

Authors: EXED LABsrl

Version: Final

Status: Completed



REPORT

PROJECT ID :

(K2021-1-FR01-KA220-VET-000025083)

PR1 – Survey Report

Final Result's Report



Co-funded by
the European Union

Contents

1.	INTRODUCTION	4
2.1	General Introduction	4
2.2	Objectives	4
2.3	Working methodology	5
2.	COUNTRY REPORT	6
2.1	Belgium	7
	E-Learning strategies and methods	7
	Assessment and evaluation of e-tools and methods	9
	Communication and collaboration tools	11
	Design, mediatization and Content management	11
	Tools for monitoring learners and managing training	13
2.2	Cyprus	15
	E-Learning strategies and methods	15
	Assessment and evaluation of e-tools and methods	18
	Communication and collaboration tools	19
	Design, mediatization and Content management	21
	Tools for monitoring learners and managing training	23
2.3	France	25
	E-Learning strategies and methods	25
	Assessment and evaluation of e-tools and methods	27
	Communication and collaboration tools	28
	Design, mediatization and Content management	30
	Tools for monitoring learners and managing training	32
2.4	Italy	34
	E-Learning strategies and methods	34
	Assessment and evaluation of e-tools and methods	35
	Communication and collaboration tools	37
	Design, mediatization and Content management	39
	Tools for monitoring learners and managing training	41



3. KEY FINDINGS OF THE COUNTRIES	43
3.1 BELGIUM- KEY FINDINGS	43
KEY FINDING N.1 - Collaboration tools	43
KEY FINDING N.2 – Learning Methods	44
KEY FINDING N.3 – Monitoring Tools	44
3.2 CYPRUS- KEY FINDINGS	45
KEY FINDING N.1 – (1 st Part of the Survey)	45
KEY FINDING N.2 – (2 nd Part of the Survey)	45
KEY FINDING N.3 – (3 rd Part of the Survey)	45
KEY FINDING N.4 – (Last Part of the Survey)	46
3.3 FRANCE- KEY FINDINGS	48
KEY FINDING N.1 –Use of online assessment and evaluation tools	48
KEY FINDING N.2 –Experience in incorporating digital media and content management tools in the classroom	48
KEY FINDING N.3 – Use of surveillance/monitoring tools	49
3.4 ITALY- KEY FINDING	51
KEY FINDING N.1 – Effectiveness of online assessment or evaluation tools.	51
KEY FINDING N.2 – The most-used app in communication and collaboration	52
KEY FINDING N.3 – The most-used tool for monitoring learners and managing training	52
4. FINAL CONCLUSION	54
5. ANNEXES	55

Disclaimer: This project is funded with the support of the European Commission. The information and views set out in this document are those of the author(s) and do not necessarily reflect the official opinion of the European Commission. Neither the European Union institutions nor any person acting on their behalf may be held responsible for the use, which may be made of the information contained therein.



**Co-funded by
the European Union**

1. INTRODUCTION

2.1 General Introduction

“New Hera” is a project funded in the framework of Erasmus + program KA220-VET - Cooperation partnerships in vocational education and training 2021.

More details about the New Hera project:

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
03-11-2021	28	03-03-2024	FR01 - Agence Erasmus+ France / Education et Formation	English

The project proposal was submitted by *GIP FIPAN* (France) and the project partners are *EXEO LAB* (Italy), *SYNTHESIS* (Cyprus) and *The Square Dot Team* (Belgium).

The aims of the project are:

- To increase and improve VET teachers' and trainers' skills in online lesson planning and assessment;
- To improve quality standards and effectiveness of VET online lessons and courses;
- To enrich the whole e-learning experience both for teachers and students with more engaging content, accurate assessments and real-life experiences during their online training.

2.2 Objectives

Over the past few months, the partnership worked very intensively on the delivery of in-depth desk research that was also supported by a general overview of the needs of trainers/teachers in online education, taking into consideration the local context, the needs of learners and the resources made available by their training providers in the four partner countries (France, Italy, Cyprus and Belgium).

The issues tackled within the desk research are obviously the same areas of interest subsequently investigated in the data collection phase and are as follows:



Co-funded by
the European Union

- E-Learning strategies and methods
- Assessment and evaluation of e-tools and methods
- Communication and collaboration tools
- Design, mediatization and Content management
- Tools for monitoring learners and managing training

2.3 Working methodology

The following final report, in fact, will research perceptions, experiences, and barriers in online education and related activities and will identify the needs of trainers/teachers in online education, taking into consideration the local context, the needs of learners and the resources made available by their training providers

The data collection involves several stakeholders:

- VET Trainers and Teacher
- Trainers for VET teachers and trainers
- Apprentice tutors (mentors) in companies
- VET Students and trainees
- LMS platforms developers

The main tool used for data collection was a questionnaire built ad hoc (at least 10 responses per partner country) to understand the perceptions and realities of target groups. The questionnaires were distributed via EU Survey to specific target groups. The survey was distributed through email and direct contacts. The consortium collected 50 responses to the questionnaire among the four partners' countries.

The collected results in each partner country of this project as well have contributed to extrapolate common needs across the EU to design a strategy and training for all target groups.

All data gathered formulated in this summary report highlighting the critical trends and needs. Together with the desk research and the collection of policies by the entire partnership, this final report will constitute the basis on which the training course will be built, which will be the focus of the second step of the New Hera project.

Therefore, we would like to thank all those who worked on this data collection and especially those who participated in the questionnaire that enabled us to obtain these results.



