

REMOTE EDUCATION COMPETENCE MODEL



Projekt realizowany przy wsparciu
programu Unii Europejskiej Erasmus+

ITALIAN PERSPECTIVE



ABOUT PROJECT

KEY INFORMATION

The aim of the project is to prepare a complex and free tool for self-examination of distance learning competences.

In addition, the platform will offer a number of tools and games to be used both in working with students and to improve their own skills. It will also serve the staff and management of educational institutions as a tool for examining the potential and creating school development plans, necessary for the implementation of projects under the Erasmus + program.

PARTNERS



Leading Partner: Innowatorium Foundation (Poland), <https://www.innowatorium.org>.

Regional Partners:

- ANTHROPOLIS Antropológiai Közhasznú Egyesület (Hungary), <https://anthropolis.hu/>
- Cultura e Dintorni (Italy), <https://www.culturaedintorni.org/>

cultura
e dintorni



INNOWATORIUM
FUNDACJA WSPIERANIA EDUKACJI I ROZWOJU

anthro p o l i s

RESEARCH TEAM

Leaders: Anna Pietraszko, Anna Szczeblewska (Poland), Observatorium Foundation, <https://www.obserwatorium.org.pl>

Regional Partners:

- David Ban, Bruno Pizzini (Hungary), ANTHROPOLIS
- Barbara Bielań, Martino Santoro (Italy), Cultura e Dintorni

ABOUT RESEARCH

KEY INFORMATION

The main goal of the research was to systematize and deepen our understanding of the level of teachers' competences and their knowledge of remote education.

The subject of study has been divided on four areas:

- **TECHNOLOGICAL EFFICIENCY**
- **METHODS AND TECHNIQUES**
- **SOFT SKILLS**
- **MANAGEMENT**

TECHNOLOGICAL EFFICIENCY

Technological efficiency (ability to use tools, security and privacy of ICT solutions, copyright laws, how to search for materials).

METHODS AND TECHNIQUES

Methods and techniques for remote work with students (managing a group of students in the educational process, remote assessment, keeping students engaged and active, flip learning).

SOFT SKILLS

Soft skills in remote work (how to appear in public on the Internet, how to deal with stress, how to care for relationships with students and parents in online communication).

MANAGEMENT

Remote education process management (building and implementing a remote learning strategy for a school, managing an educational facility, implementing technological change in School)

STUDY AERAS

ABOUT RESEARCH

KEY INFORMATION

The main research tool was a **survey** for teachers and/or school principals. It consisted of 6 areas which were based on 4 study areas.

The additional tools were **workshops** with teachers (3 per country). Their goals were to adjust draft version of the questionnaire (1st workshop) and to deepen the results of the survey (2nd and 3^d workshop).

SURVEY STRUCTURE

6 AREAS

- I. WORKPLACE INFORMATION – SCHOOL/ SCHOOLS
- II. TRANSITION INTO A NEW REALITY
- III. CONDITIONING
- IV. ORGANIZATION OF THE TEACHING PROCESS
- V. STUDENTS' PERSPECTIVE
- VI. CONCLUSIONS

SECTION FOR SCHOOL PRINCIPALS

METRICS



ABOUT RESEARCH

KEY INFORMATION

The number of questions depended on whether a respondent were:

- a teacher,
- a teacher and at the same time a school director or
- a school director who is not active as a teacher.

SURVEY QUESTIONS

1. TEACHER: FILLING TIME – 15-30 MIN.

- obligatory questions: 51-65 (with 1-3 open questions)
- optional open questions: 10-13
- + metrics

2. TEACHER AND DIRECTOR: FILLING TIME – 20-40 MIN.

- obligatory questions: 63-77 (with 2-4 open aquestions)
- optional open questions: 13-16
- + metrics

3. DIRECTOR: FILLING TIME – 10-15 MIN.

- obligatory questions: 19-22 (with 1 open question)
- optional open questions: 3
- + metrics



SURVEY RESULTS

KEY INFORMATION

Collecting data:

May 21 – July 11, 2021

Data analysis and report:

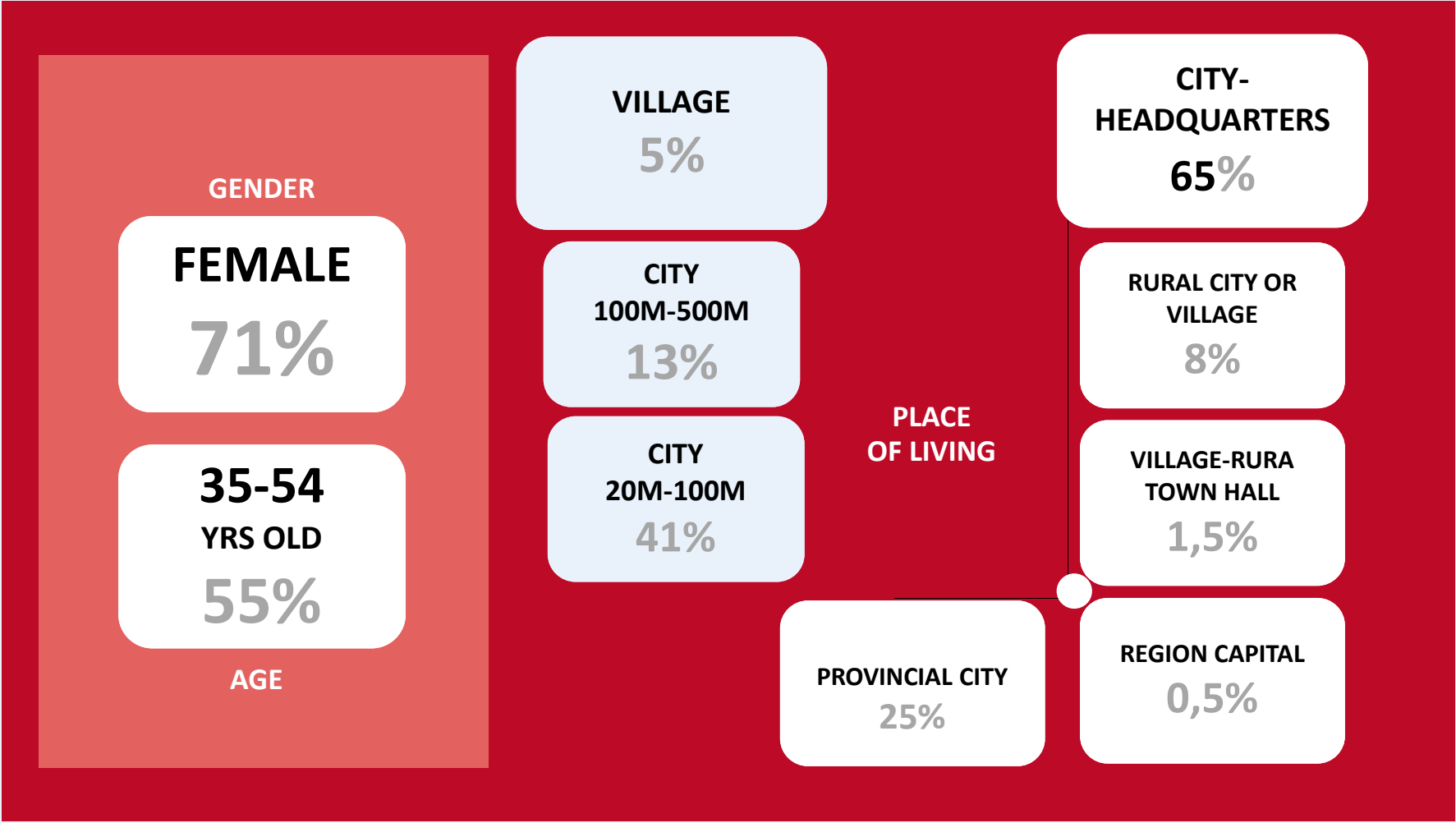
July 11 – July 20, 2021

202 ANSWERS



METRICS

KEY FIGURES



METRICS

KEY FIGURES

PERSONAL SITUATION

NO CHILDREN
81,7%

MATERIAL SITUATION

RATHER GOOD
37,1%

**LIVABLE,
MEDIUM**
31,2%

**EMPLOYMENT
CONTRACT**

3%

**AVG No OF YEARS
OF EXPERIENCE**

20

DIRECTOR
10%

**NON-DIRECTOR
(TEACHER)**

90%

TEACHERS
=90%

PROFESSIONAL SITUATION



Chart M.1.. Gender

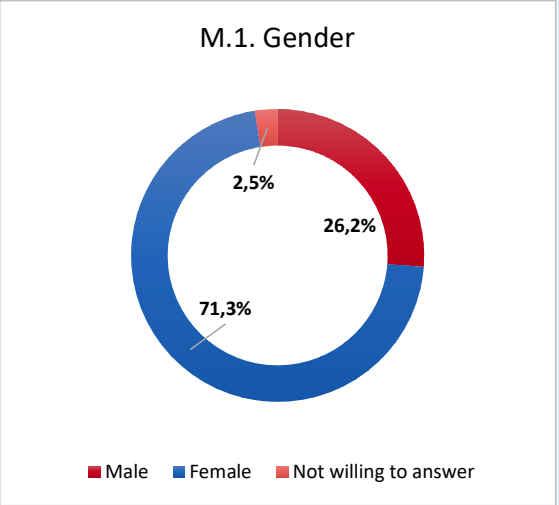


Chart M.2. Age

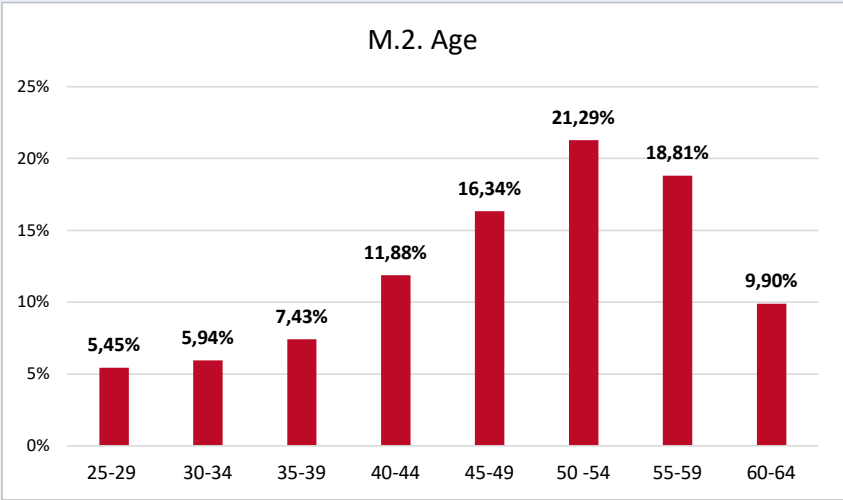


Chart M.3. Age

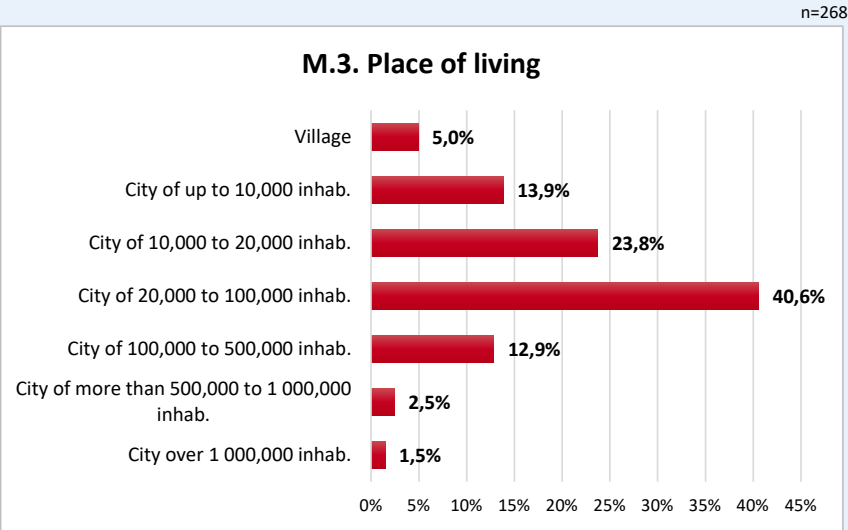
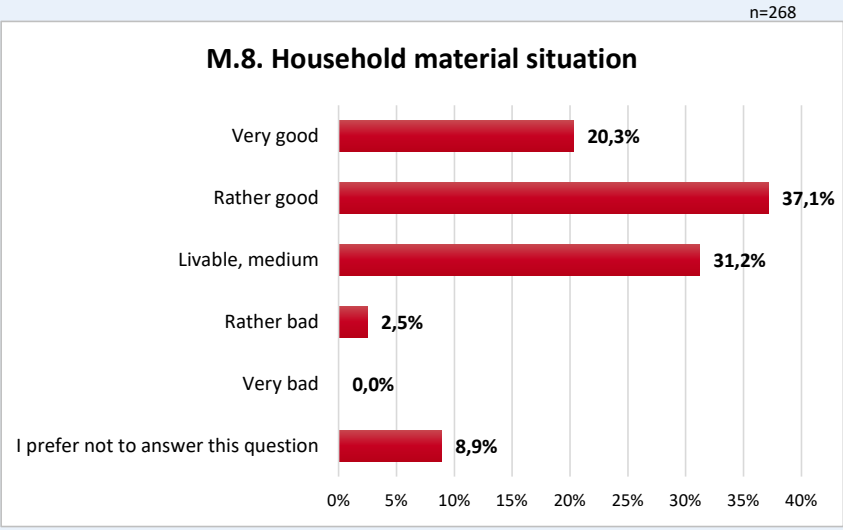


Chart M.8. Household material situation



I. WORKPLACE INFORMATION

KEY FIGURES

LOCATION OF THE SCHOOL

PROVINCIAL CITY
26,7%

CITY
HEADQUARTERS
59,9%

RURAL CITY OR
VILLAGE
10,9%

VILLAGE-SEAT OF
THE RURAL
COMMUNE
2%

VILLAGE
5,4%

CITY
100M-500M
13,9%

CITY
20M-100M
44,1%

OTHER
4%

PUBLIC
PRIMARY SCHOOL
22,3%

PUBLIC
SECONDARY SCHOOL
24,8%

TECHNICAL
COLLEGE
19,8%

HIGH
SCHOOL
45%

TYPE OF SCHOOL



I. WORKPLACE INFORMATION

KEY FIGURES

HUMANITIES

59,4%

SUBJECTS

**NATURAL
SCIENCES**

20,8%

**MATHEMATICAL
SCIENCES**

23,8%

**AVG No
OF SUBJECTS
PER TEACHER**

1,4

**AVG No
OF STUDENTS
PER TEACHER**

**MEDIAN No
OF STUDENTS
PER TEACHER**

**AVG No
OF CLASSES
PER TEACHER**

**MEDIAN No
OF CLASSES
PER TEACHER**

**AVG No
OF WORKPLACES
PER TEACHER**

**MEDIAN No
OF WORKPLACES
PER TEACHER**



I. WORKPLACE INFORMATION

RESULTS

Chart I.1. Workplace – the city/village where the school/schools is/are located

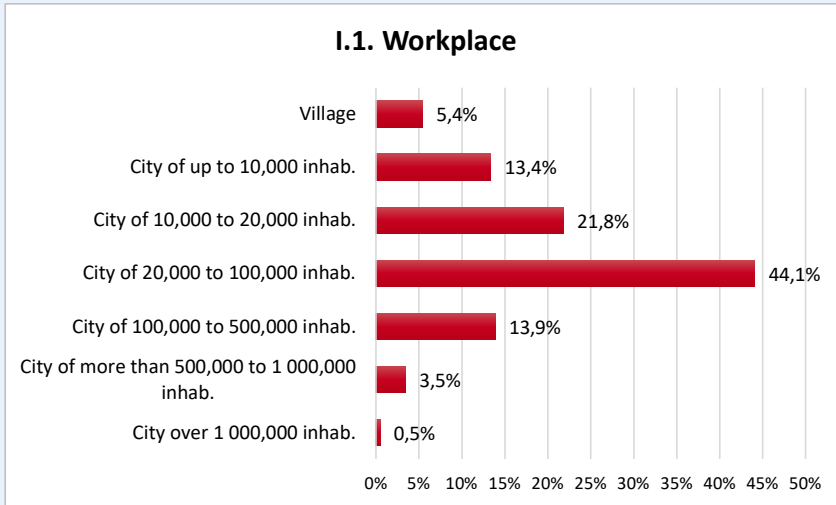


Chart I.2. Administrative status of the city/village where the school/schools is/are located

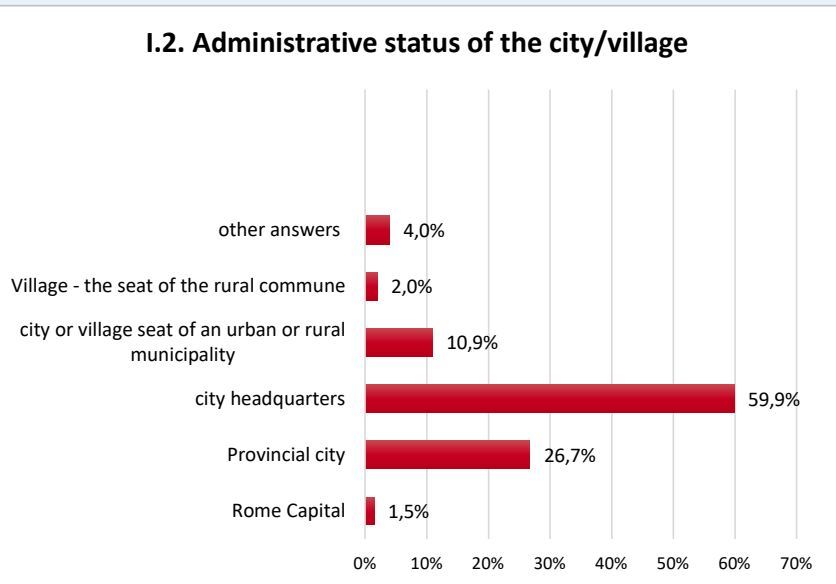
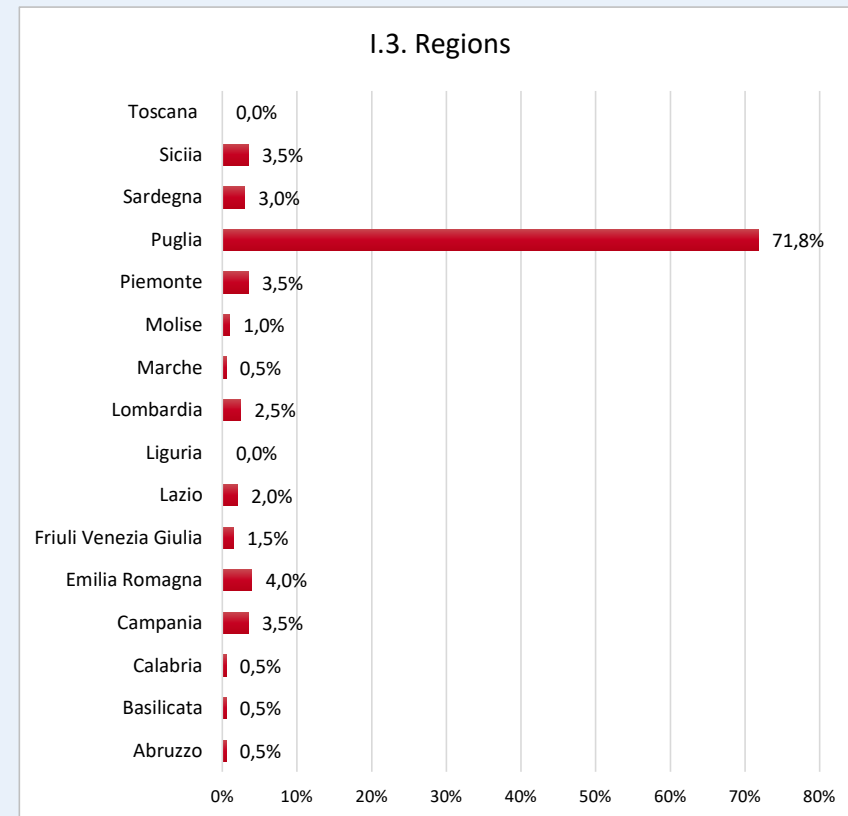


