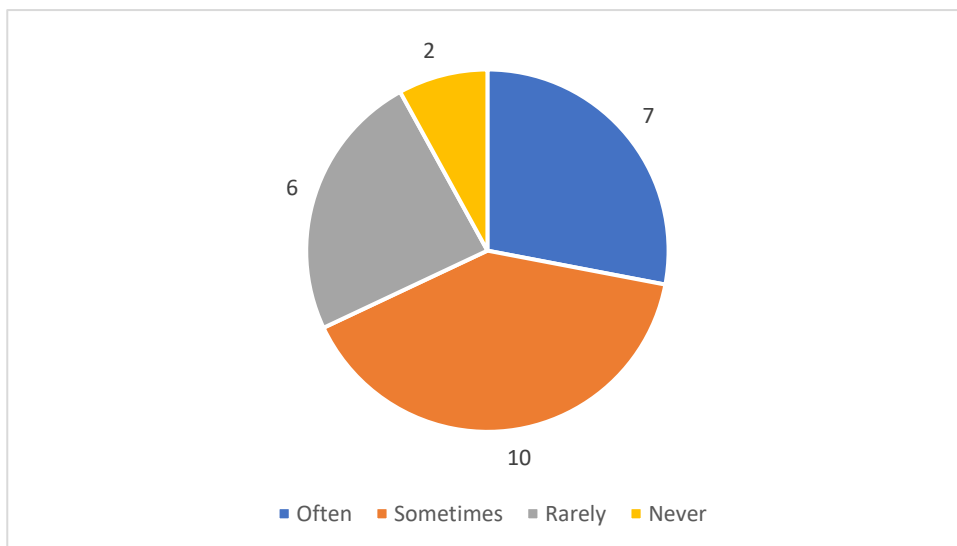
11. How important do you consider the collaboration between the students during the learning/teaching process?

20 Teachers out of 25 think that the collaboration of students is extremely or very important.



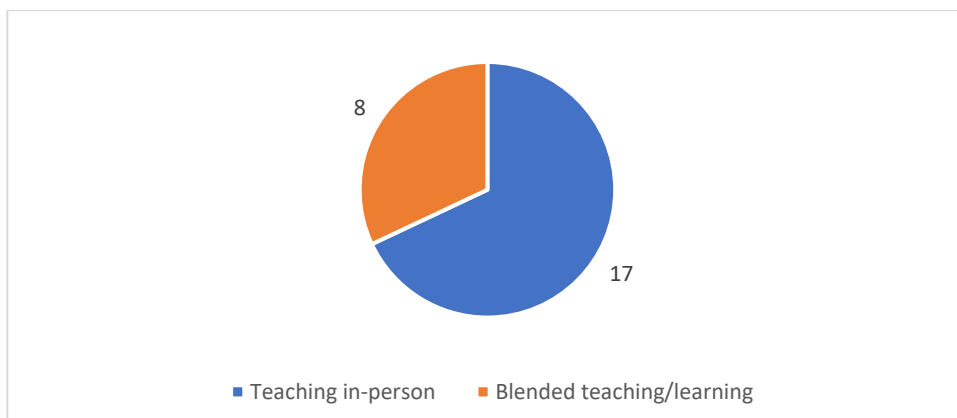
12. Do you assign to your students projects, where teamwork is involved, to develop their collaborative skills?

16 Teachers assign teamwork sometimes or rarely



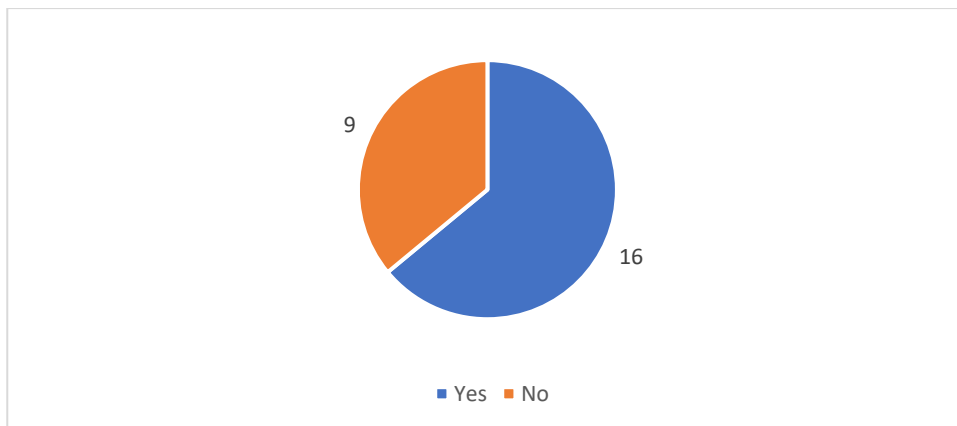
13. Which teaching method (blended, asynchronous distance learning, synchronous distance learning, teaching in-person) do you think that encourages the most students to participate more actively?