Co-funded by
the European Union

2 COUNTRY REPORT

Country	Sample	Educational level				Jobe Role					Age Range			
		High school	Bachelor's degree	Master's degree	PhD	VET Trainers and Teacher	Trainers for VET teachers and trainers	Apprentice tutors (mentors) in companies	VET Students and trainees	LMS platforms developers	18-30	31-40	41-50	50+
<i>Cyprus</i>	15	-	4 (26,67%)	9 (60%)	2 (13,33%)	7 (46,67%)	3 (20%)	1 (6,67%)	3 (20%)	1 (6,67%)	9 (60%)	3 (20%)	3 (20%)	-
<i>Belgium</i>	13	-	1 (0,80%)	11 (88%)	1 (0,80%)	12 (94%)	1 (0,80%)	-	-	-	1 (0,80%)	4 (32%)	8 (64%)	-
<i>France</i>	15	2 (13,33%)	9 (60%)	4 (26,67%)	-	14 (93,33%)	-	-	-	1 (6,67%)	-	2 (13,33%)	8 (53,33%)	5 (33,33%)
<i>Italy</i>	16	2 (12,5%)	1 (6,25%)	12 (75%)	1 (6,25%)	12 (75%)	2 (12,5%)	2 (12,5%)	-	-	1 (6,25%)	5 (31,25%)	4 (25%)	6 (37,5%)

Total Responses 59

Education 4 High School; 15 Bachelors; 36 Masters; 4 PhD






Employment 45 VET Trainers and Teacher, 6 Trainers for VET teachers and trainers, 3 Apprentice tutors (mentors) in companies, 3 VET Students and trainees, 2 LMS platforms developers

21 Belgium

E-Learning strategies and methods

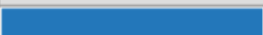






The survey presented a variety of eLearning strategies such as Practice Testing, Distributed Practice, Interleaved Practice, Elaborative Interrogation, Self-Explanation, and Others. Less than 50% of the participants were familiar with these strategies; mainly Practice Testing, Distributed Practice and Interleaved Practice were selected. Over half of the participants indicated being acquainted with other methods.

2. Which of the eLearning strategies mentioned below are you familiar with? (Choose as many options as valid)

		Answers	Ratio
Practice Testing		3	23.08 %
Distributed Practice		2	15.38 %
Interleaved Practice		2	15.38 %
Elaborative Interrogation		1	7.69 %
Self-Explanation		0	0 %
Other		8	61.54 %
No Answer		0	0 %

The following e-learning tools and methods were listed on the survey: Web eLearning, Video Modules, Virtual Classrooms, Specialized eLearning, Microlearning, Social Media Training, Mobile Learning and Others. All participants were familiar with these methods.

3. Which of the eLearning methods mentioned below are you familiar with? (Choose as many options as valid)





		Answers	Ratio
Web eLearning		10	76.92 %
Video Modules		11	84.62 %
Virtual Classrooms		11	84.62 %
Specialized eLearning		7	53.85 %
Microlearning		11	84.62 %
Social Media Training		10	76.92 %
Mobile learning		11	84.62 %
Other		0	0 %
No Answer		0	0 %

Regarding transitioning to online learning and using online strategies, most users expressed concerns associated with online teachings such as lack of motivation and lack of in-person interaction (50%). This was followed by concerns about digital literacy and technical issues (30%) and infrastructural problems (20%).






Co-funded by
the European Union

1. Select which in your opinion are the main challenges with regards to transforming face-to-face training into the online one. (Choose as many options as valid)

		Answers	Ratio
Lack of Motivation		2	15.38 %
Infrastructural Problems		4	30.77 %
Digital Literacy and Technical Issues		4	30.77 %
Lack of In-person Interaction		7	53.85 %
Other		0	0 %
No Answer		0	0 %



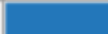

4. Which is the most effective way to engage students in online training?

		Answers	Ratio
Encourage Students by Utilizing Live Captions		0	0 %
Include Worked Examples in Course Content		4	30.77 %
Increase Student Engagement by Testing Their Knowledge		5	38.46 %
Visual Aids in Course Materials Keeps Students Engaged		4	30.77 %
Other		0	0 %
No Answer		0	0 %

Assessment and evaluation of e-tools and methods

Nearly 40% of users found it relatively easy to identify assessment tools; however, they had difficulty converting traditional tests into online tests. 25% of users indicated not to have experienced difficulty to convert traditional oral or written tests to online tests. Contrary to the latter, 25% of people claimed that it was difficult to find suitable assessment tools and to convert traditional tests to online tests. Over 10% suggested that online assessments require specific training for teachers and VET trainers.

1. Which of the following statements best describe your experience in online assessment and evaluation? (Choose as many options as valid)




		Answers	Ratio
I had no difficulties in using online assessment tools to convert traditional written or oral tests into online tests		3	23.08 %
It was relatively easy to find suitable remote /online assessment tools but I had many difficulties in converting traditional written or oral tests into online tests		5	38.46 %
I found it difficult to find suitable remote /online assessment methods and tools and to convert traditional written or oral tests into online tests		4	30.77 %
I think online assessment requires specific training for teachers/trainers		4	30.77 %
I think online assessment does not require specific training for teachers/trainers		0	0 %
I think online assessment tools are very user friendly and do not require specific training for teachers/trainers		0	0 %
I think online assessment tools are very hard to use and require specific training for teachers/trainers		0	0 %
I think online assessment tools are in a general user friendly but specific training is necessary for teachers/trainers		0	0 %
I have never experienced any online assessment or evaluation		0	0 %
No Answer		0	0 %

Regarding the effectiveness of assessment tools and methods, less than 20% of the participants indicated online assessment tools to be less effective than traditional methods. The rest of the users were divided more or less equally between assessing online testing to be either more effective or as effective as traditional online testing methods.