Chart I.3. Voivodeship where the school/schools is/are located



I. WORKPLACE INFORMATION

RESULTS

Chart I.4. Type of school

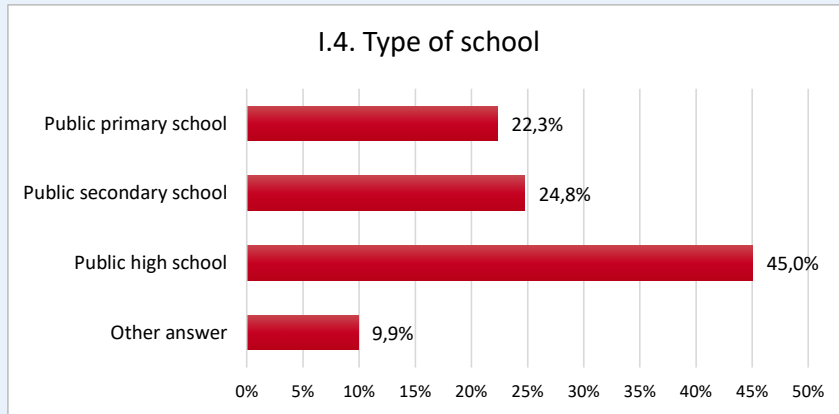


Chart I.6. Pandemic work system

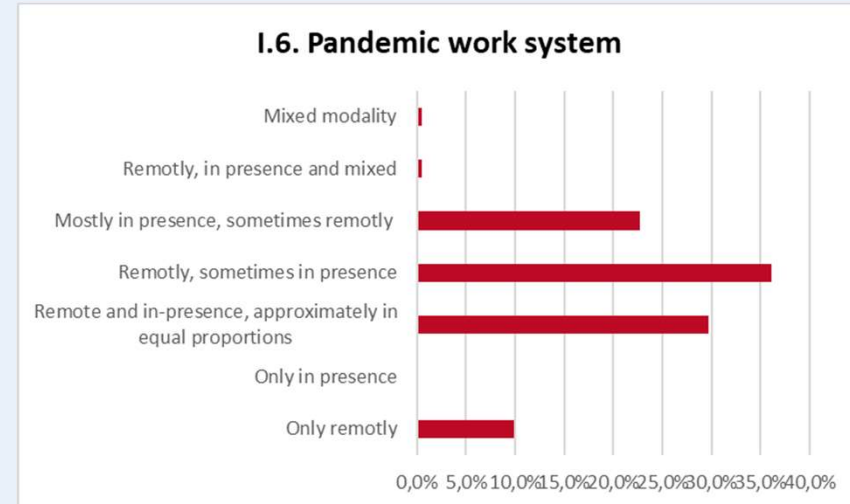


Chart I.5. Type of secondary school (If you do not work in a secondary school, select: "not applicable").

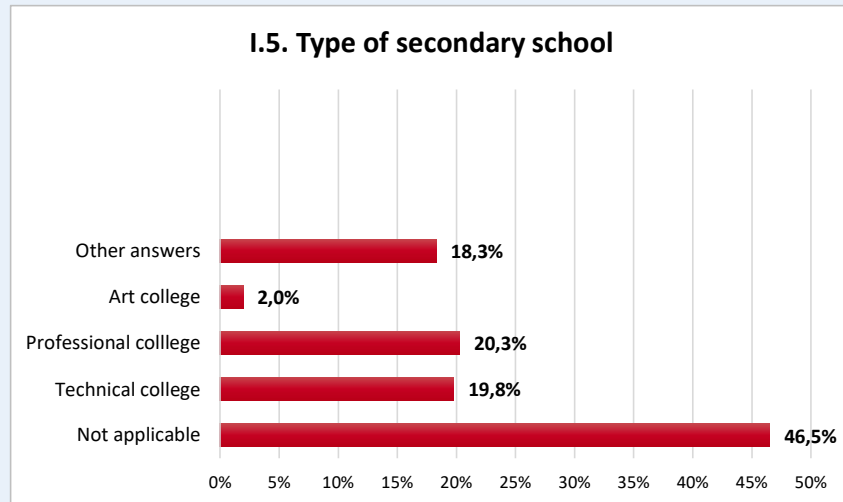
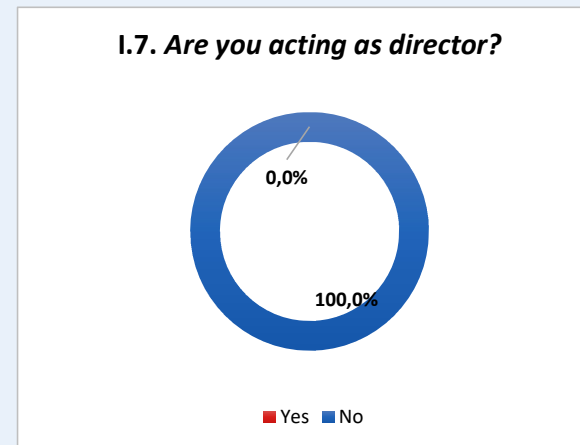


Chart I.7. Acting as school director



I. WORKPLACE INFORMATION

RESULTS

Table I.8. Subjects

I.8. What subject(s) do you teach?	n=202
Humanities: Italian language, Foreign language, History, Knowledge about culture, Journalism	59,4%
Natural sciences: Nature, Geography, Biology, Chemistry, Physics	20,8%
Mathematical sciences: Mathematics, Informatics et al.	23,8%
Early school education, pre-school education	5,0%
Technique, vocational subjects	4,0%
Physical education	6,4%
Artistic subjects: Music, Art, etc.	7,9%
Religion, Ethics, Education for family life	1,0%
Common room, Boarding school, Library, Pedagogical support, Speech therapy	5,9%
other answers	12,9%

Table I.9. Grades

I.9. What grades do you teach? (2020/21)?	n=202
primary school	9,4%
1st grade of primary school	9,9%
2nd grade of primary school	10,4%
3th grade of primary school	9,9%
4th grade of primary school	7,4%
5th grade of primary school	9,9%
secondary school	8,9%
1st grade of secondary school	14,9%
2nd grade of secondary school	14,4%
3rd grade of secondary school	12,4%
high school	11,9%
1st grade of high school	25,2%
2nd grade of high school	27,2%
3rd grade of high school	30,2%
4th grade of high school	20,8%
5th grade of high school	18,8%
Other answer	9,9%

Table I.10. Age of students

I.10. Age of your students (current school year 2020/21)?	n=202
6 years old	9,9%
7 years old	9,4%
8 years old	12,4%
9 years old	8,9%
10 years old	12,4%
11 years old	19,8%
12 years old	17,8%
13 years old	19,3%
14 years old	29,2%
15 years old	30,7%
16 years old	40,6%
17 years old	33,2%
18 years old	27,2%
19 years old	21,8%
Other answer	8,4%



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

KEY FINDINGS

EXPERIENCE AND FIRST TEACHING ACTIVITIES

87% of the Italian teachers respondents **had not have experience** in remote education when the pandemic started.

17,8% of the Italian teachers respondents believe that **they were not well prepared for remote education** at the time (rather 9,4%, definitely 8,4%).

49,5% of the Italian teachers respondents had their first interactions with students in remote mode (right after the outbreak of the pandemic) in the form of **sending teaching materials, assigning work to students etc. via e-mail**. **63,4%** of them have been already **conducting online classes** (using an online tool).

EMOTIONS, FEARS, PROBLEMS

The main emotions that accompanied the Italian teachers respondents at the beginning of the remote education were **curiosity, fear** and **sadness, but also confusion**. The majority had not experienced joy and indifference.

45% of Italian teachers respondents were then afraid – rather or definitely – that it would be impossible to conduct remote education in **an effective way**. **48%** were afraid – rather or definitely – that their **relationship with the students** would deteriorate.

The main problems for the Italian teachers respondents were that **they did not have direct contact with students** (rather 26%, definitely 52%) and also the information chaos (rather 27%, definitely 29%) .

SUPPORT

The main sources of help (comforting, self-help, tips, advice, etc.) for the Italian teachers respondents were **colleagues from work (65%)**, school management (34%) and online teachers group (31%).

60,4% of the Polish teachers respondents believe that they received **an adequate support** right after the outbreak of the pandemic from their school management (rather 29,2%, definitely 31,2%).



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.1. Experience in remote education at the beginning of the pandemic (*Have you been educating remotely /online/ before the pandemic?*)

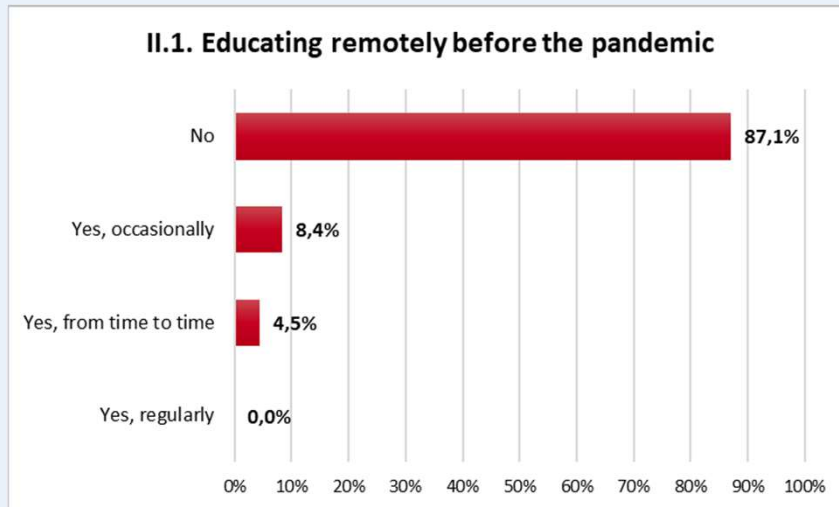
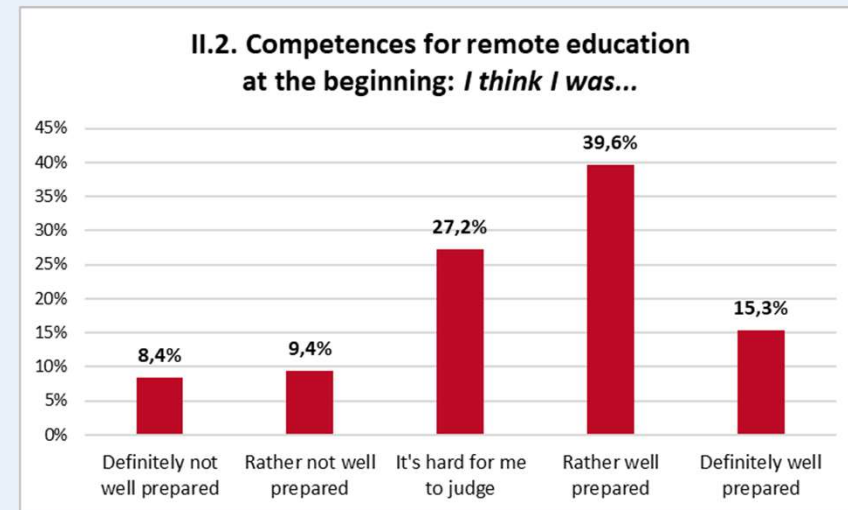


Chart II.2. Competences for remote education at the beginning of the pandemic.



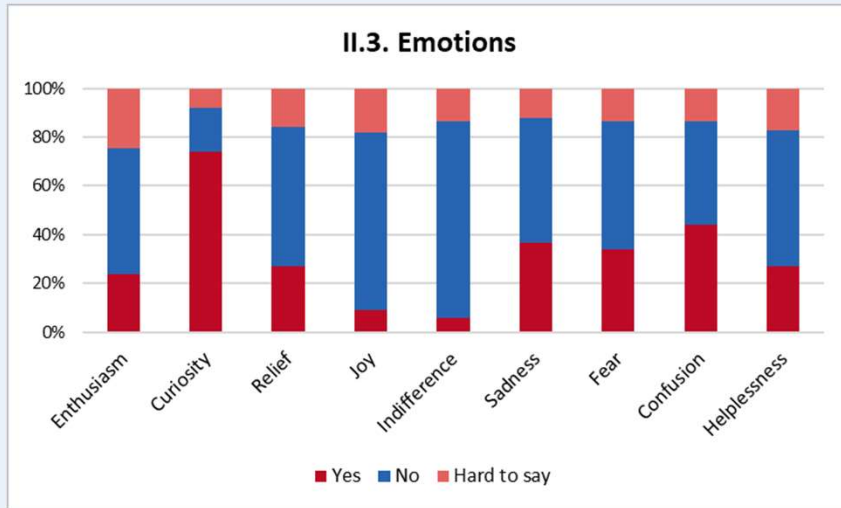
Definitely not well prepared: 1; Rather not well prepared: 2; It's hard for me to judge: 3; Rather well prepared: 4; Definitely well prepared: 5



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.3. Emotions of the teachers at the beginning of the remote education (When you found out that you would have to teach remotely due to the pandemic, did you experience the following emotions?)



Word cloud II.4. Other emotions (free speech)



II.10. First teaching activities

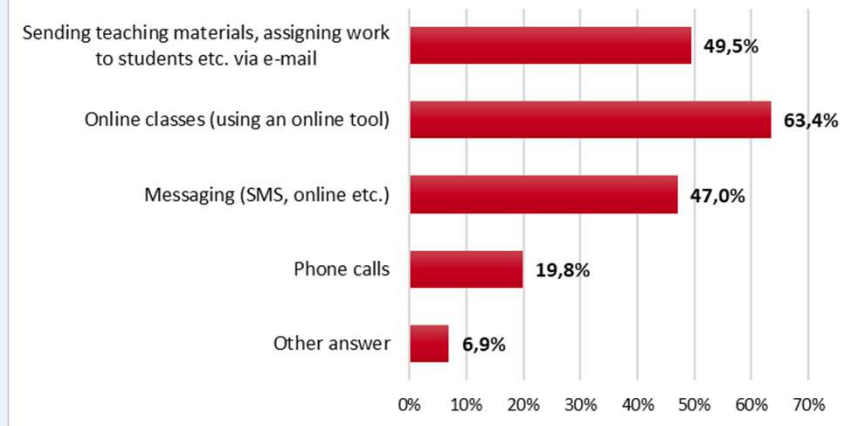


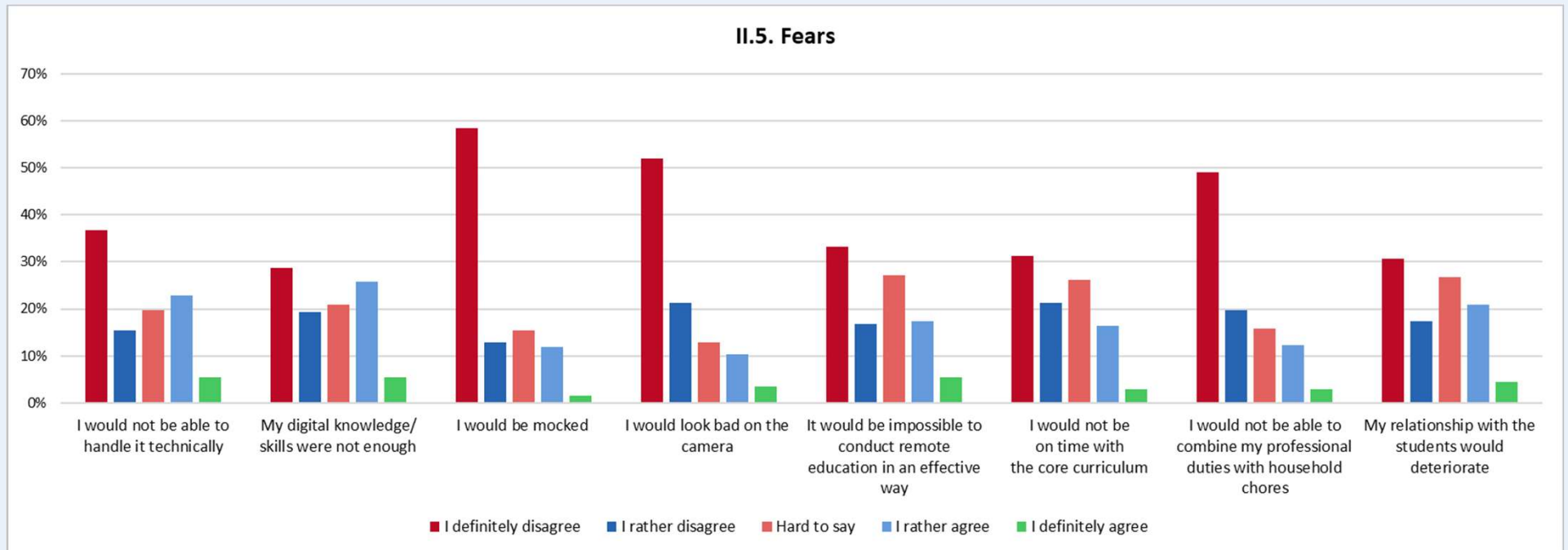
Chart II.10. First teaching activities (What were your first interactions with students in remote mode /right after the outbreak of the pandemic/?)



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

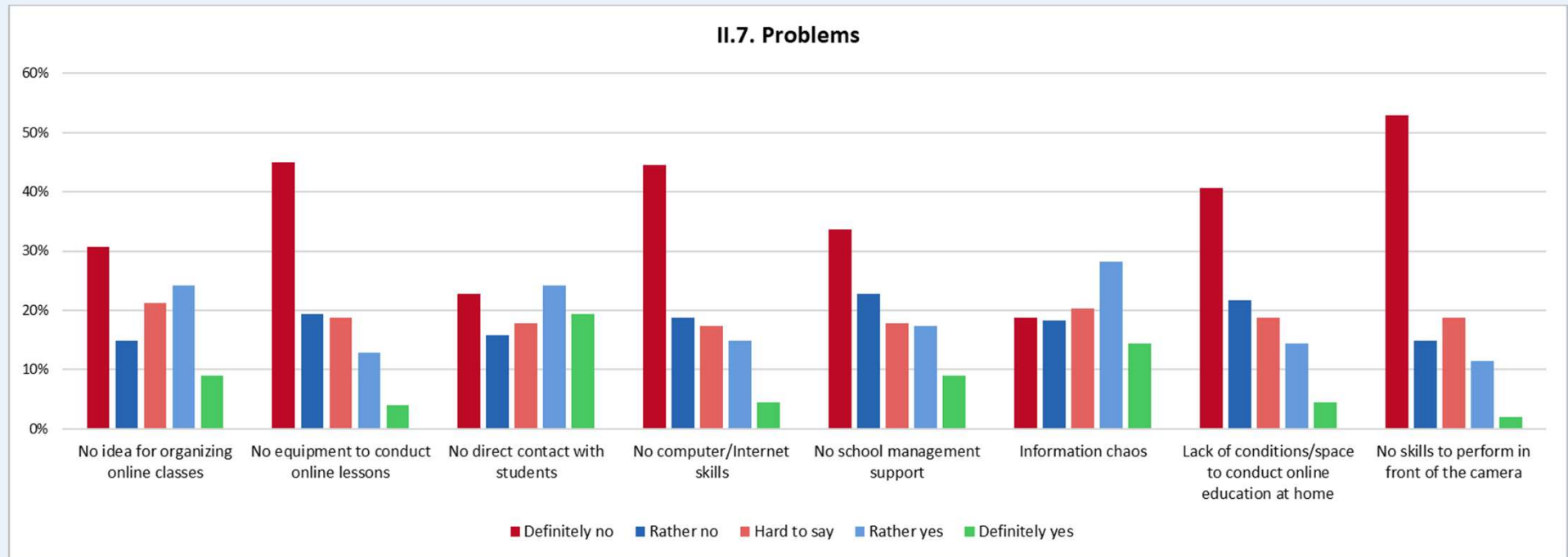
Chart II.5. Fears of the teachers at the beginning of the remote education (At the start of remote education I was afraid that...)