17 Teachers think that students are most active during teaching in person



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

16 Teachers asked for feedback from students, and 9 of them - do not.

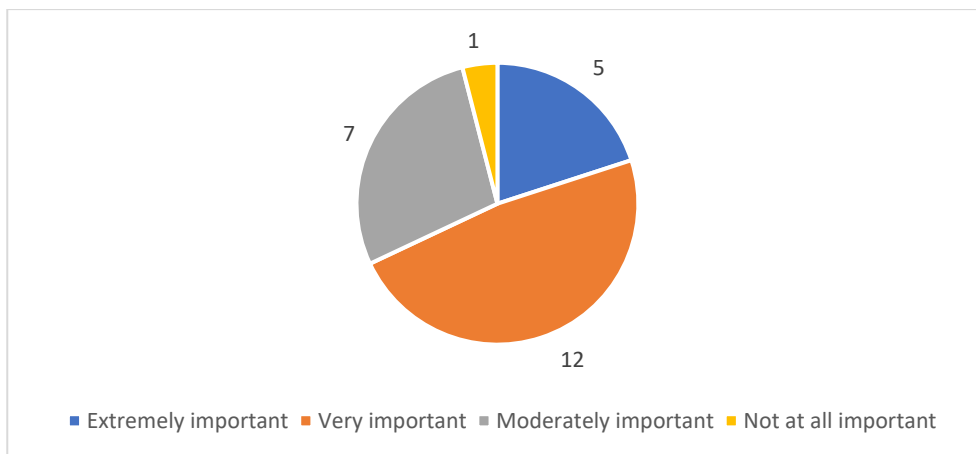


15. Do you adapt your teaching methods accordingly?

This question was answered by 16 Teachers, and they 100 per cent agree that the feedback makes and impact on the adaptation of their teaching

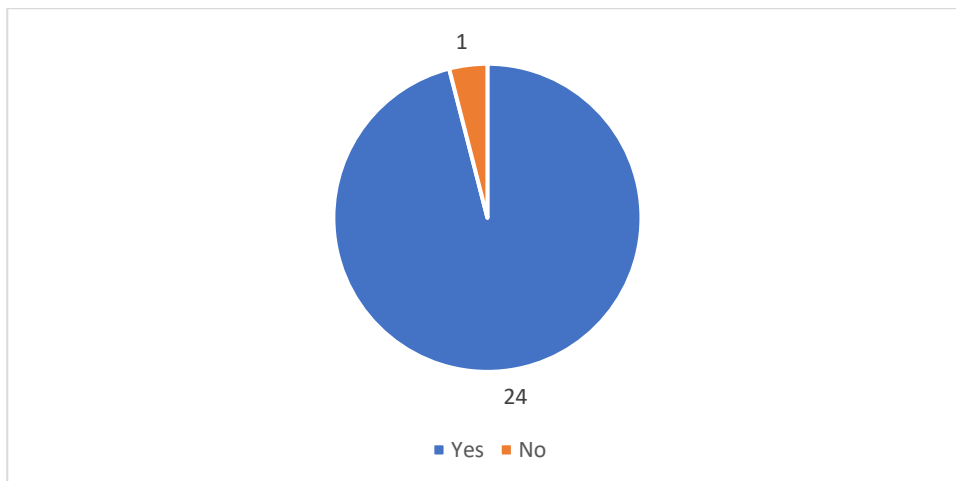
16. How important do you consider the personal contact between teachers and students during the learning/teaching process?

17 Teachers think that the personal contact is extremely or very important, and only 1 Teacher thinks that it is not important at all.



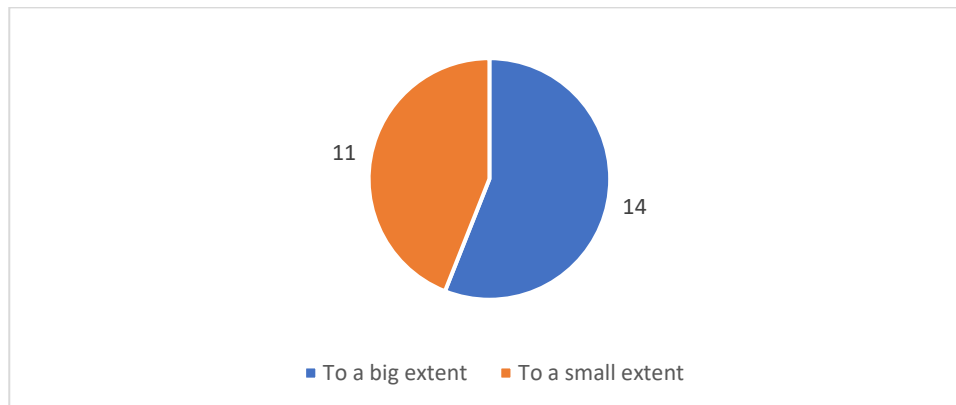
17. Do you think that it is possible to combine teaching/learning in person with distance teaching/learning?