Co-funded by
the European Union

3. Which of the following statements best describe your experience in online assessment and evaluation tools? (Choose as many options as valid)

		Answers	Ratio
They are less effective than the traditional methods, as some skills or competencies cannot be assessed online		2	15.38 %
They are as effective as the traditional methods		6	46.15 %
They are more effective than the traditional methods		5	38.46 %
I have never used any online assessment or evaluation tool		0	0 %
No Answer		0	0 %

Lastly, more than half of trainers had used Moodle, followed by other options for assessment such as Remind, Microsoft Teams, WordPress, Wix and YouTube.







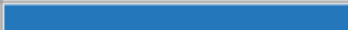


2. Which of the following online assessment tools have you used? (Choose as many options as valid)

		Answers	Ratio
E-prea		0	0 %
Moodle		7	53.85 %
I have never used any online assessment tool		1	7.69 %
Other		6	46.15 %
No Answer		0	0 %

Communication and collaboration tools

Among the online collaboration tools presented, the most popular ones were Google Drive and Microsoft 365 tools followed by Canva, Dropbox, Trello, Slack and to a lesser extent the rest of the options.

1. Which of the following online collaboration and communication tools have you used? (Choose as many options as valid)



		Answers	Ratio
Asana (https://asana.com)		2	15.38 %
Basecamp (www.basecamp.com)		1	7.69 %
Blink (https://www.blinklearning.com/home)		0	0 %
Canva (http://canva.com)		7	53.85 %
ConceptBoard (https://conceptboard.com/)		1	7.69 %
Google drive tools (https://google.com/)		12	92.31 %
Dropbox (https://www.dropbox.com/business)		8	61.54 %
Microsoft 365 tools (https://www.microsoft.com/it-it/microsoft-365)		13	100 %
Slack (www.slack.com)		5	38.46 %
Trello (www.trello.com)		6	46.15 %
No Answer		0	0 %

Overall, teachers are familiar with effective online collaboration tools and can easily find user-friendly, suitable tools but agree that training is needed for optimal use.

Design, mediatization and Content management

All except one user have incorporated content management tools in their teaching. Most respondents encourage students to use such tools to complete assignments, and they claim to create material and interactive modules with the facilitation of such content management systems. A smaller percentage observed that they use such systems to encourage alternate learning paths and to create podcasts and blog posts.







1. Have you incorporated the usage of content management tools in your teaching activities?

		Answers	Ratio
Yes		12	92.31 %
No		1	7.69 %
No Answer		0	0 %






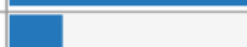


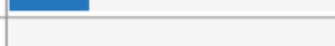

Co-funded by
the European Union

If yes, please specify how:

		Answers	Ratio
Answer Creating interactive modules for my students		6	46.15 %
Encouraging students to use content management tools to complete assignments		7	53.85 %
Sharing external (course-related) information with my students through Instagram reels, blogs and podcasts		2	15.38 %
Creating podcasts and blog posts for my students to encourage alternate learning paths		2	15.38 %
Providing students with the opportunity to subscribe to content management tools		4	30.77 %
No Answer		1	7.69 %





In terms of specific digital tools, teachers were mainly integrating Powerpoints/slide decks, Websites, Digital whiteboarding tools, Interactive blogs and Podcasts followed by Digital Scrapbooks, Animations, Instagram pages and reels. Lastly, teachers see the importance of using social media and digital tools to increase engagement in class, promote higher retention of key concepts, create adaptable content based on students' needs, improve creativity levels and develop teamwork skills.

2. Which of the following digital methods or tools could be useful in your classroom if incorporated? (choose as many as applicable)






		Answers	Ratio
Interactive blogs		5	38.46 %
Podcasts		4	30.77 %
Instagram pages and reels		1	7.69 %
Websites		9	69.23 %
Digital scrapbooks		2	15.38 %
Animations		2	15.38 %
Powerpoints/slide decks		12	92.31 %
Digital whiteboarding tools		3	23.08 %
No Answer		0	0 %

Finally, trainers offered varied responses to define their experience using digital media and content management systems from learning at their own pace, with the support of their institutions, with paid plans or by following targeted online courses.

3. Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom?

		Answers	Ratio
I am learning how to incorporate digital tools in my teaching modules at my own pace comfortably		4	30.77 %
I can learn better with training support from my institution		5	38.46 %
I can learn better with more access to paid and subscription-based tools		2	15.38 %
I can learn better with targeted online courses on digital content management		2	15.38 %
I don't use digital content in my teaching activities		0	0 %
No Answer		0	0 %

4. Why do you think it is important to include social media content in mainstream learning for students? (Choose as many options as valid)







		Answers	Ratio
Increased engagement in class		6	46.15 %
Higher retention of key concepts		4	30.77 %
Adaptable content based on students' needs		4	30.77 %
Improvement in creativity levels amongst students		9	69.23 %
Development of teamwork skills through team-building activity		3	23.08 %
No Answer		0	0 %

Tools for monitoring learners and managing training








The most popular tools are Zoom and Google and to a much lesser extent Skype and Gotowebinar. Regarding the monitoring and surveillance of learners, most teachers (55%) have not used surveillance methods. 25% have implemented online proctoring tools and 20% have used LMS software for synchronous learning. All participants agree on the importance of online proctoring to secure online assessment. In addition, 40% said to have used such tools and 50% had not used them. Only 1 respondent claimed that such tools are user-friendly and do not require training.