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.7. Problems of the teachers at the beginning of the remote education (*Did you experience the following problems at the beginning of the remote education?*)



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.8. Support (Who helped you, supported you /for example: comforting, self-help, tips, advice, etc.?)

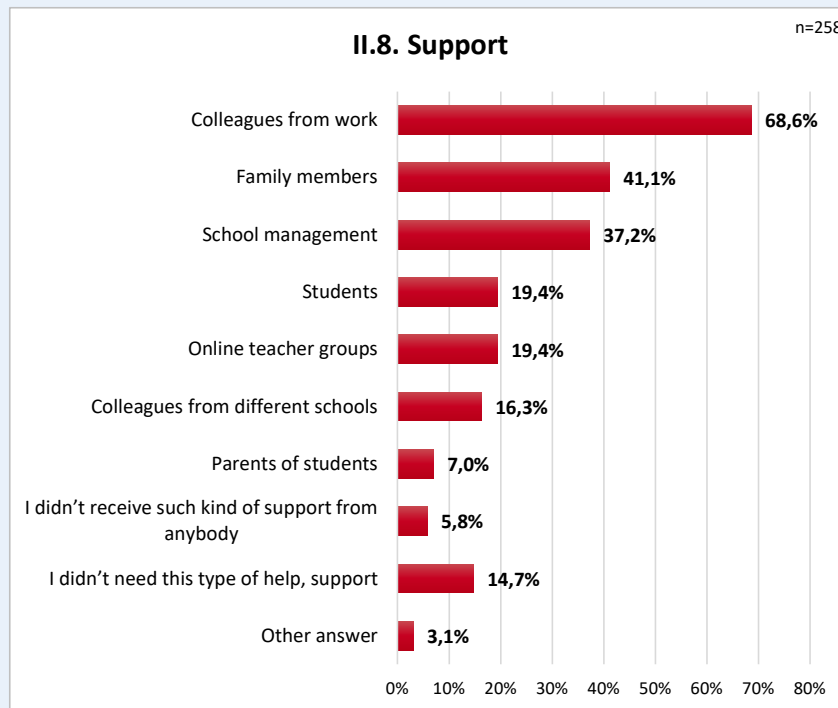
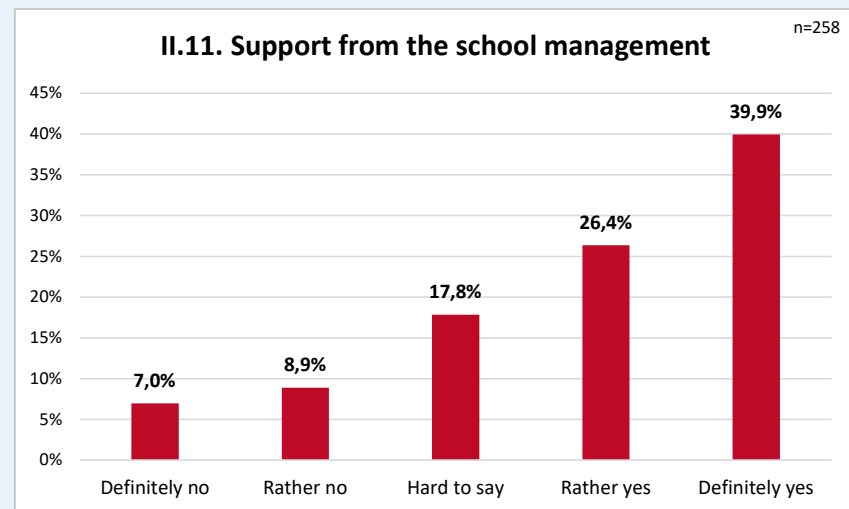


Chart II.11. Support from the school management (In your opinion, did you receive an adequate support right after the outbreak of the pandemic from your school management?)



III REMOTE EDUCATION – CONDITIONING

KEY FINDINGS

DEVICES AND ACCESSORIES

27% of the Italian teachers respondents were provided by the school with **laptop**; **15%** – **printer**; **30%** – **other computer accessories** (e.g. mouse, computer keyboard, stylus, adapters, cables); **28%** – paid software (subscriptions, licenses, etc.); **23%** – speakers; **10%** – scanner; **28%** – webcam. **60%** of the Italian teachers respondents **invested their own financial resources** to purchase the necessary equipment, accessories for remote education. **29%** of the Italian teachers respondents received material support **from the Ministry**.

87% of the Italian teachers respondents have been using their **private equipment** and accessories that they had already at home.

PLACE OF TEACHING AND INTERNET CONNECTION

38% of the Italian teachers respondents have been conducting remote education **mainly from home, sometimes from school**; **21%** – only from home.

The 44% of the Italian teachers respondents declared that **the internet connection available at the school** was **good** (34%) or **very good** (10%). **12%** have not been using the internet connection available at the school.

80% of the Italian teachers respondents declared that **the internet connection at their homes** (or other place different than school where they worked remotely from) was **good** (46%) or **very good** (34%). Only **3,5%** have not been using the internet connection at home in order to conduct remote education.

37% of the Italian teachers respondents were **forced to buy access to the Internet or upgrade an internet connection at their homes** (or other places different than school where they worked remotely from).



III REMOTE EDUCATION – CONDITIONING

KEY FINDINGS

WORKSHOPS

66% of the Italian teachers respondents participated in some **trainings/workshops** related to remote education.

42% of them have been looking for information about the trainings/workshops (related to remote education) they attended on their own (e.g. on the Internet); 52,5% participated in the optional trainings/workshops proposed by the school management; 41% followed recommendations from other teachers (including online groups, forums etc.).

The average total **number of training/workshops** was 9,89 per respondent; median number – 2,5.

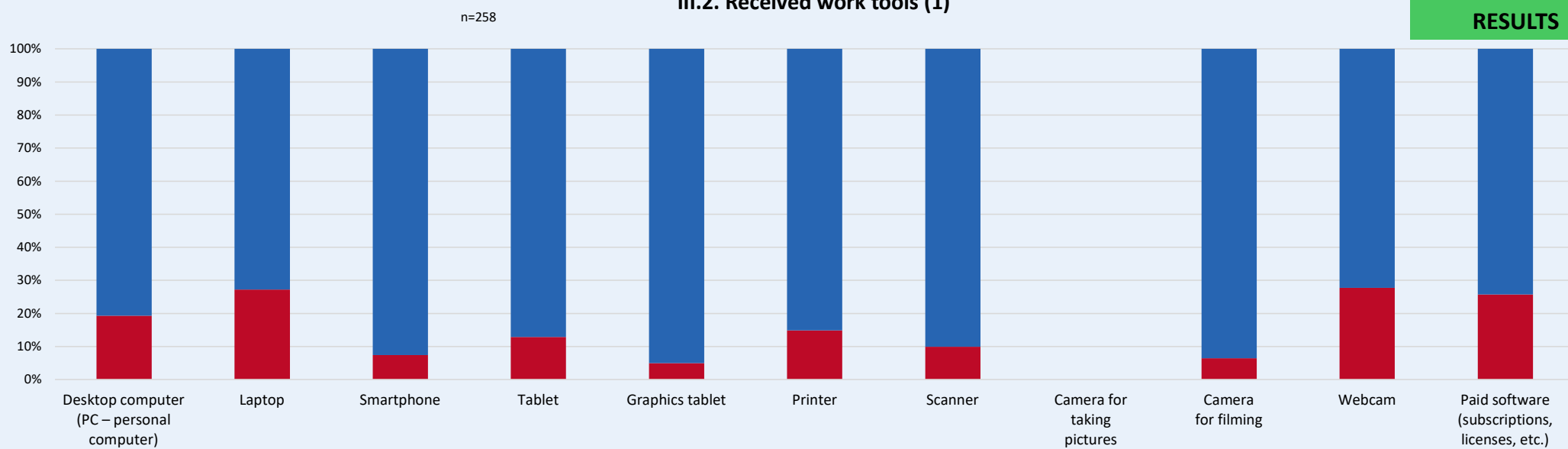
The average total **number of hours of training/workshops** was 60,98 per respondent; median number – 8.

For the Italian teachers respondents the most useful workshops/trainings were workshop about how to use Google meet or online tools.



III REMOTE EDUCATION – CONDITIONING

III.2. Received work tools (1)



RESULTS

III.2. Received work tools (2)

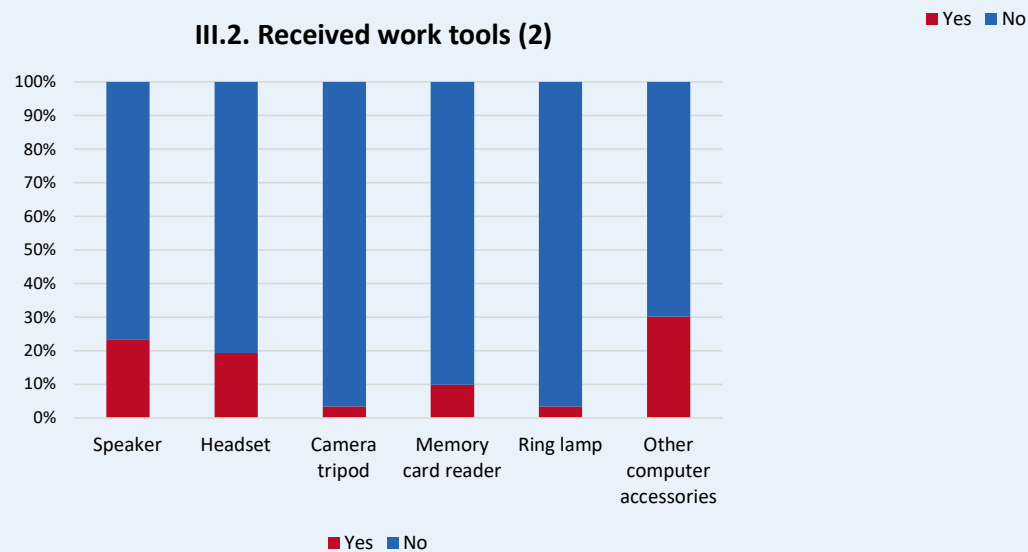


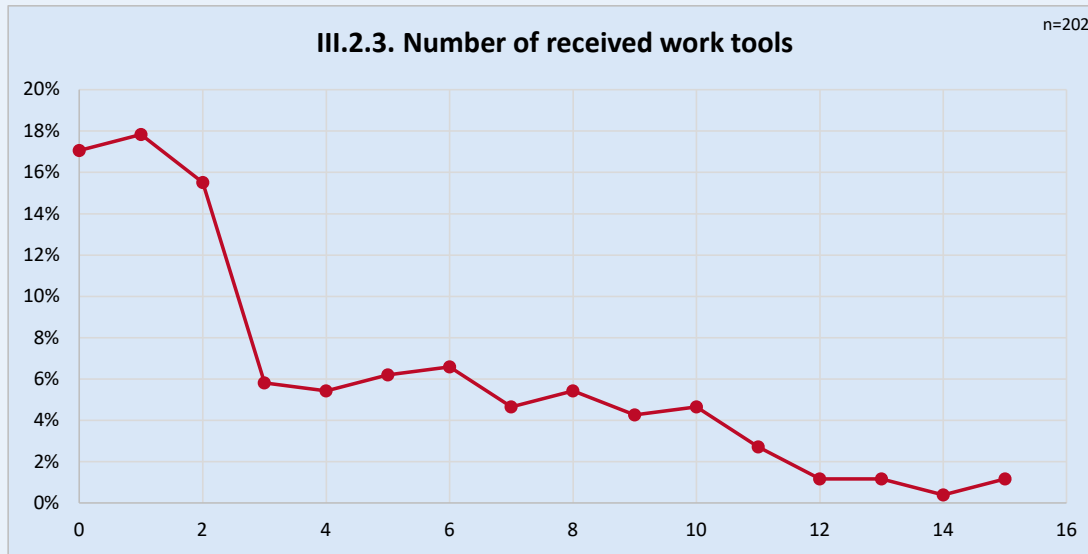
Chart III.2.1. Received work tools (Did the school provide you with the following work tools?) – part 1



III REMOTE EDUCATION – CONDITIONING

RESULTS

Chart III.2.3. Number of received work tools per respondent



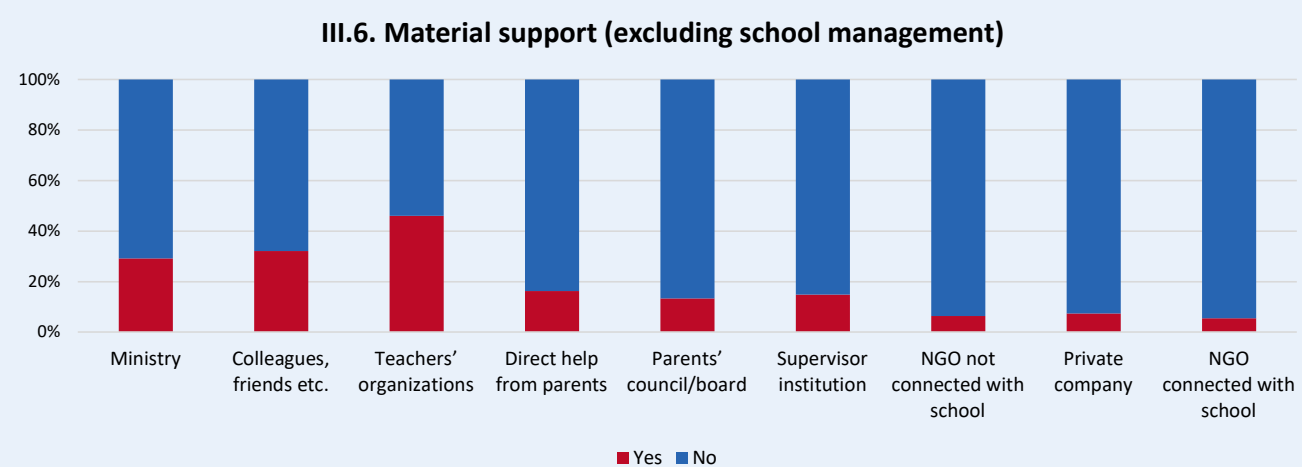
AVG No OF WORK TOOLS PER TEACHER

4,2

MEDIAN No OF WORK TOOLS PER TEACHER

2

Chart III.6. Material support (Did you receive material support from the following entities /excluding school management/?)



III REMOTE EDUCATION – CONDITIONING

RESULTS

Chart III.1. Place of teaching (What place have you been conducting remote education from?)

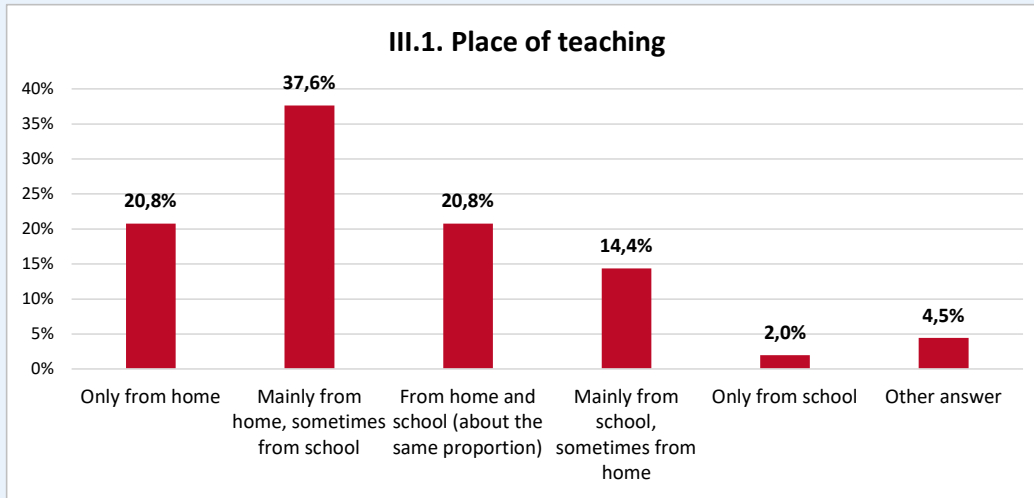


Chart III.9. Quality of the internet connection at the school

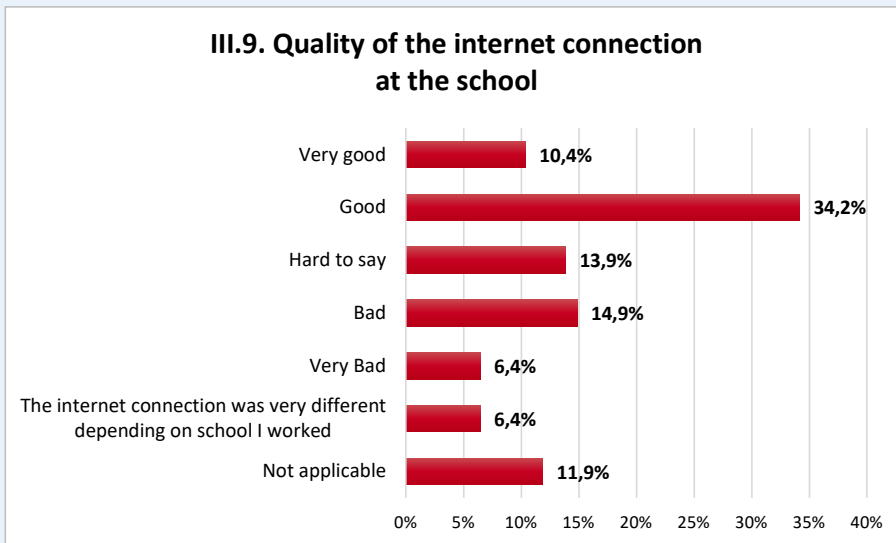
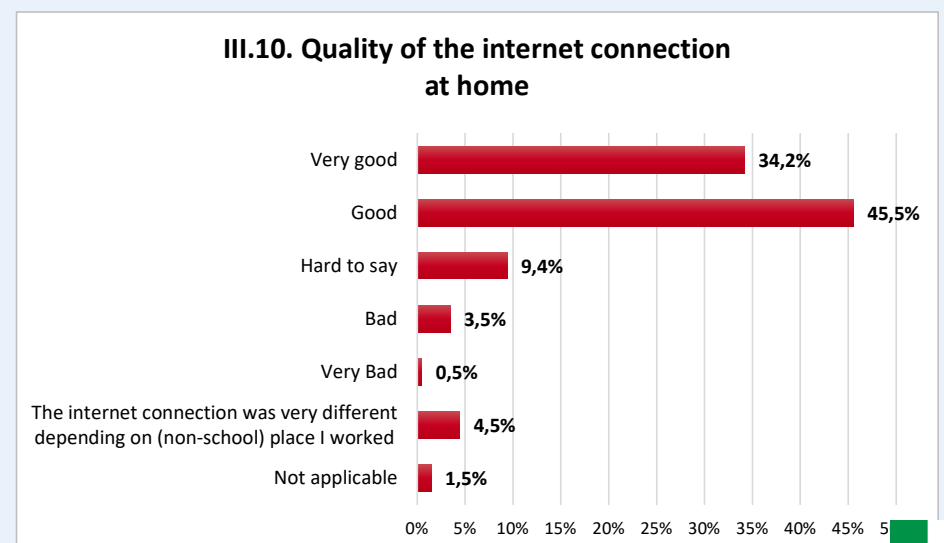