24 Teachers agree that it is possible to combine teaching/learning in person with distance teaching/learning



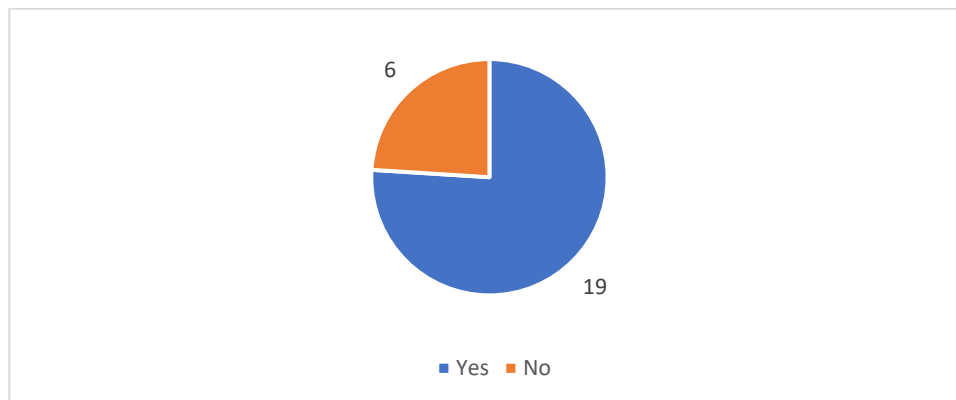
18. To what extent do you know how to blend (merge) together the individual ingredients of blended teaching (face to face teaching, online teaching, the use of various interactive tools in the class, independent study, simulations, assessment and feedback, one on one coaching) to make the blended lesson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

14 Teachers answered "to a big extent", and 11 of them "to a small extent".



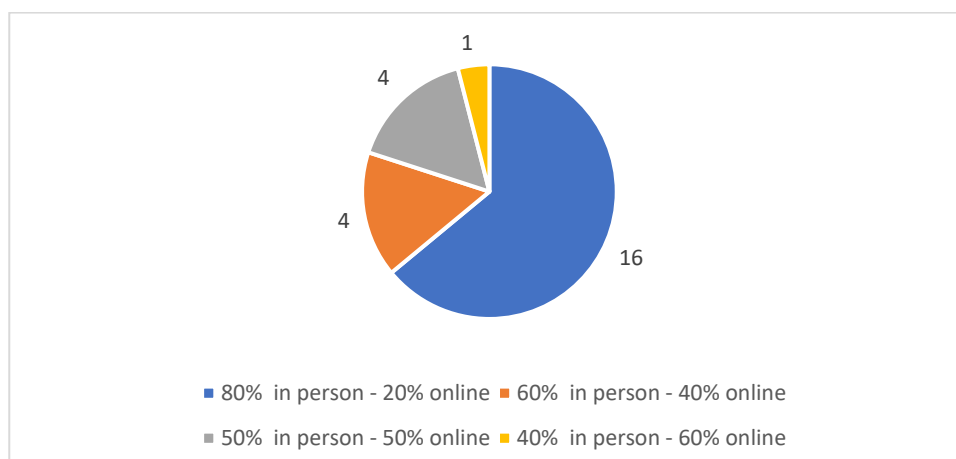
19. Do you need training on how to make lessons based on blended teaching?

19 Teachers agree that they would benefit from training



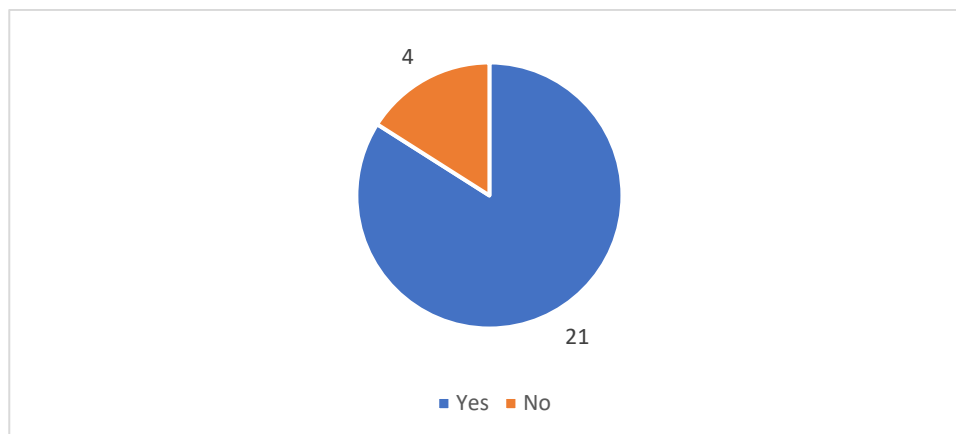
20. If you had to design a blended teaching/learning course, what per cent would it be in person, and what per cent would it be online – distance?