2. Which of the following online surveillance/monitoring tools have you used: (Choose as many options as valid)

		Answers	Ratio
Online proctoring tools		3	23.08 %
LMS software only for asynchronous learning		0	0 %
LMS software only for synchronous learning		3	23.08 %
I have never used any online monitoring tools		6	46.15 %
Other		2	15.38 %
No Answer		0	0 %

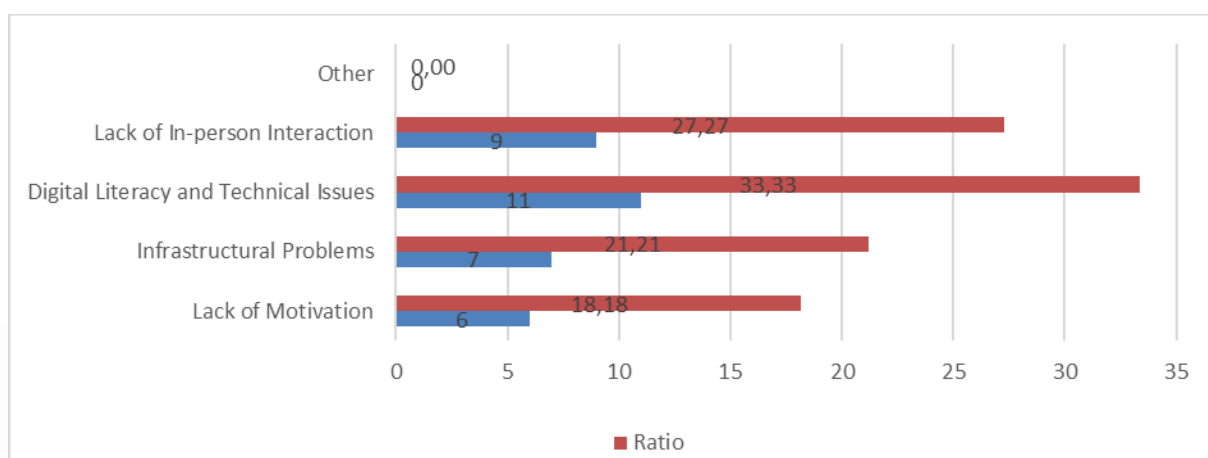
3. Which of the following statements do you agree with: (Choose as many options as valid)

		Answers	Ratio
Online proctoring is essential to secure online assessment and evaluation and I have used surveillance software/tools with my students		5	38.46 %
Online proctoring is essential to secure online assessment and evaluation but I have not used any surveillance software /tools with my students		7	53.85 %
Online proctoring is not essential to secure online assessment and evaluation and I have not used any surveillance software /tools with my students		0	0 %
Online proctoring tools are very user-friendly and do not require specific training for teachers/training		1	7.69 %
Online proctoring tools are rather user-friendly but specific training for teachers /training is necessary		0	0 %
Online proctoring tools are very hard to use and require specific training for teachers /trainers		0	0 %
No Answer		0	0 %

E-Learning strategies and methods

The fifteen people surveyed were first asked to select in their opinion what are the main challenges with regard to transforming face-to-face training into an online one. There were 33 answers provided on a total of four options. Here are the results:

	Answers	Ratio (%)
Lack of Motivation	6	18.18
Infrastructural Problems	7	21.21
Digital Literacy and Technical Issues	11	33.33
Lack of In-person Interaction	9	27.27
Other	0	0.00
Total	33	100.00

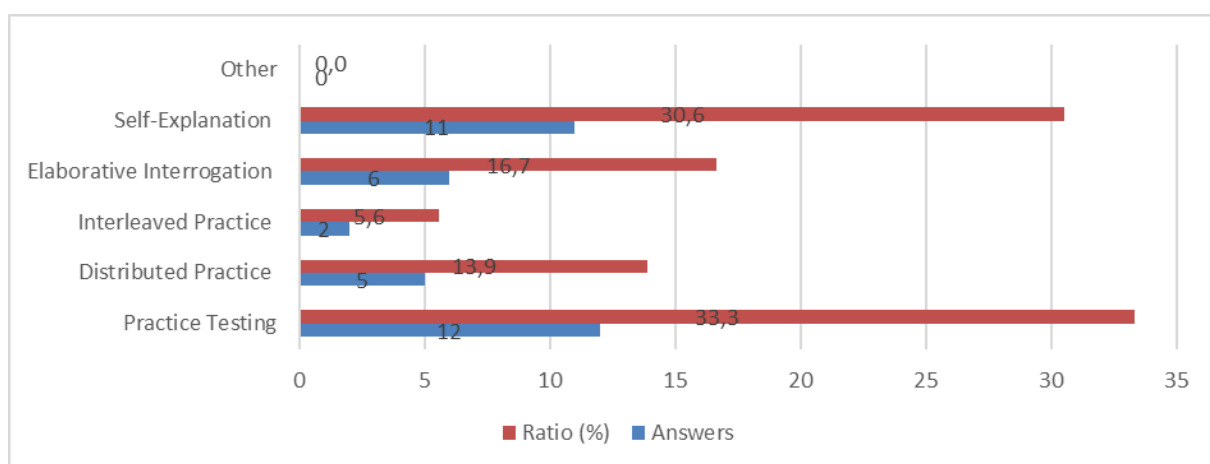


In a second question, people surveyed were asked which eLearning strategies they were familiar with. There was a total of 36 answers.