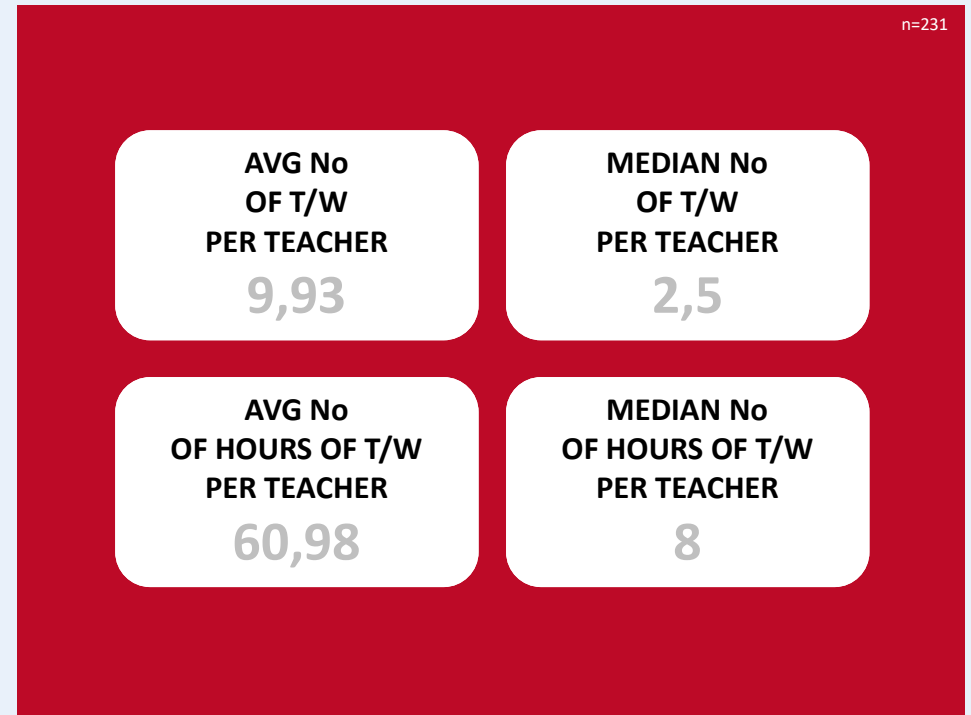
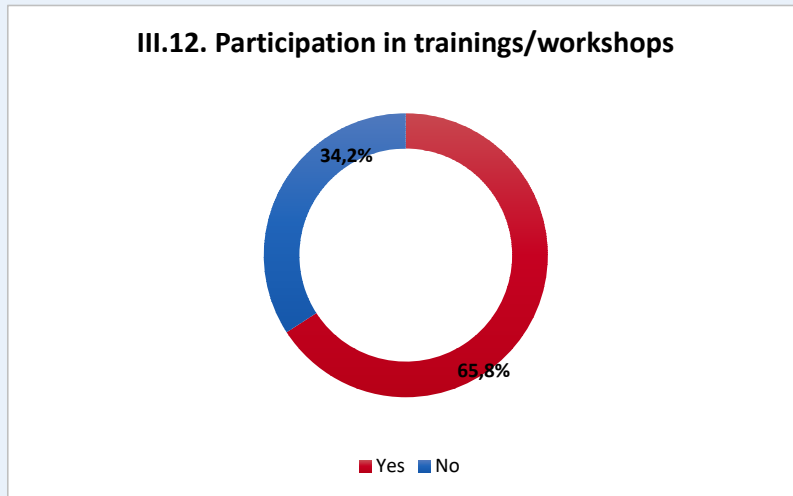
Chart III.10. Quality of the internet connection at home (or other non-school place of teaching)



III REMOTE EDUCATION – CONDITIONING

RESULTS

Chart III.12. Participation in trainings/workshops (Did you participated in any trainings/workshops related to remote education?)



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

KEY FINDINGS

93% of the Italian teachers respondents have been using **laptops** for the preparation of teaching materials, conducting online lessons, etc., as a part of distance learning. **60%** have been using **printers** for this purpose; **91%** – **webcams** and **speakers** the same; **67%** – **scanners**; **61%** – **smartphones**.

The majority (**60%**) have been using their **own and ready-made materials** for remote teaching.

The publishing houses were found useful (rather or definitely) as sources of information and necessary teaching materials by **23%** of the Italian teachers respondents (only 12% have not been using this source). **62%** appreciated **the teachers' groups (online)**; **61%** – **the internet teachers' forums and the educational platforms** (e.g. Khan Academy) the same; 25% – the specialist literature; 23% – the websites of cultural institutions (e.g. museums, cultural centres).

The ministry guidelines, the publications and articles posted on the website of the ministry and **TV** were found **useless** (rather or definitely) by **17%**, **18%** and **28%** of Italian teachers respondents respectively. As much as 26% of Polish teachers respondents have not been using TV for above mentioned purpose and 20% – the teachers' organizations.

67% of the Italian teachers respondents have been using **the electronic journal (e.g. Librus)** as communication channel to send/provide students with class materials, homework, information related to the organization of activities, etc. **73%** have been using **group email**.

The Italian teachers respondents have been using various **websites, social networks, applications**, etc. as an aid in creating lesson scenarios, a source of teaching materials or teaching aids, etc. The most popular on the given list were **YouTube (88%)** and **Google classroom (83%)**. Quite popular were also Wordwall (22%), Kahoot (29%), Quizlet (30%) and other (see the chart IV.25).

48% of the Italian teachers respondents **rarely** (6%), **very rarely** (3%) or **never** (2%) **exchange** (or have exchanged, during remote education period) **materials with students** (which means providing teaching materials and collecting homework) as a substitute for lessons (**instead of live lessons**).

86,5% of the Italian teachers respondents have been **conducting** (during remote education period) **lessons by videoconference** (e.g. via Teams, Zoom, Meet) **often** (17%), **very often** (22%) or **always** (47,5%).



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

KEY FINDINGS

LIVE LESSON (VIDEOCONFERENCE)

58% of the Italian teachers respondents (who have been ever conducting live lessons) believe that the **videoconference can be effective as method of teaching** (rather – 41%; definitely – 17%). 25% did not have clear opinion on this matter ("hard to say").

68% declared that online lessons are/were **shorter than stationary**. **24%** have been teaching according to the **pre-pandemic timetable**.

74% of the Italian teachers respondents think that **the preparation of teaching materials for remote lessons is generally more time-consuming** than the preparation of materials for classroom lessons (rather – 24%, **definitely – 50%**).

As about teaching methods, techniques and tools, 60% of the Italian teachers respondents have been **inviting students to speak** during an online lesson. **79%** have been **sharing various types of text or text-visual teaching materials** (Power Point presentations, pages of electronic textbooks, text documents, etc.); **77%** have been **sharing audio, visual or multimedia files from their own computer/disk or the internet** (e.g. photos, scans, music, fragments of films); **65%** have been making use of **exercises, quizzes, etc. online** – solved together or individually by students; 69% have been encouraging students to manual activity – drawing, taking notes in notebooks, etc.; 45% have been working with the use of a "substitute" for a school board (e.g. a graphic tablet, a text file displayed and edited live, etc.); 45% have been making use of online educational games.

As much as 24% have not been doing online experiments; 20,5% have never been working with the use of a school board (visible in the camera).

The Italian teachers respondents **adapt various approaches to keep students focused** during the online lesson. 85% have been adapting lesson scenarios to the specificity of a given group; 92,5% have been mixing teaching methods and techniques, the same percentage have been making use of interactive tools. Only 49% have been making use of energizers, warm-up, cutscenes etc.

58% of the Italian teachers respondents found problematic the fact that the **students are not involved**. **72%** deals with **inability to check whether the students are working independently** (without help of third parties, e.g. parents) during the online lesson. **75%** have a problem with the fact that the **students are distracted by other things**. Another important difficulties related to remote teaching were problems with internet connection (interrupting/poor image and sound quality – 65%), the fact that the students do not turn the camera (76%) and that they are late (74%).



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

KEY FINDINGS

COMMUNICATION WITH STUDENTS OUTSIDE THE CLASS

51% of the Italian teachers respondents have been communicating with students individually (often or very often) by **voice call via messaging app or communication platform** (Skype, WhatsApp, Messenger, Zoom, Teams etc.). 55% have been using for this purpose **video call** via messaging app or communication platform (as mentioned above). 45% have been communicating by email. 24% have never been communicating with students individually by SMS.

As about issues that are or were the subject of individual conversations with students, in 52% cases it was (often or very often) **students' performance issues** and in 61% cases the subject was to monitor **the educational progress of the students**. There were also talks about dealing with the pandemic (50%) and well-being conversations (45%).

26% of the Italian teachers respondents have provided **optional activities** or had any other extracurricular online interactions with a group of students/class. 32% of them have organized **facultative projects** after class, a half had casual, small-talk type interactions (e.g. on Facebook).

26% of those teachers have been using **video calls via communication platform or app** (e.g. Teams, Zoom, Meet, Messenger, Skype, WhatsApp) for the purposes mentioned above; 24% – **voice calls** via same tools. There have been also group conversation via messaging app (Messenger, Skype, WhatsApp etc.) – 30,5%.



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.1.1. Devices or accessories used for the preparation of teaching materials, conducting online lessons, etc. – part 1

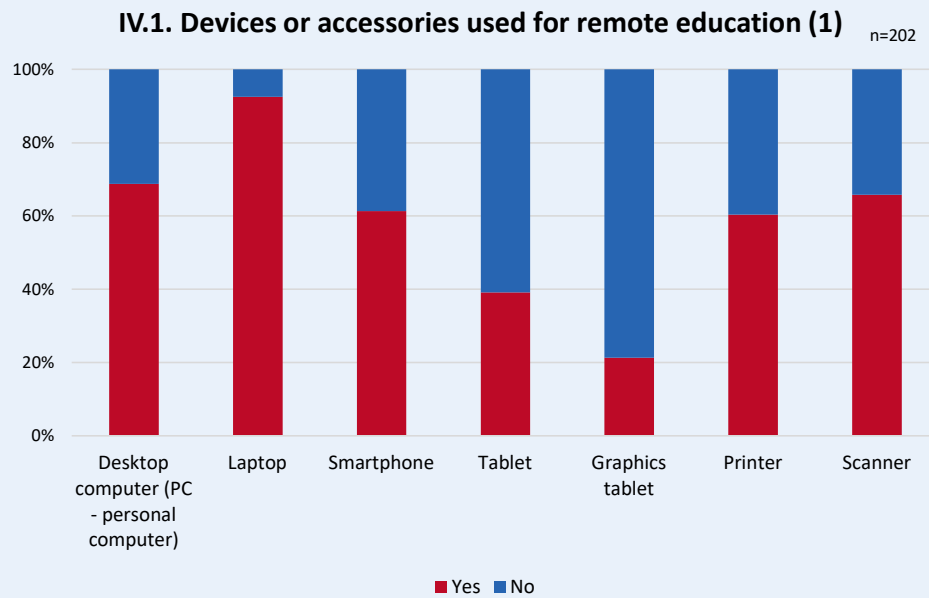
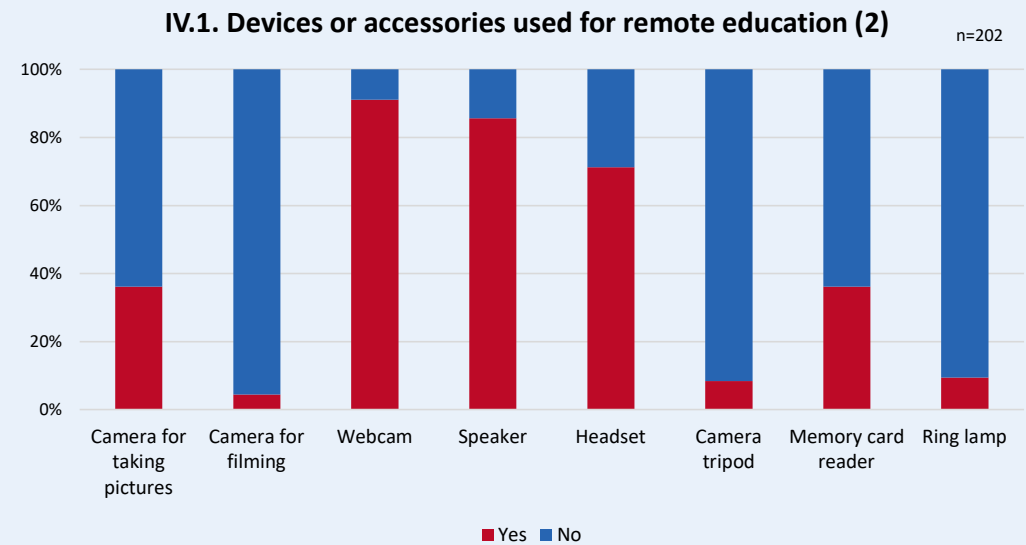


Chart IV.1.2. Devices or accessories used for the preparation of teaching materials, conducting online lessons, etc. – part 2



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.2. Materials used for remote teaching

IV.2. Materials used for remote teaching

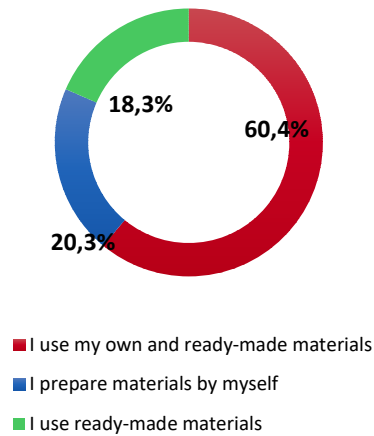


Chart IV.5. Communication channels to send/provide students with class materials, homework, information related to the organization of activities, etc.

IV.5. Communication channels to send/provide students with class materials etc.

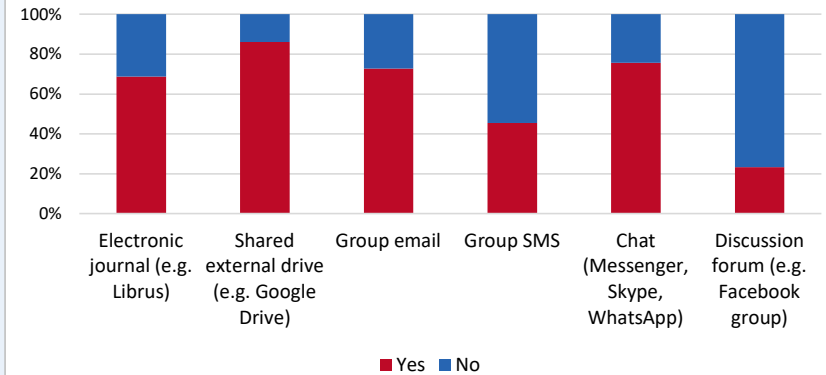
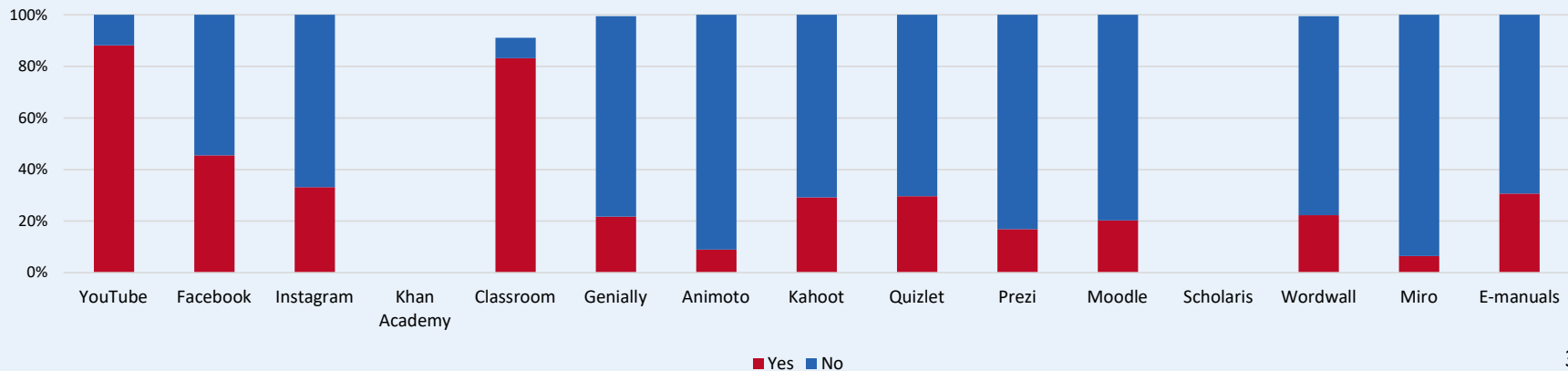


Chart IV.25. Websites, social networks, applications, etc. as an aid in creating lesson scenarios, a source of teaching materials or teaching aids, etc.

IV.25 Websites, social networks, applications in remote education

n=202



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.3.1. Evaluation of sources of information and necessary teaching materials – part 1

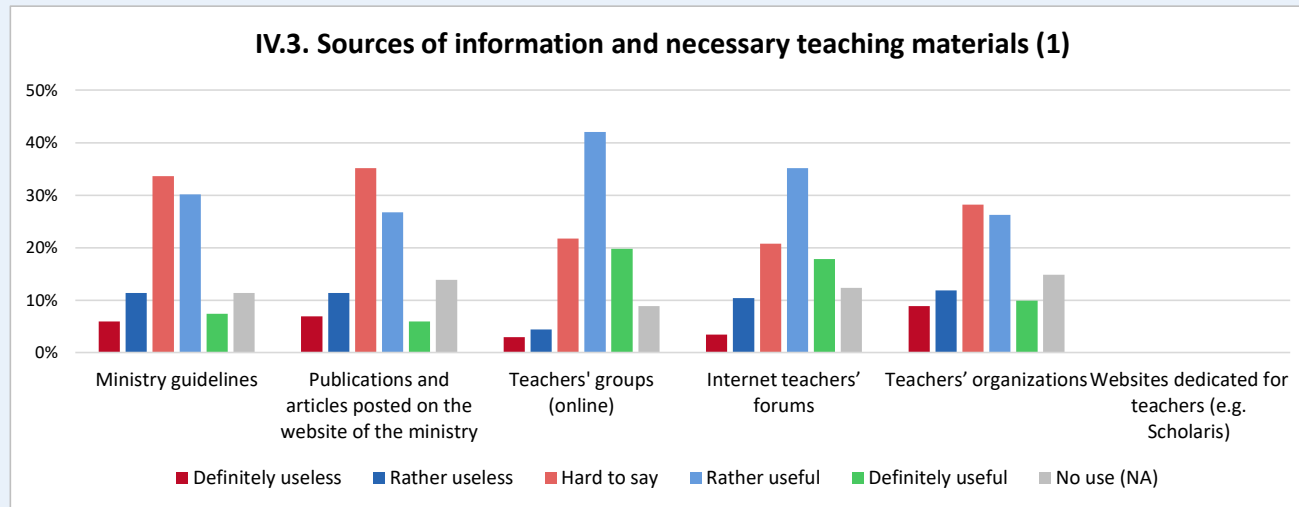
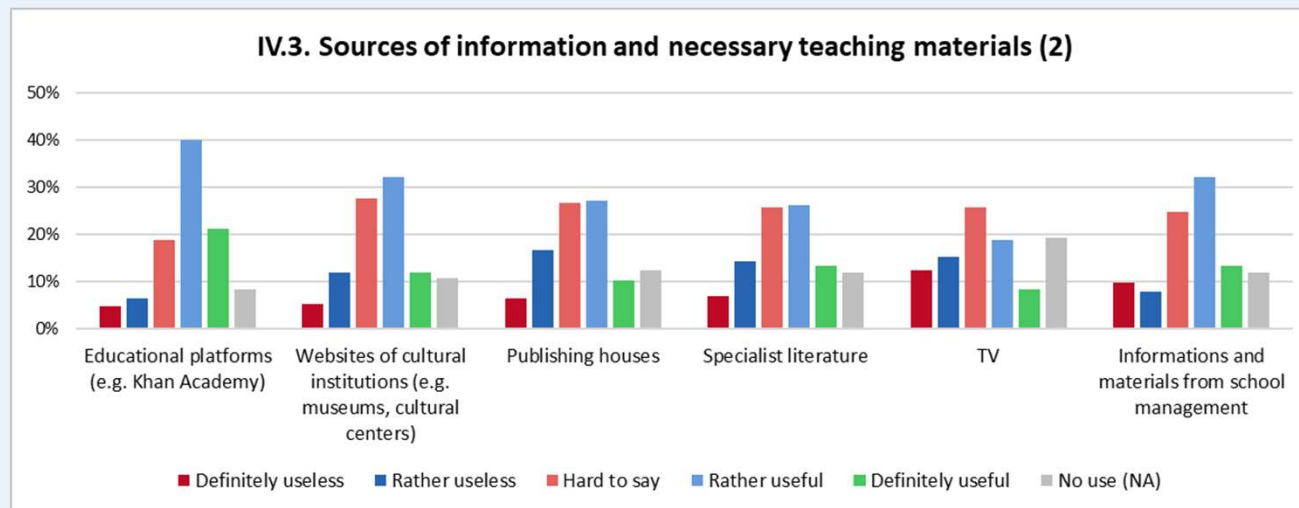


Chart IV.3.2. Evaluation of sources of information and necessary teaching materials – part 2

n=202



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.7. Exchanging materials instead of live lessons (How often do you exchange /or have exchanged, during remote education period/ materials with students /provide teaching materials and collect homework/ as a substitute for lessons /instead of live lessons/?)