16 Teachers think that the proportion 80% in person - 20% online is the best. Another 4 Teachers think that 60% in person - 40% online is also a good blend.



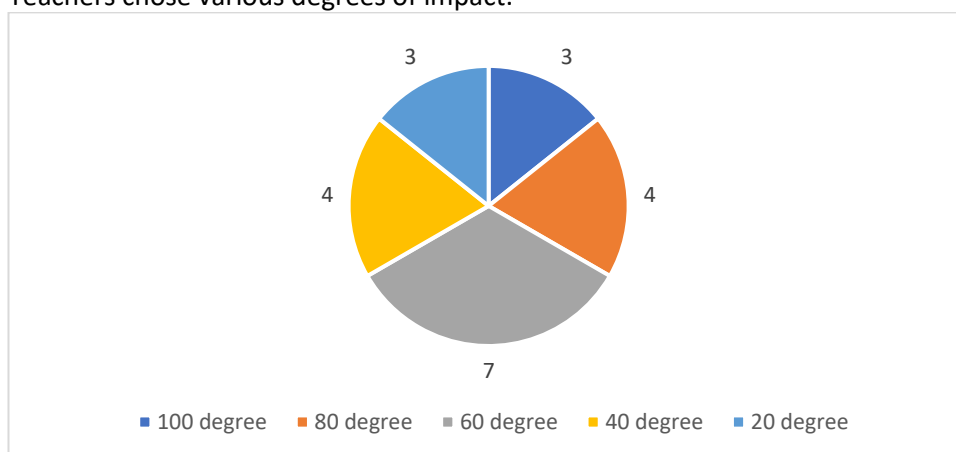
21. In your opinion, being able to attend a course at his/her own time and convenience (time, place, path, pace), improves a students' performance and efficiency?

21 Teachers agree with the statement.



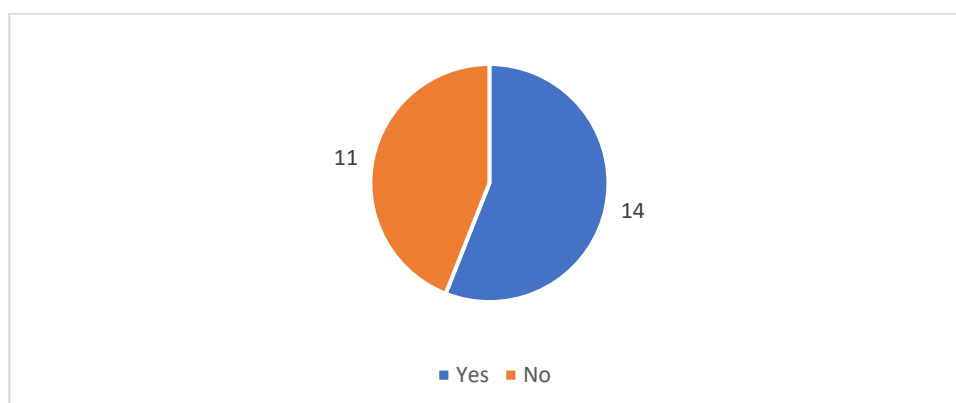
21.1. To what degree?

Teachers chose various degrees of impact.



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

14 Teachers think that distance learning reduce the role of the Teachers but 11 Teachers not agree with this.



23. What factors do affect quality of educational process? (please, tick the most important 5 factors)

In this question, teachers were asked to choose answers from 3 main factor groups, which are:

- Family
- VET school
- Individual

All 25 teachers chose at least one answer from the individual factors' group. 3 main chosen factors in this group were:

- correctly chosen profession
- motivation of the students
- extra curricula activities concerning the chosen profession.

23 teachers chose at least one answer from the VET school factors' group. 3 main ones can be distinguished:

- quality of teaching
- curriculum quality
- preparing for a career in science at school.

Only 15 respondents mentioned at least one answer from the Family factors' group. 3 main of them are: -

- education level of parents
- financial resources available to households
- educational resources available to the household.