	Answers	Ratio (%)
Practice Testing	12	33.3
Distributed Practice	5	13.9
Interleaved Practice	2	5.6

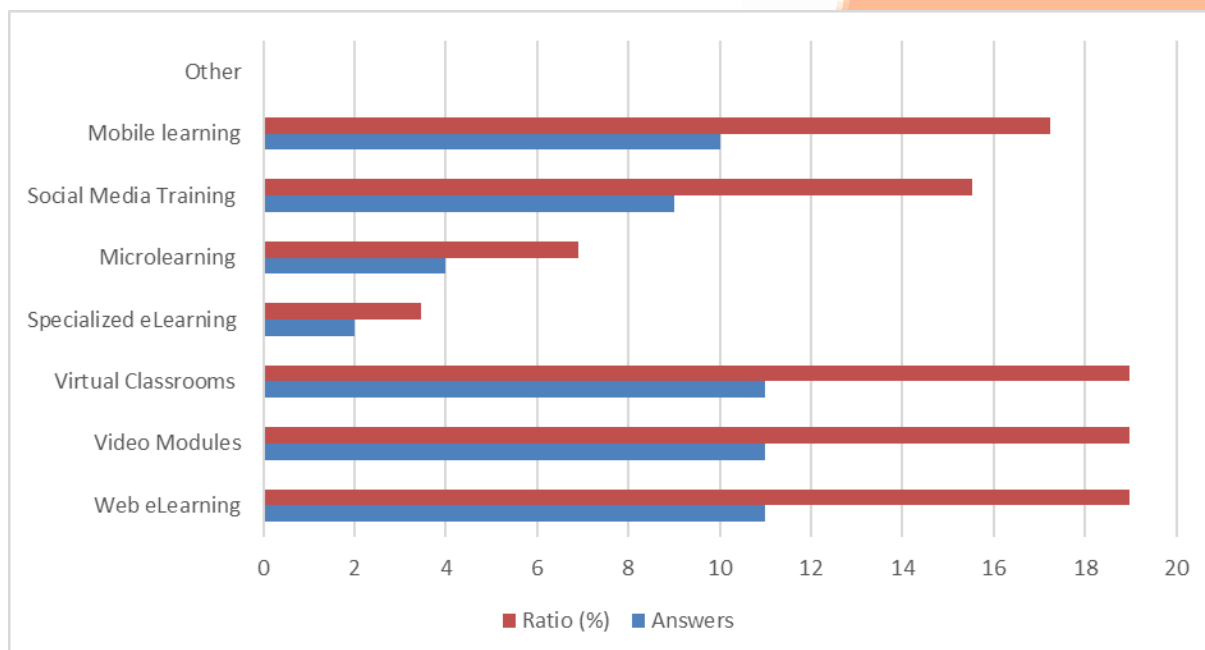


Elaborative Interrogation	6	16.7
Self-Explanation	11	30.6
Other	0	0.0
Total	36	66.67



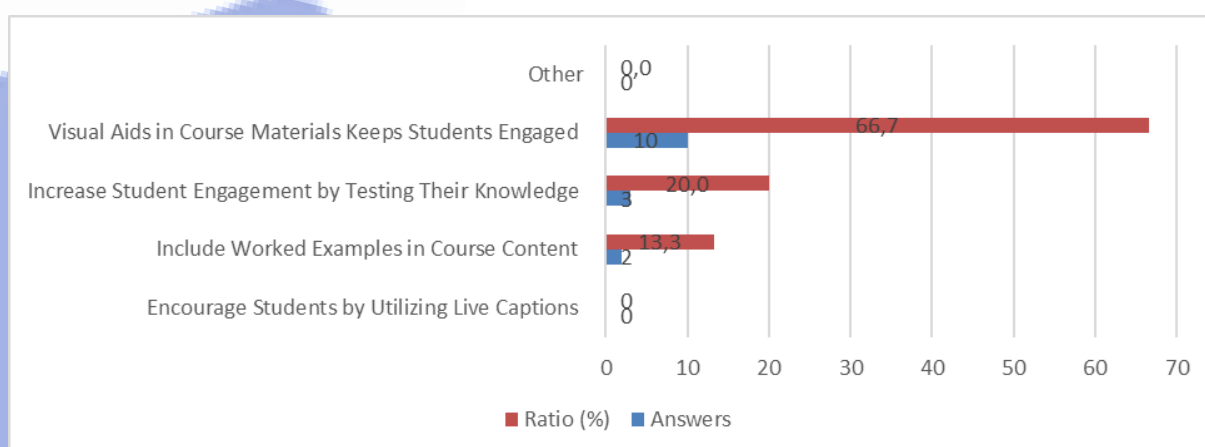
In a third question, they were asked which eLearning methods they were familiar with. There was a total of 58 answers for a total of eight options. Here are the results:

	Answers	Ratio (%)
Web eLearning	11	18.97
Video Modules	11	18.97
Virtual Classrooms	11	18.97
Specialized eLearning	2	3.45
Microlearning	4	6.90
Social Media Training	9	15.52
Mobile learning	10	17.24
Other	0	0
Total	58	100.00



In the last question, the people surveyed were asked, “Which is the most effective way to engage students in online training?”. There was a total of 5 options, and it collected 15 answers. Two people

	Answers	Ratio (%)
Encourage Students by Utilizing Live Captions	0	0
Include Worked Examples in Course Content	2	13.3
Increase Student Engagement by Testing Their Knowledge	3	20.0
Visual Aids in Course Materials Keeps Students Engaged	10	66.7
Other	0	0.0
Total	15	100.00

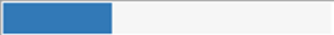
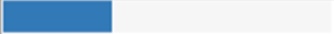

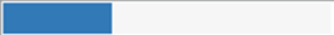
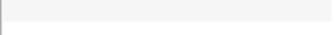







Assessment and evaluation of e-tools and methods

We asked three questions to the people surveyed regarding the assessment and evaluation of e-tools and methods.