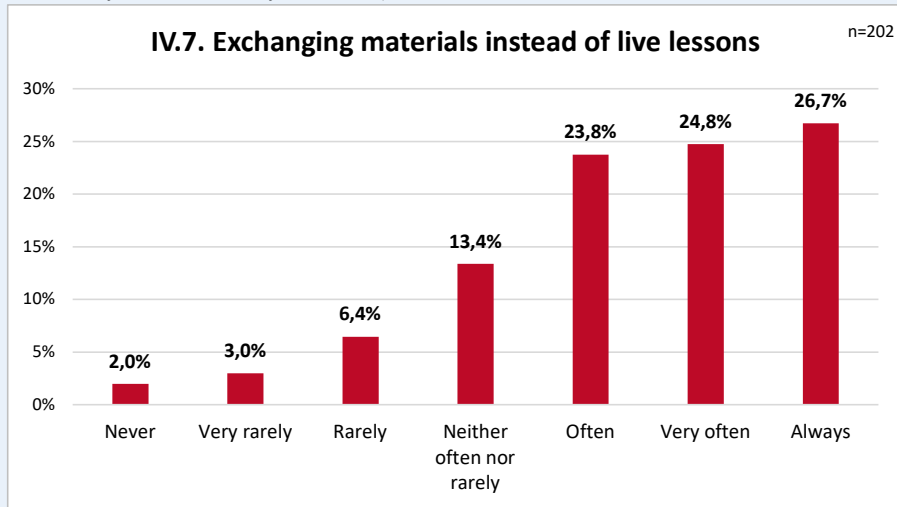


Chart IV.8. Conducting lessons by videoconference (Have you been conducting, during remote education period, lessons by videoconference /e.g. via Teams, Zoom, Meet/?)

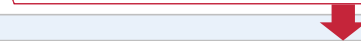
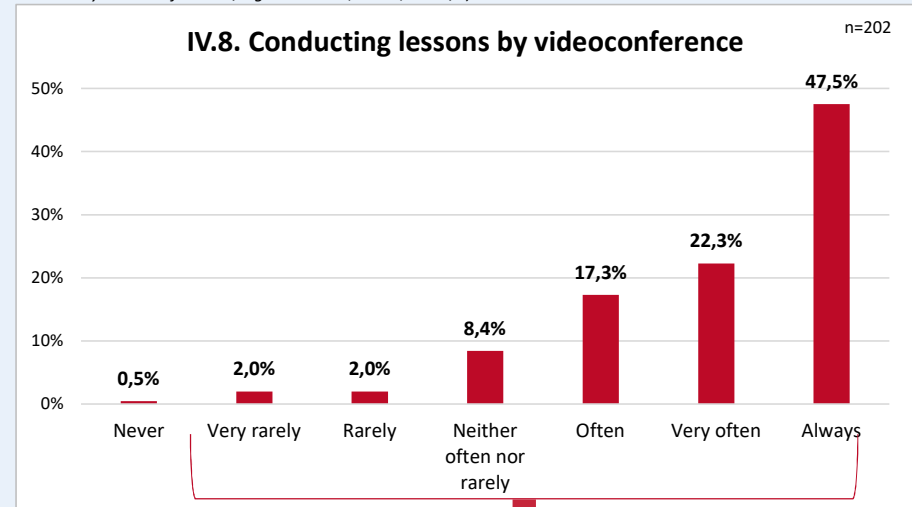
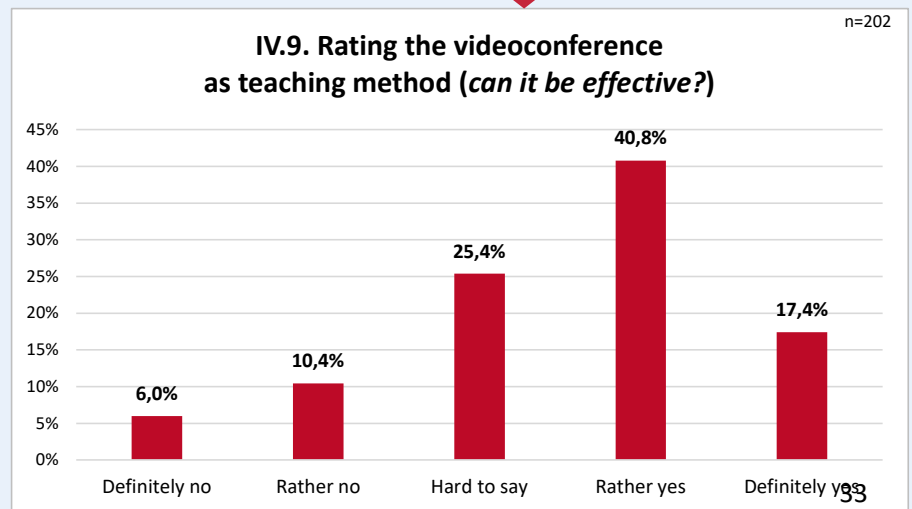


Chart IV.9. Rating the videoconference as teaching method (How do you rate this method /videoconference/? Can it be considered as effective / fulfills its role in the teaching process?)



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.11. Duration of online lessons

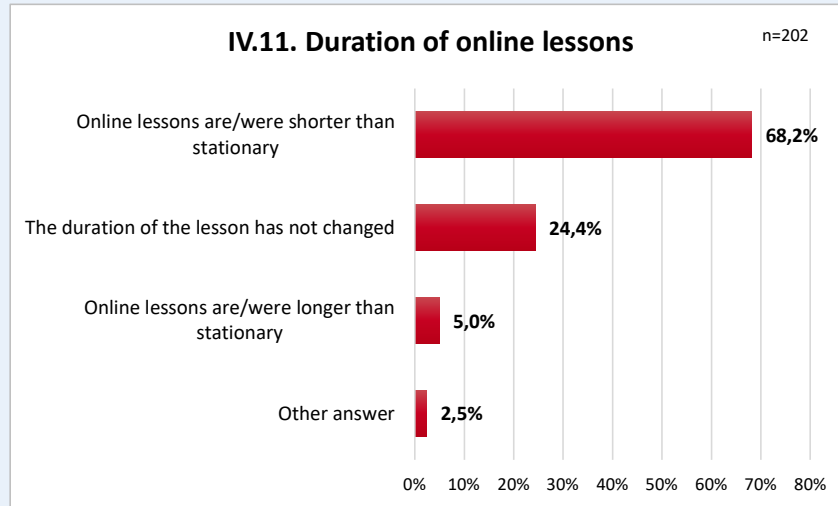


Chart IV.12. Timetable of online lessons (Has the number of your lessons changed during the pandemic /during online education period/?)

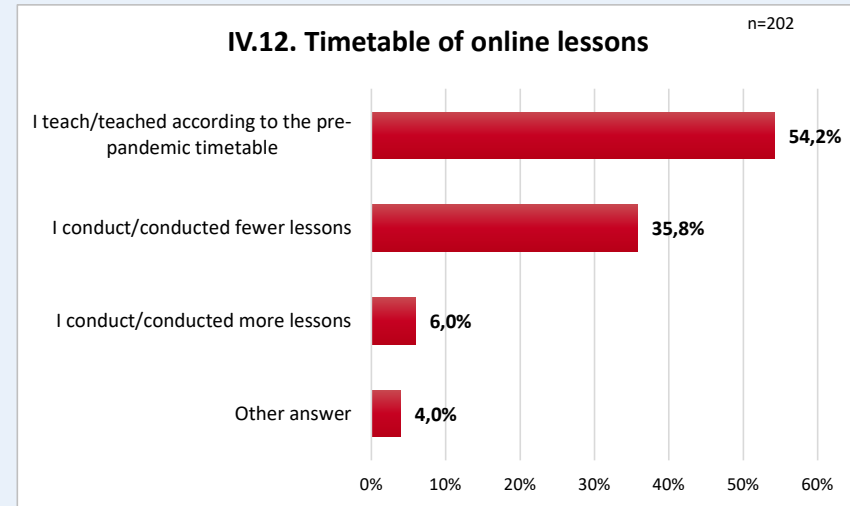
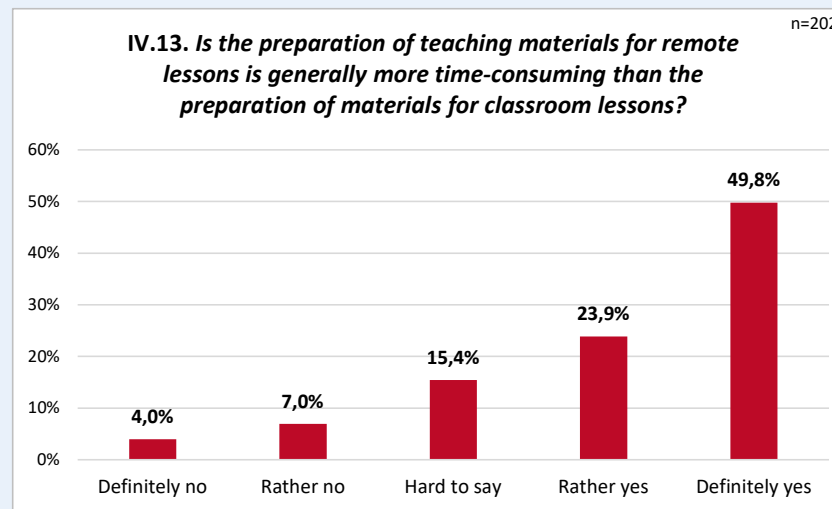
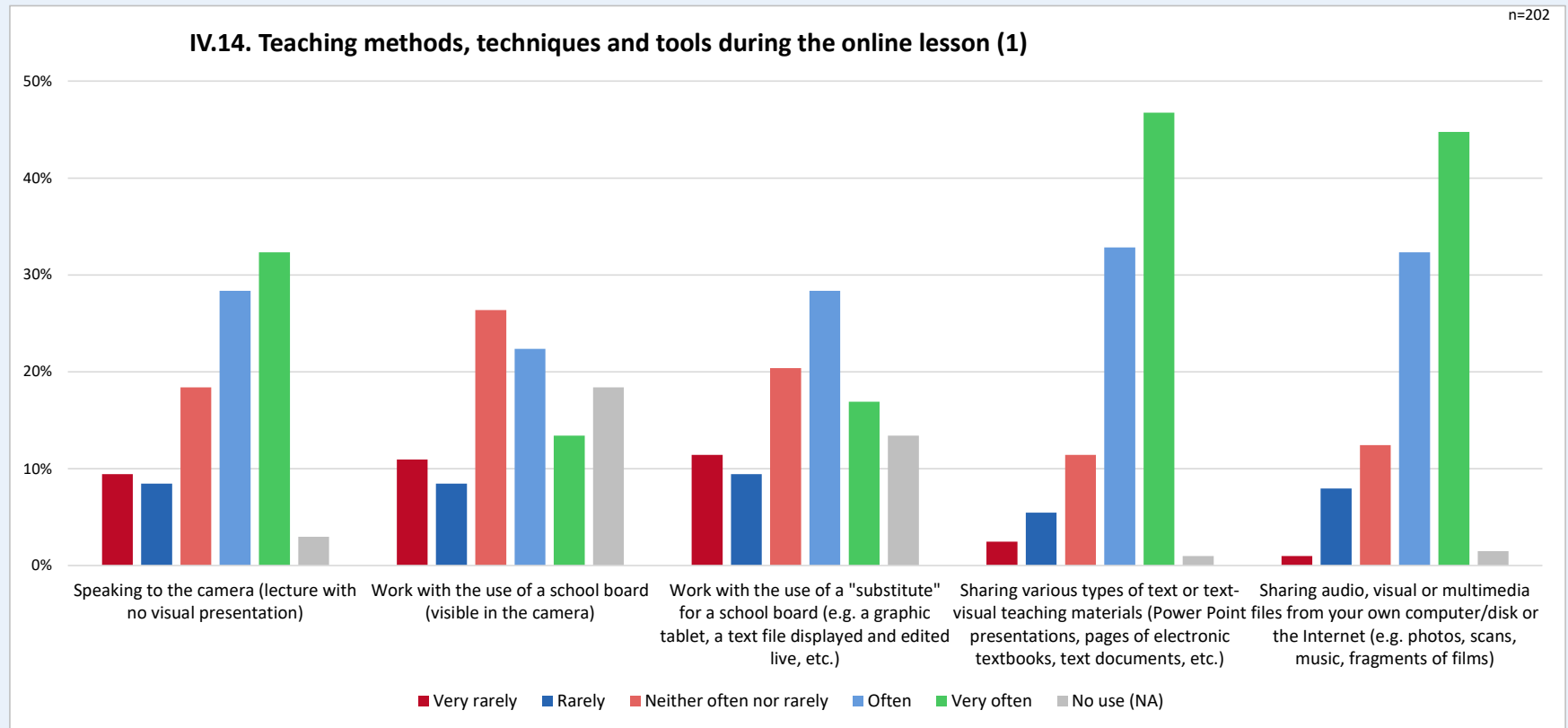


Chart IV.13. Preparation of teaching materials for remote lessons



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.14.1. Teaching methods, techniques and tools during the online lesson – part 1



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.14.2. Teaching methods, techniques and tools during the online lesson – part 2

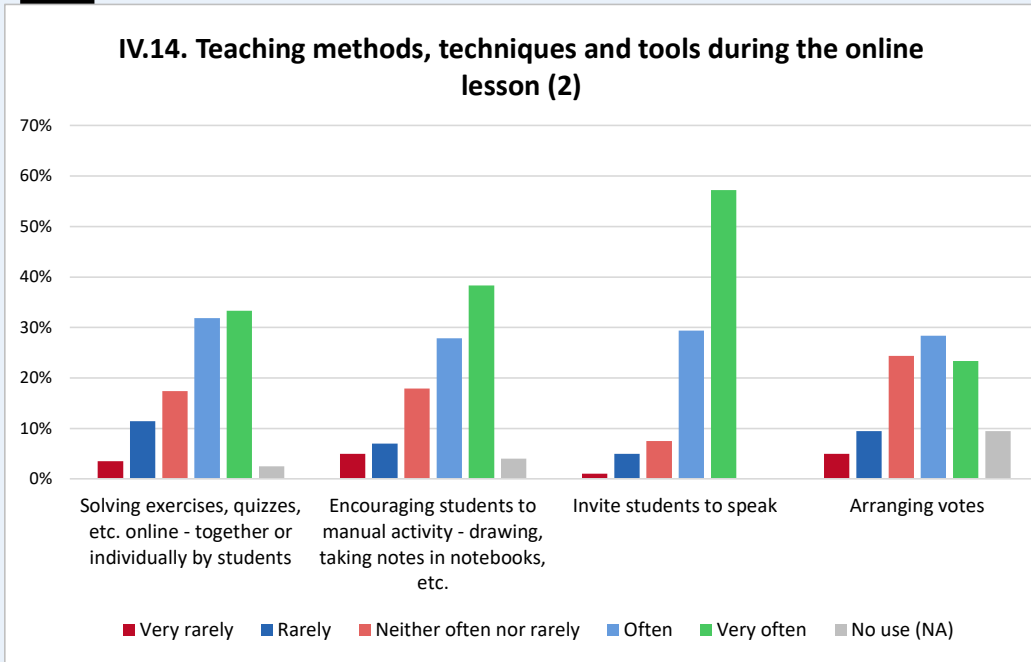
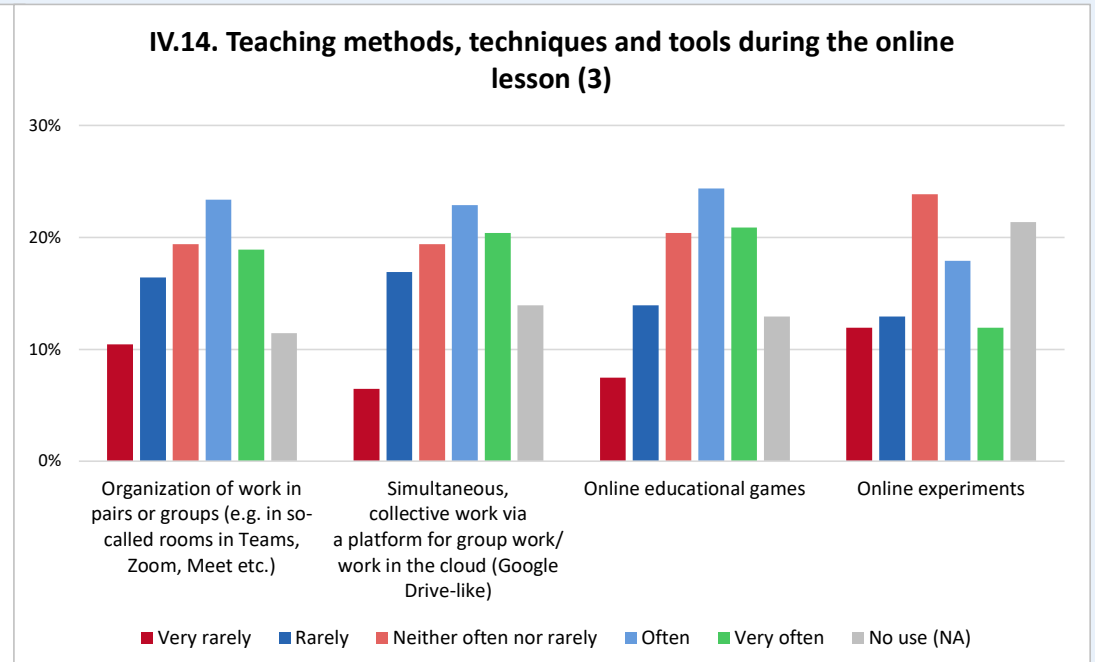


Chart IV.14.3. Teaching methods, techniques and tools during the online lesson – part 3



n=202

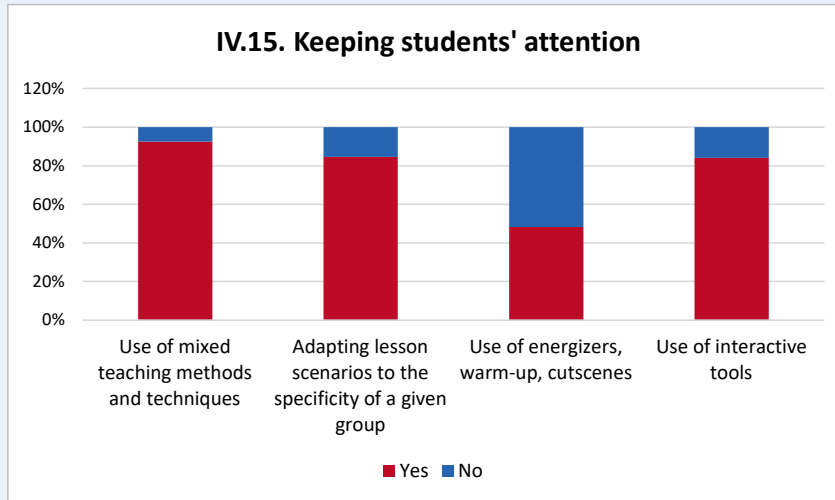


IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.15. Approaches adapter by teachers to keep students focused during the online lesson

n=202



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.16.1. Difficulties during online lesson - part 1 (Do the following factors make your remote teaching difficult /or have made, during remote education period/?)