First, people had various statements regarding different experiences in online assessment and evaluation. They had to choose which statement fit the best with their experiences; they could select as many answers as they wanted. The first set of answers was to know if they had difficulties using online tools to convert traditional tests into online tests. In the second part of the set, they were asked to choose the answers that fit best with their opinion on the need for training for teachers/trainers for online assessment. Moreover, they were asked if it was user-friendly.

1. Which of the following statements best describe your experience in online assessment and evaluation? (Choose as many options as valid)

		Answers	Ratio
I had no difficulties in using online assessment tools to convert traditional written or oral tests into online tests		5	33.33 %
It was relatively easy to find suitable remote /online assessment tools but I had many difficulties in converting traditional written or oral tests into online tests		5	33.33 %
I found it difficult to find suitable remote /online assessment methods and tools and to convert traditional written or oral tests into online tests		1	6.67 %
I think online assessment requires specific training for teachers/trainers		5	33.33 %
I think online assessment does not require specific training for teachers/trainers		0	0 %
I think online assessment tools are very user friendly and do not require specific training for teachers/trainers		1	6.67 %
I think online assessment tools are very hard to use and require specific training for teachers/trainers		1	6.67 %
I think online assessment tools are in a general user friendly but specific training is necessary for teachers/trainers		11	73.33 %
I have never experienced any online assessment or evaluation		3	20 %
No Answer		0	0 %





In a second question, they were asked to choose from the following propositions which of the online assessment tools they have used. Out of the 17 answers collected, 1 chose the “Other” option. Here are the other tools cited by that person who chose “Other”: Wordpress Tutor LMS, Wix Online Course.

2. Which of the following online assessment tools have you used? (Choose as many options as valid)

		Answers	Ratio
E-prea		0	0 %
Moodle		14	93.33 %
I have never used any online assessment tool		2	13.33 %
Other		1	6.67 %
No Answer		0	0 %

In a third and last question, they had once more to choose from statements regarding their thoughts on the effectiveness of online assessment and evaluation tools.

3. Which of the following statements best describe your experience in online assessment and evaluation tools? (Choose as many options as valid)

		Answers	Ratio
They are less effective than the traditional methods, as some skills or competencies cannot be assessed online		6	40 %
They are as effective as the traditional methods		4	26.67 %
They are more effective than the traditional methods		2	13.33 %
I have never used any online assessment or evaluation tool		3	20 %
No Answer		0	0 %

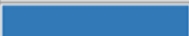






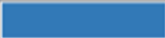
Communication and collaboration tools

First, the people surveyed were asked what online collaboration and communication tools they have used. Basecamp and Blink were not chosen.



Co-funded by
the European Union

1. Which of the following online collaboration and communication tools have you used? (Choose as many options as valid)

		Answers	Ratio
Asana (https://asana.com)		8	53.33 %
Basecamp (www.basecamp.com)		4	26.67 %
Blink (https://www.blinklearning.com/home)		0	0 %
Canva (http://canva.com)		12	80 %
ConceptBoard (https://conceptboard.com/)		0	0 %
Google drive tools (https://google.com/)		15	100 %
Dropbox (https://www.dropbox.com/business)		11	73.33 %
Microsoft 365 tools (https://www.microsoft.com/it-it/microsoft-365)		11	73.33 %
Slack (www.slack.com)		6	40 %
Trello (www.trello.com)		7	46.67 %
No Answer		0	0 %

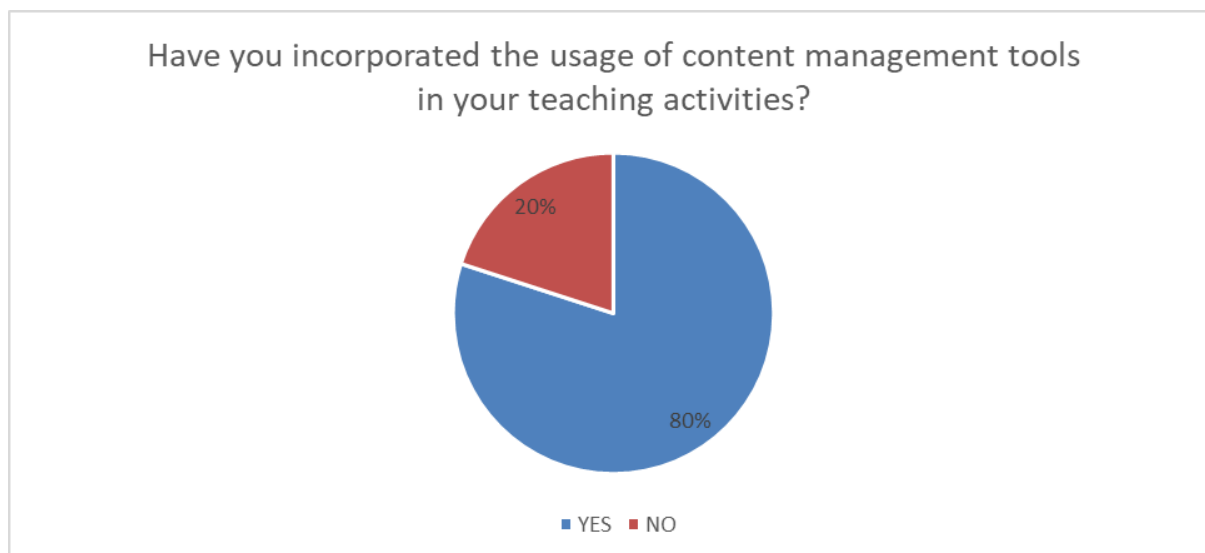
Following this, participants had a series of statements where they had to range their answers from 1 (strongly disagree) to 5 (strongly agree). Here is the table collecting all the statements and the average number for their answers:

Statements	Average
I had no difficulties in using online communication and collaboration tools to improve my teaching.	3.93
It was relatively easy to find suitable online communication and collaboration tools but I had many difficulties using them during my teaching.	3
I found it difficult to find suitable online communication and collaboration tools and to use them during my teaching.	2.08
I have never experienced any online communication and collaboration tools.	0.76
I think online communication and collaboration tools require specific training for teachers/trainers.	3.52
I think online communication and collaboration tools do not require specific training for teachers/trainers.	1.71
I think online communication and collaboration tools are very user friendly and do not require specific training for teachers/trainers.	2.36

I think online communication and collaboration tools are very hard to use and require specific training for teachers/trainers.	2.07
I think online communication and collaboration tools are in a general user friendly but specific training is necessary for teachers/trainers.	4.2
I have never experienced any online communication and collaboration tools.	0.42

Design, mediatization and Content management

The people surveyed were first asked to say if they incorporated the usage of content management tools in their teaching activities. Here are the results for our fifteen participants:


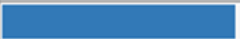






If they answered “yes”, they were asked to specify. Naturally, there were eight answers for “No Answer”. The two most popular answers are « Answer Creating interactive modules for my students” and “Encouraging students to use content management tools to complete assignments”. The following categories shown in the figure below were only chosen:











Co-funded by
the European Union

If yes, please specify how:

		Answers	Ratio
Answer Creating interactive modules for my students		11	73.33 %
Encouraging students to use content management tools to complete assignments		10	66.67 %
Sharing external (course-related) information with my students through Instagram reels, blogs and podcasts		8	53.33 %
Creating podcasts and blog posts for my students to encourage alternate learning paths		3	20 %
Providing students with the opportunity to subscribe to content management tools		2	13.33 %
No Answer		3	20 %






Then, they were asked which of the following methods or tools proposed could be useful in their classroom if incorporated. The table below shows that the most popular answer was websites, Powerpoints/Slide decks and Digital whiteboards tools.

2. Which of the following digital methods or tools could be useful in your classroom if incorporated? (choose as many as applicable)

		Answers	Ratio
Interactive blogs		6	40 %
Podcasts		8	53.33 %
Instagram pages and reels		10	66.67 %
Websites		13	86.67 %
Digital scrapbooks		5	33.33 %
Animations		10	66.67 %
Powerpoints/slide decks		13	86.67 %
Digital whiteboarding tools		13	86.67 %
No Answer		0	0 %

The persons surveyed were given various statements, and they had to choose the one that corresponds most to their situation. The question was: “Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom?”. The answers were very divided.

3. Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom?

		Answers	Ratio
I am learning how to incorporate digital tools in my teaching modules at my own pace comfortably		2	13.33 %
I can learn better with training support from my institution		4	26.67 %
I can learn better with more access to paid and subscription-based tools		3	20 %
I can learn better with targeted online courses on digital content management		5	33.33 %
I don't use digital content in my teaching activities		1	6.67 %
No Answer		0	0 %

The following question stated: “Why do you think it is important to include social media content in mainstream learning for students?”. Increase engagement in Class was chosen the most, with 80%. Then, in order of the most chosen to the least chosen, we have Adaptable content based on students’ needs, Improvements in creativity level amongst students, higher retention of key concepts and development of teamwork skills through team-building activity.

Lastly, participants were asked which of the following teaching management tools they use during their teaching. They had to rank their use from 1 (never) to 5 (always). There were five different tools.

Tools	Average
Gotowebinar	0.46
Zoom	4.26
Skype	2.87
Google Meet	2.73
Google Drive, Presentations, Google keep, Jamboard, etc	4.13






Tools for monitoring learners and managing training

The people surveyed were asked two questions regarding tools for monitoring learners and managing training. First, they were asked which of the following online surveillance/mentoring tools they have used. Out of fifteen answers, eight said they never used such tools.



Co-funded by
the European Union






2. Which of the following online surveillance/monitoring tools have you used:(Choose as many options as valid)

		Answers	Ratio
Online proctoring tools		4	26.67 %
LMS software only for asynchronous learning		3	20 %
LMS software only for synchronous learning		1	6.67 %
I have never used any online monitoring tools		8	53.33 %
Other		1	6.67 %
No Answer		0	0 %

If a person were to choose other they were asked to specify; the person answered Other didn't specify the tool she/he used.