IV.16. Difficulties during online lesson (1)

n=202

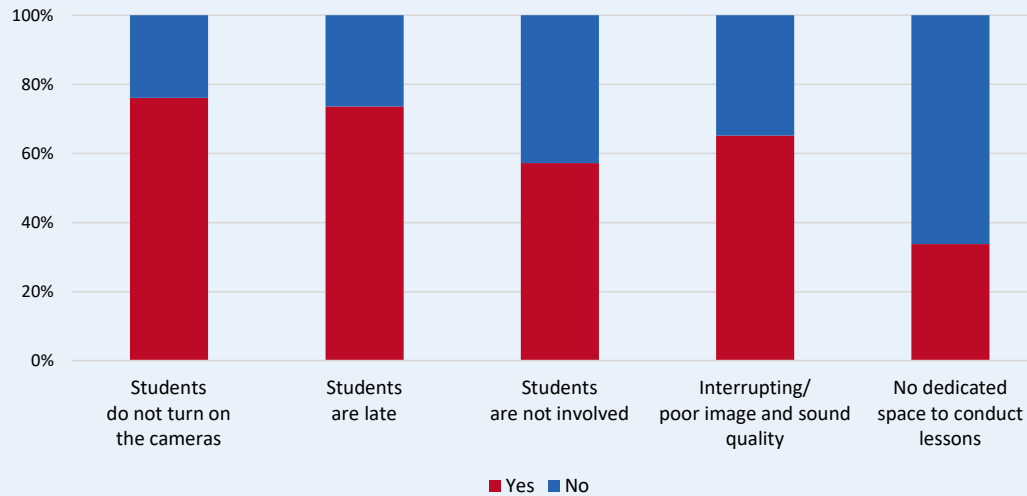
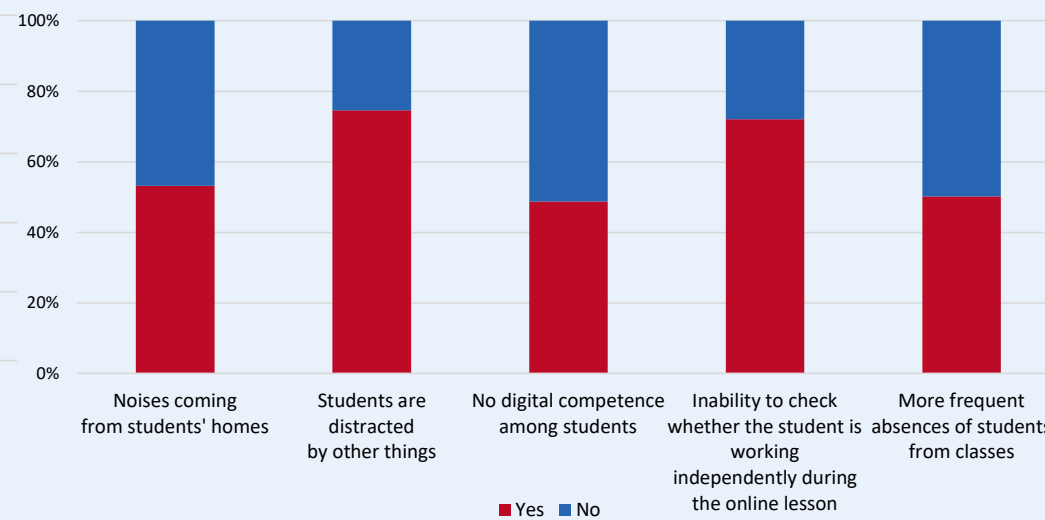


Chart IV.16.2. Difficulties during online lesson - part 2 (Do the following factors make your remote teaching difficult /or have made, during remote education period/?)

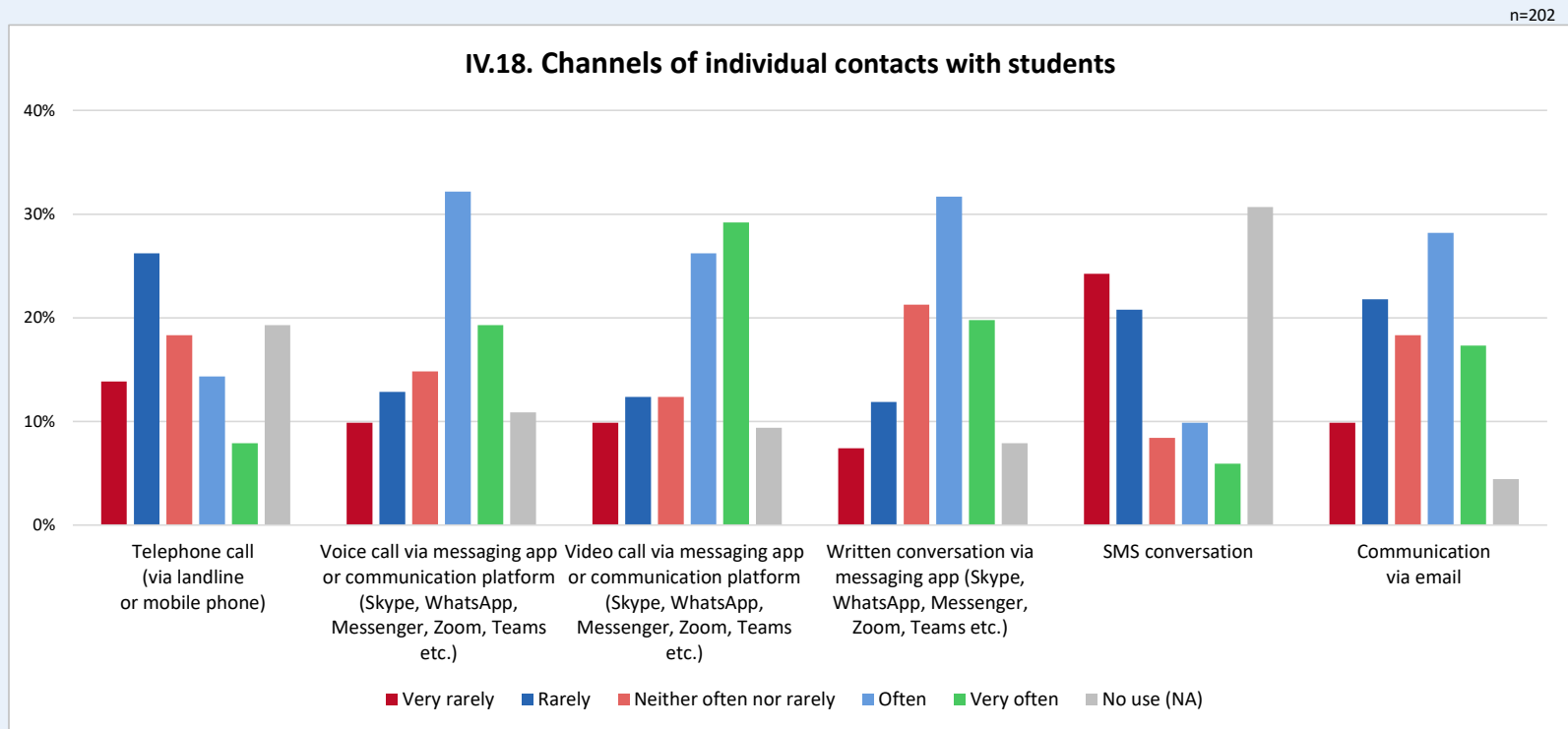
IV.16. Difficulties during online lesson (2)

n=202



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.18. Channels of individual contacts with students (How often do you communicate /or have communicated, during remote education period/ with students individually via following tools?)

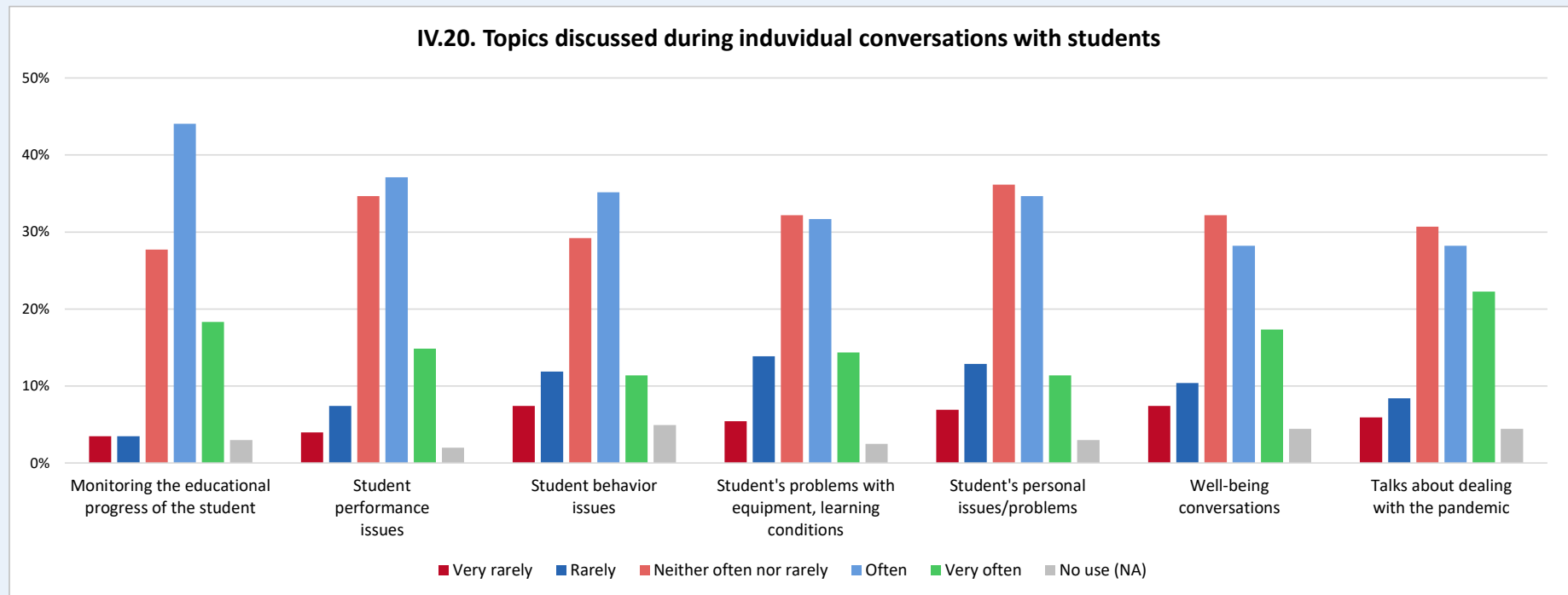


IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.20. Topics discussed during individual conversations with students (How often the following issues are or were the subject of individual conversations/conversations with students?)

n=202



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.22. Optional activities after class (Do you organize optional activities or do you have any other extracurricular online interactions with a group of students/class?)

IV.22. Optional activities after class

n=258

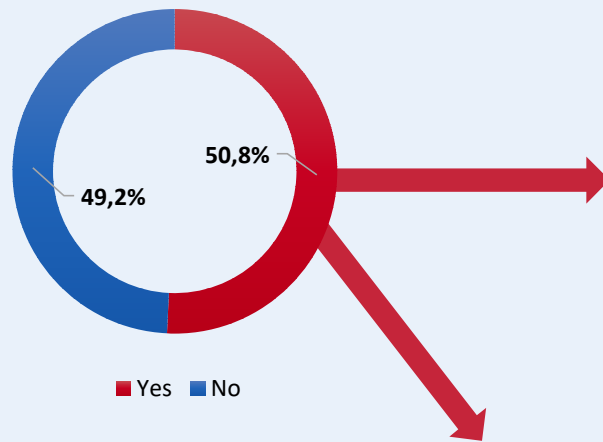
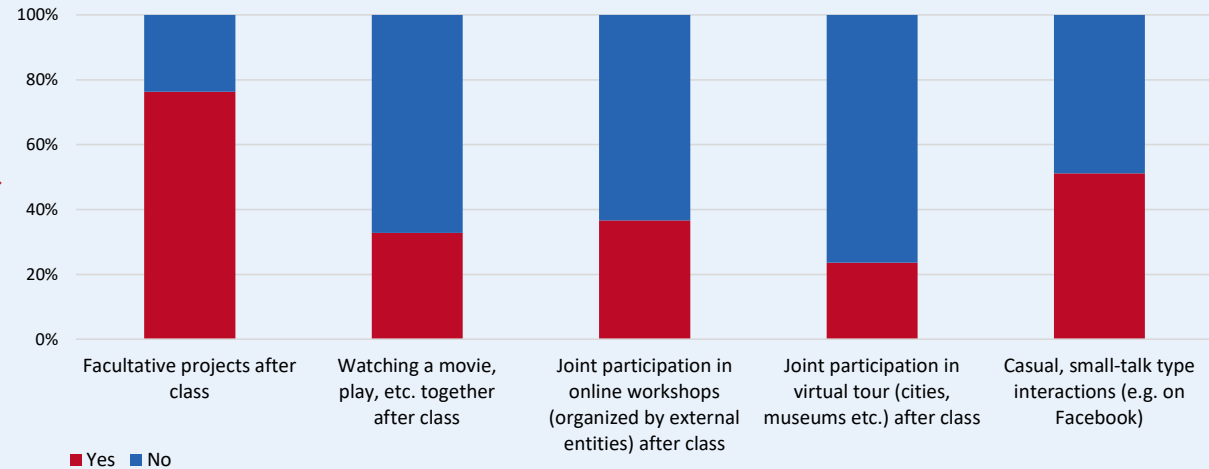


Chart IV.23. Kinds of optional activities organized after class

IV.23. Kinds of optional activities

RESULTS

n=131



IV.24. Communication channels for optional activities

n=131

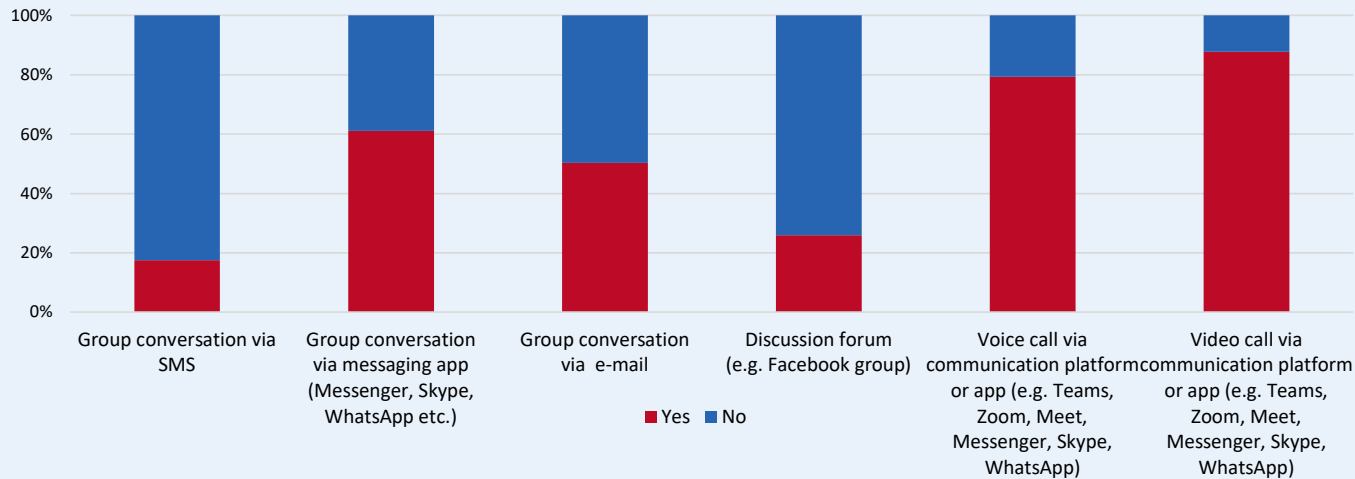


Chart IV.24. Communication channels for optional activities organized after class



V. REMOTE EDUCATION – STUDENTS’ PERSPECTIVE

KEY FINDINGS

61% of the Italian teachers respondents declared that between problems reported to them by students and/or their parents were Internet connection problems. Other often or very often reported problems were **necessity to spend too many hours in front of your computer/tablet screen, etc. (49%)**, students' reluctance to turn on the camera (52%), no internet access (39%).

33% of the Italian teachers respondents have never heard from students/parents about lack of support teacher for pupils with a decision on the need for special education; 34% – about no access to school meals.

32% of the Italian teachers respondents **have lost contact with some students** and have not been able to establish it until today.

13% witnessed an unpleasant situation at the student's home during the lesson.



V. REMOTE EDUCATION – STUDENTS’ PERSPECTIVE

RESULTS

V.1. Problems reported by students and/or their parents (1)

n=202

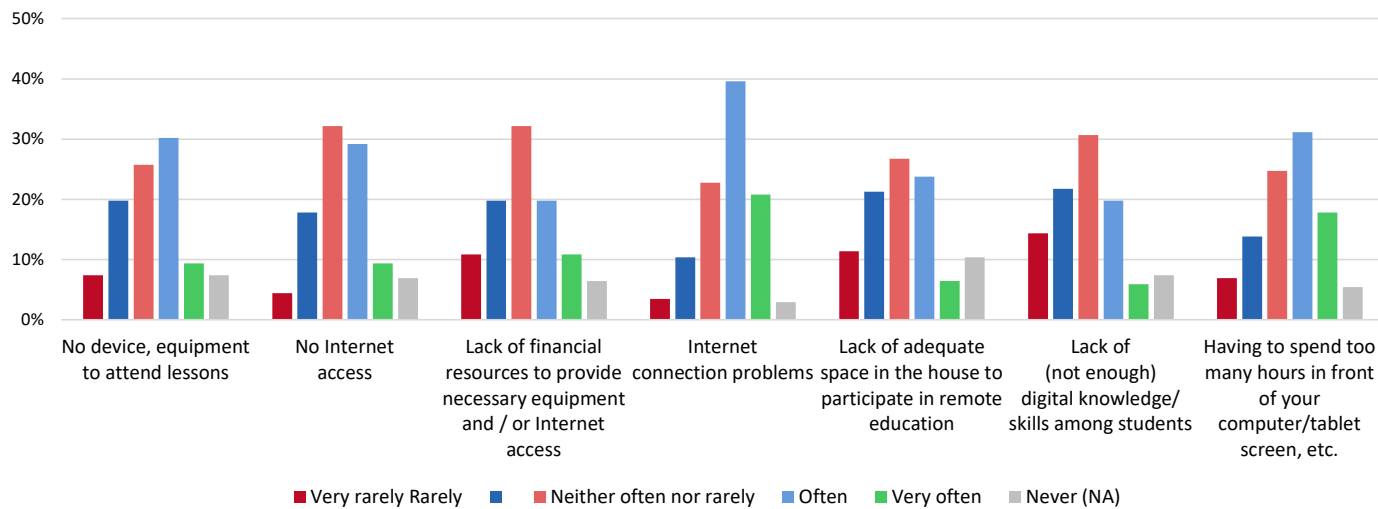


Chart V.1.1. Problems reported by students and/or their parents – part 1

V.1. Problems reported by students and/or their parents (2)

n=202

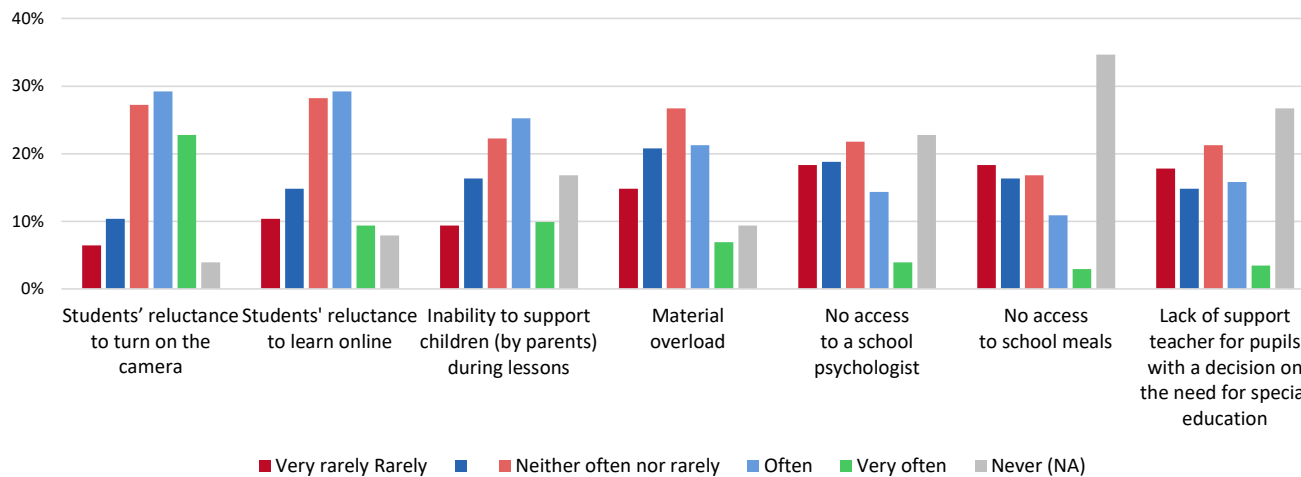


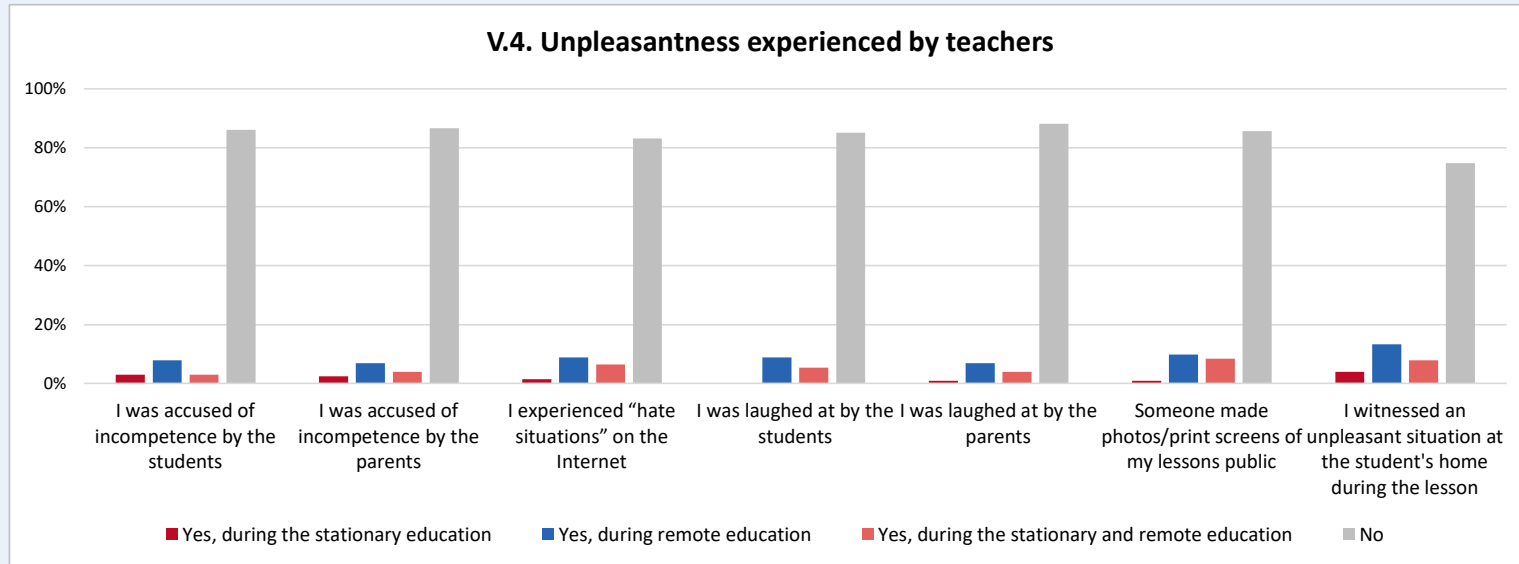
Chart V.1.2. Problems reported by students and/or their parents – part 2



V. REMOTE EDUCATION – STUDENTS’ PERSPECTIVE

RESULTS

Chart V.4. Unpleasantness experienced by teachers (Have you experienced any unpleasantness on the part of students or parents?)



n=202

V.3. Losing contact with students n=202

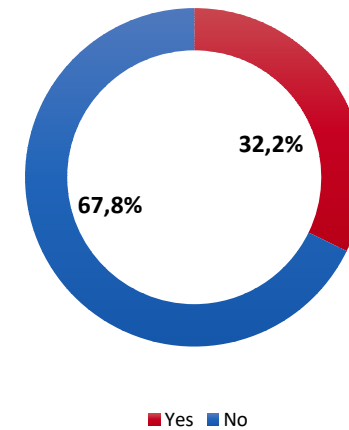


Chart V.5. Losing contact with students (Have you lost contact with any students and have not been able to establish it until today?)



VI. REMOTE EDUCATION – CONCLUSIONS

KEY FINDINGS

77,5% of the Italian teachers respondents assess their actual **preparation for remote education** (the day of filling the questionnaire) as **rather good** (55,5%) or **very good** (22%). It means that the assessment of respondents' own skills **increased by 1,84** points on average since the beginning of pandemics.

40% of the Italian teachers respondents **like conducting remote education** (rather – 25%; definitely – 15%). **34% disagree** on this matter (rather no – 26%; definitely no – 8%). 26% checked the answer "hard to say".

43% of the Polish teachers respondents believe that **remote education can be effective** (rather – 33%; definitely – 10%). **31% disagree** on this matter (rather no – 14%; definitely no – 17%). 28% checked the answer "hard to say".

94% of the Italian teachers respondents believe that the importance of **high-speed internet connection** for the effectiveness of distance learning is high (20%) or very high (74%). **Good quality equipment** is also very important (**90%**). Next key factors turned out to be: **constant self-improvement** (looking for new solutions, increasing knowledge about distance education; **86%**); **separate room to conduct classes** (**44%**); **free access to training according to the level of advancement** (**77%**). Last place on the given list took the option of turning on the cameras to see each other – 87% respondents rated its importance as high (23%) or very high (64%).

For **83,5%** of the Italian teachers respondents **motivating students to work** turned out to be difficult to achieve (difficult – 33%; very difficult – 50,5%). **Monitoring student learning progress** was a challenge for **83%** respondents (difficult – 39%; very difficult – 44%). Other important difficulties were involving students in learning online (81%); keeping students attention (85%); maintaining close contact/ relation with students (80%).

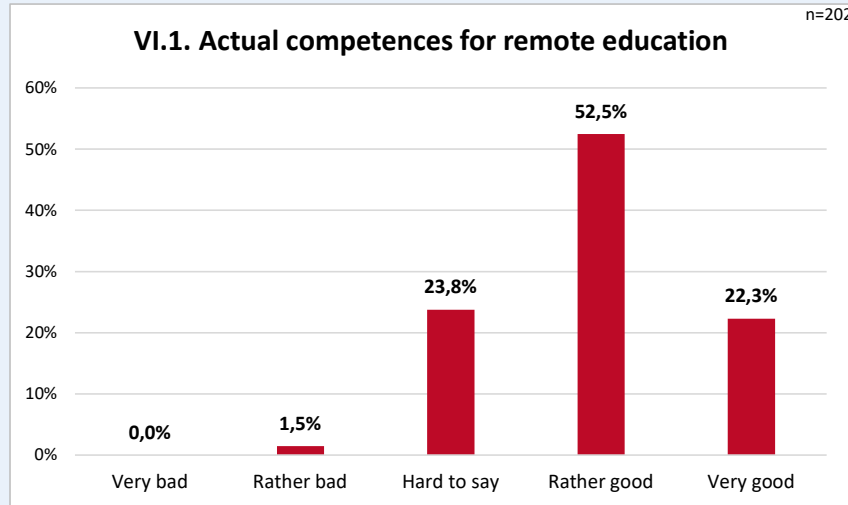
32% of the Italian teachers respondents plan to **use chosen online tools during the stationary learning process** (rather – 25%; definitely – 7%).



VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.1. Competences for remote education in the moment of filling the survey



Average rate: 4,23 (median 4)

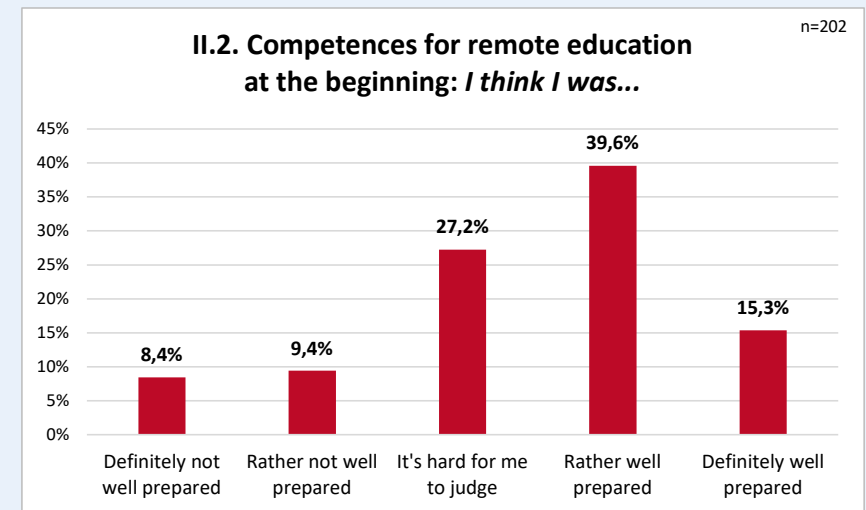
Very bad: 1; Rather bad: 2; Hard to say: 3; Rather good: 4; Definitely good: 5

RATE INCREASE

1,84

MEDIAN 2

Chart II.2. Competences for remote education at the beginning of the pandemic.



Average rate: 2,37 (median 2)

Definitely not well prepared: 1; Rather not well prepared: 2; It's hard for me to judge: 3; Rather well prepared: 4; Definitely well prepared: 5



VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

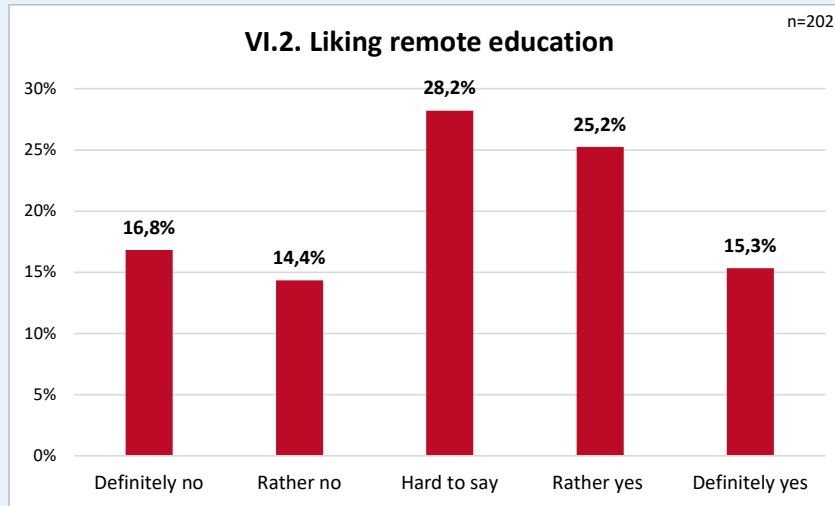


Chart VI.2. Liking remote education (*Do you like conducting remote education?*)

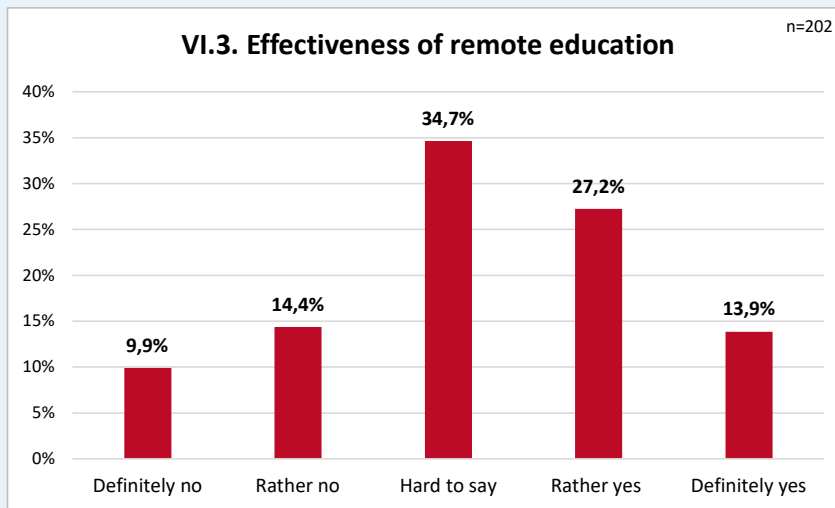


Chart VI.3. Effectiveness of remote education (*Do you think remote education can be effective?*)

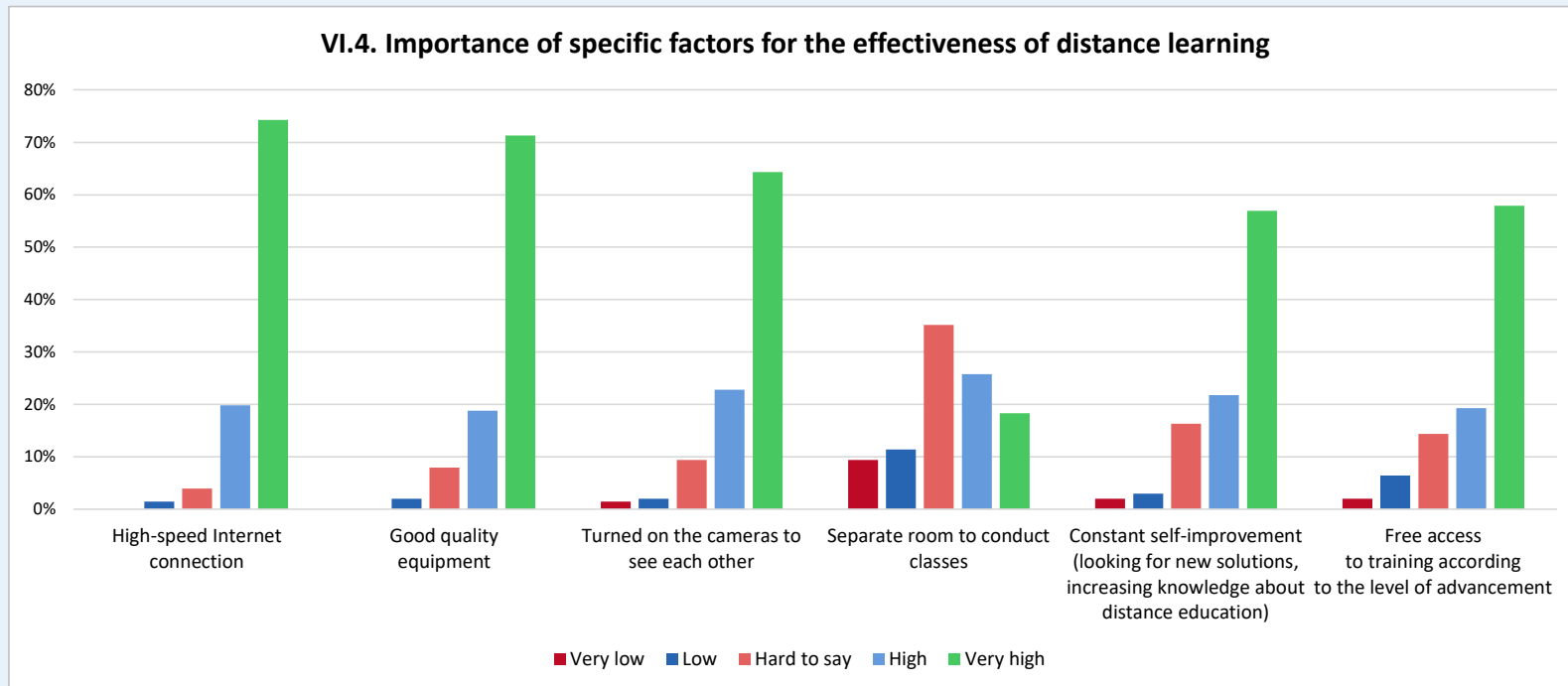


VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.4. Importance of specific factors for the effectiveness of distance learning

n=202

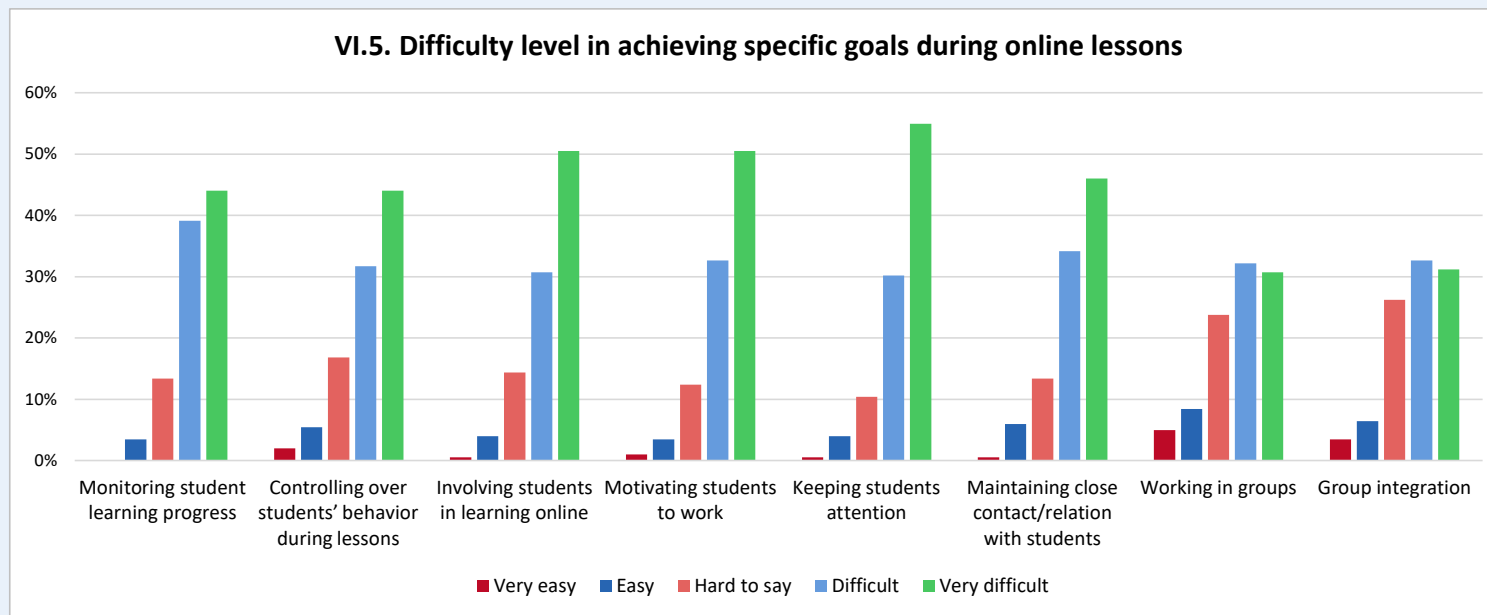


VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.5. Difficulty level in achieving specific goals during online lessons

n=202



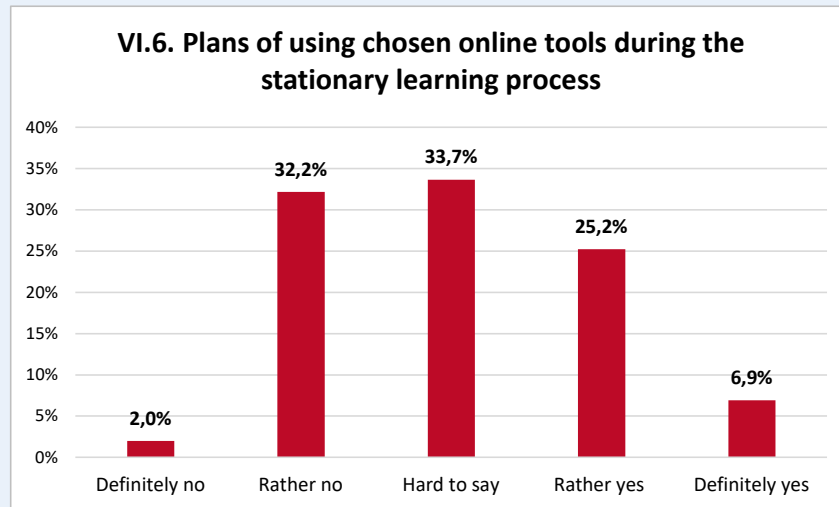
VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

WHAT TOOLS

Chart VI.6. Plans of using chosen online tools during the stationary learning process (Do you plan to use the chosen online tools during the stationary learning process?)

n=202



DIRECTORS' PERSPECTIVE

KEY FINDINGS

For **95%** of the Italian directors respondents one of challenges/problems/difficulties were **frequent changes in regulations** (rather – 40%; definitely – 45%). Next few places on the list took: extensive reporting (75%); little time to implement a remote learning system (45%); Little time to implement a remote learning system (55%). Only 35% declared that had difficult contact with students/ parents who communicate in another language.

85% (30% definitely) of the Italian directors respondents declared that one of the changes that may have happened in their facility in connection with the COVID-19 pandemic was **more efficient use of online tools for internal work of school staff** (including the organization of remote meetings, committee meetings, councils, etc.). **80%** (25% definitely) declared **increase of competences for the use of new technologies among directors and teachers**. 55% noticed better information flow between school staff.

75% schools managed by the Italian directors respondents use Google meet as an educational platform. **85%** schools managed by the Italian directors respondents use **ARGO** as an electronic journal.

As about financing of the equipment needed for remote education for **teachers**, in **55%** cases one of the sources were **school own resources** (purchase of new equipment), and in 90% – the Ministry. As about the equipment for **students**, in **85%** cases one of the sources was the **Ministry** and in 65% – school own resources (purchase of new equipment).

In **70%** facilities managed by the Italian directors respondents the students could rent school's equipment to participate in remote education. In **80%** facilities managed by the Italian director the teachers could rent school's equipment to provide remote education at home.

55% of schools organize(d) trainings, workshops for teachers, etc.(in connection with the transition to the remote education mode). All schools provide information to teachers about such trainings, workshops organized by third parties.



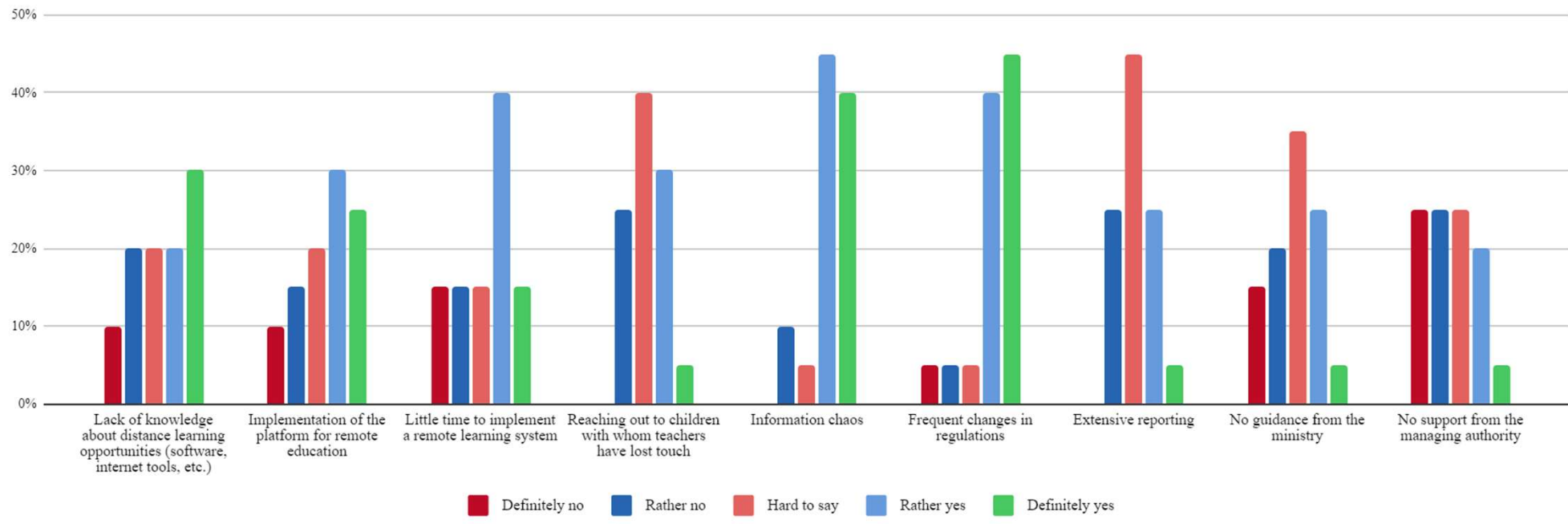


DIRECTORS' PERSPECTIVE

RESULTS

Chart D.1.1. Challenges, problems, difficulties (Are/was the issues listed below a challenge, problem or difficulty for you?) – part 1

D.1. Challenges, problems, difficulties (1)





DIRECTORS' PERSPECTIVE

RESULTS

Chart D.1.2. Challenges, problems, difficulties (Are/was the issues listed below a challenge, problem or difficulty for you?) – part 2

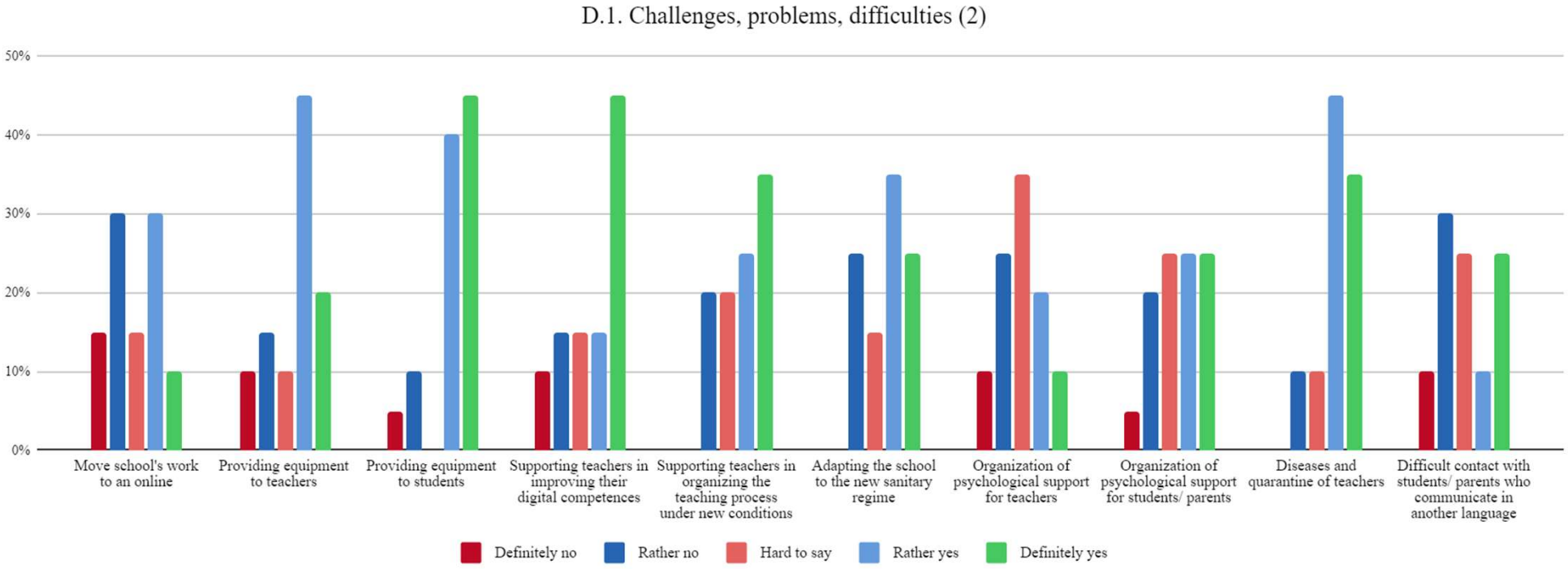
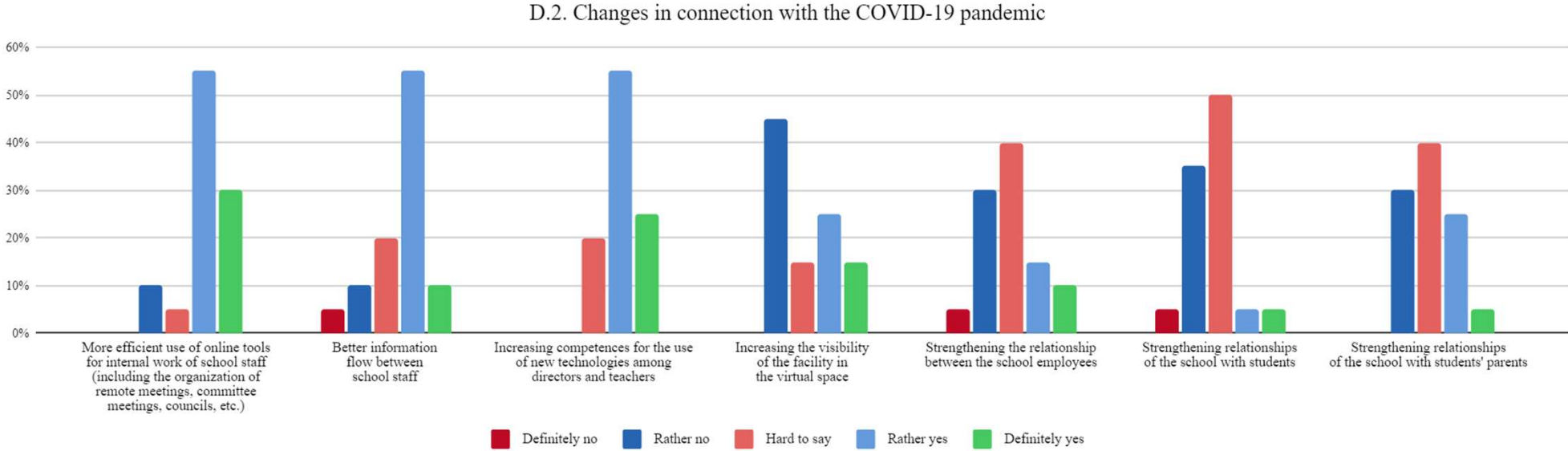




Chart D.2. Changes in connection with the COVID-19 pandemic (Have you noted the following changes that may have happened in connection with the COVID-19 pandemic?)





DIRECTORS' PERSPECTIVE

RESULTS

n=20

D.4. Educational platform implemented by the school

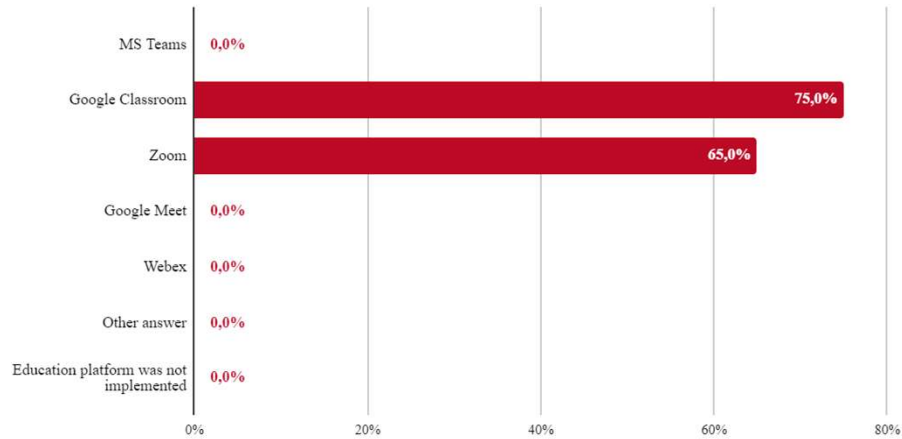


Chart D.4. Educational platform implemented by the school

n=20

D.5. E-journal implemented by the school

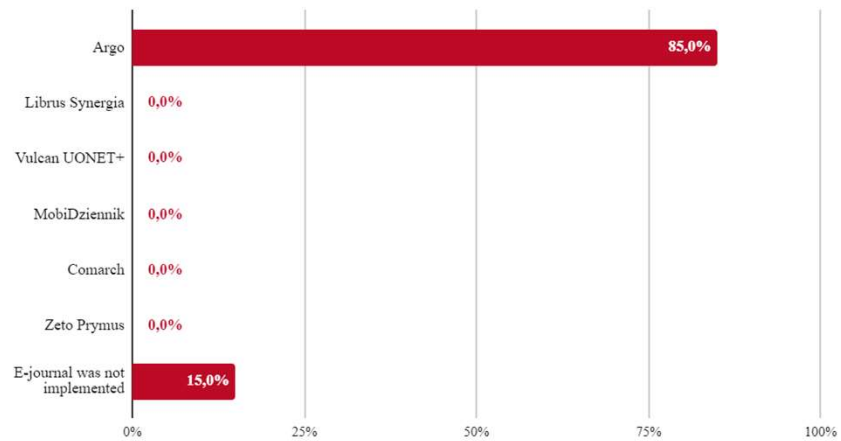


Chart D.5. E-journal platform implemented by the school





DIRECTORS' PERSPECTIVE

RESULTS

n=20

D.6. Financing of the equipment needed for remote education for teachers

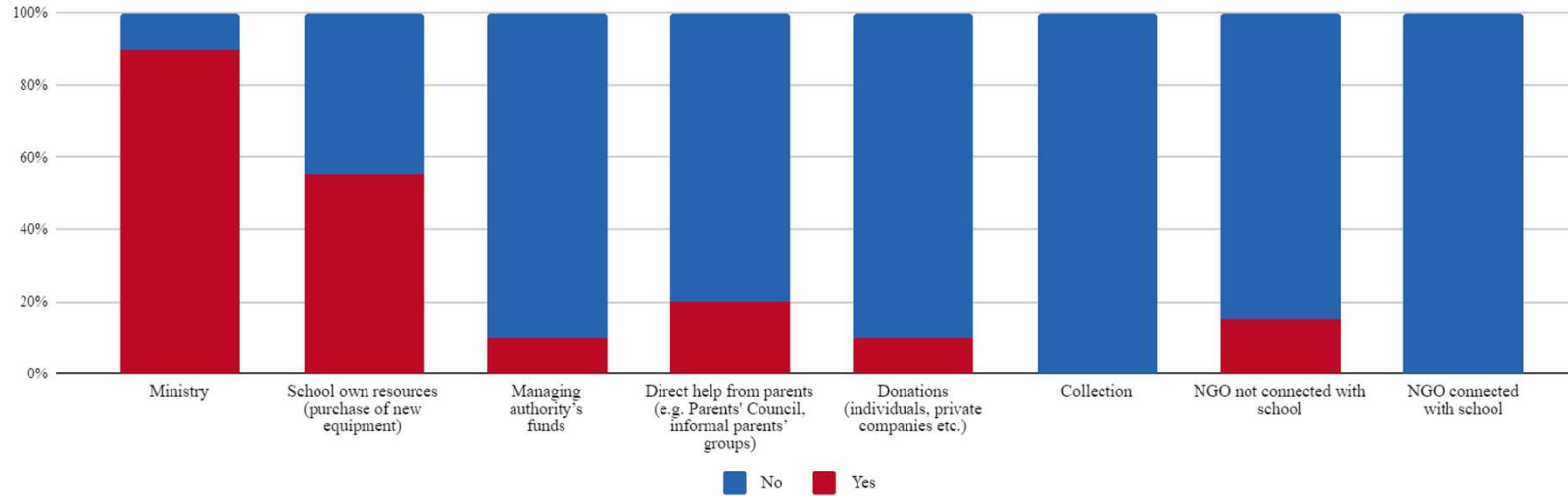


Chart D.6. Financing of the equipment needed for remote education for teachers of the school

n=20

D.8. Financing of the equipment needed for remote education for students

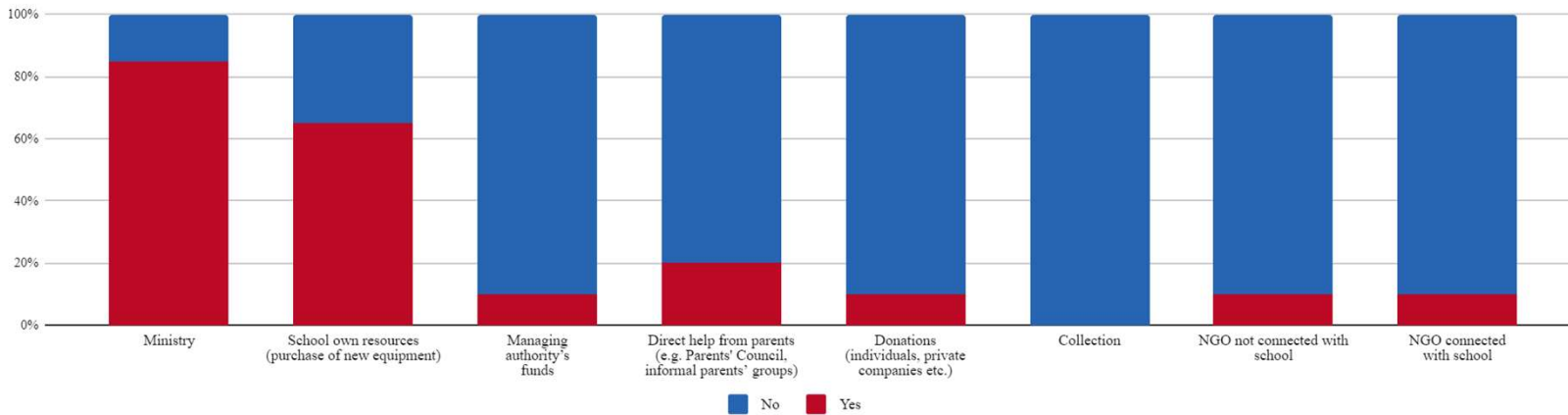


Chart D.8. Financing of the equipment needed for remote education for students of the school





DIRECTORS' PERSPECTIVE

RESULTS

n=20

Chart D.10-13. Equipment and trainings