The last question of this questionnaire asked them to choose the statement they agree the most with. There are two different sets of statements. The first one is to determine how essential these tools are to secure online assessment and evaluation and if they are used them. The second set of statements is to see if online proctoring tools are user-friendly or not and if they require training for teachers/trainers.

3. Which of the following statements do you agree with: (Choose as many options as valid)

		Answers	Ratio
Online proctoring is essential to secure online assessment and evaluation and I have used surveillance software/tools with my students		5	33.33 %
Online proctoring is essential to secure online assessment and evaluation but I have not used any surveillance software /tools with my students		2	13.33 %
Online proctoring is not essential to secure online assessment and evaluation and I have not used any surveillance software /tools with my students		5	33.33 %
Online proctoring tools are very user-friendly and do not require specific training for teachers/training		0	0 %
Online proctoring tools are rather user-friendly but specific training for teachers /training is necessary		3	20 %
Online proctoring tools are very hard to use and require specific training for teachers /trainers		1	6.67 %
No Answer		0	0 %

E-Learning strategies and methods

The fifteen people surveyed were first asked to select their opinion what are the main challenges with regard to transforming face-to-face training into an online one. There were 27 answers provided on a total of four options. Here are the results:

		Answers	Ratio
Lack of Motivation		4	26.67 %
Infrastructural Problems		3	20 %
Digital Literacy and Technical Issues		8	53.33 %
Lack of In-person Interaction		9	60 %
Other		3	20 %
No Answer		0	0 %

Three people answered “Other” one explained that for them, one of the main challenges was “to equip and train people to digital tools” while another explained that “some adults who are training late in their life have lost all their confidence, are having social difficulties and therefore need some real proximity with their trainer/teacher to truly learn and train”. The last person explained that one of the main difficulties is to “support and accompany the trainers in the pedagogical engineering to digitalize training courses”.

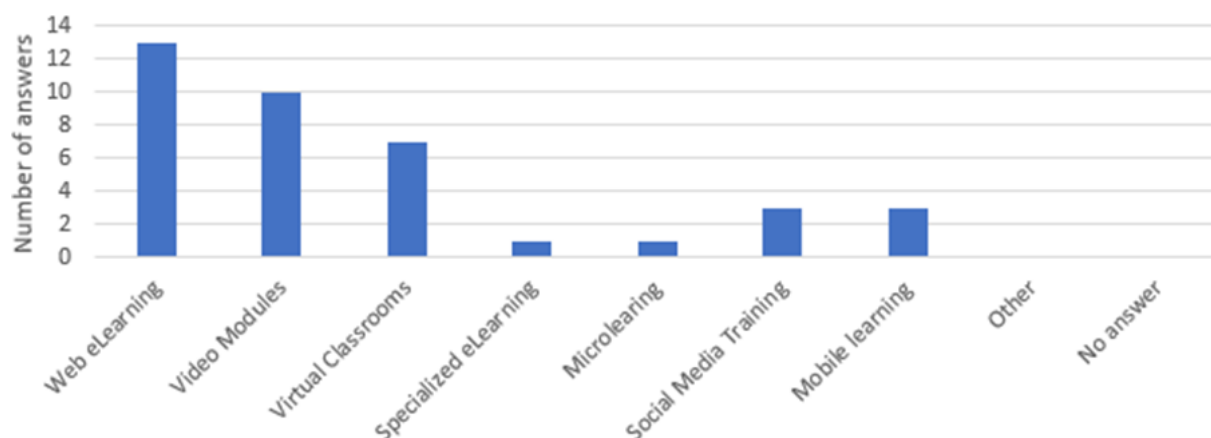
In a second question, people surveyed were asked which eLearning strategies they were familiar with. There was a total of 31 answers. The person who answered “Other” explained that they know none of the strategies mentioned.



In a third question, they were asked which eLearning methods they were familiar with. There was a total of 38 answers for a total of eight options. Here are the results:

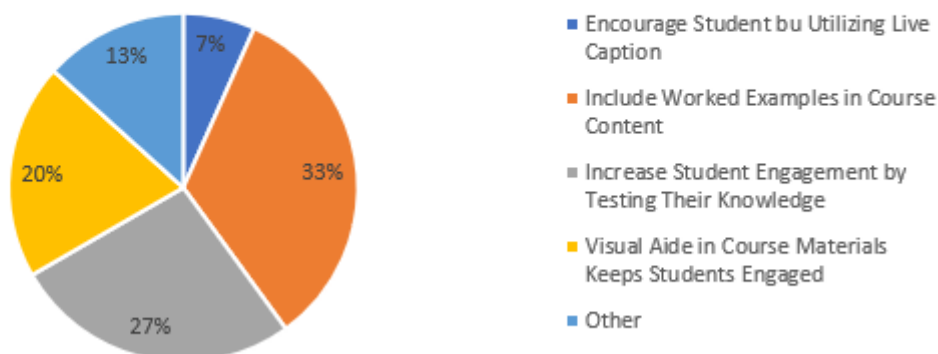


Which of the eLearning methods mentioned below are you familiar with? (Choose as many options as valid)



In the last question, the people surveyed were asked, “Which is the most effective way to engage students in online training?”. There was a total of 5 options, and it collected 15 answers. Two people answered “Other”. One explained that adding videos, online quizzes, and online classes was also an effective way to engage trainees. The other explained that training them and providing them with equipment was also very important.

Which is the most effective way to engage students in online training?











Assessment and evaluation of e-tools and methods

We asked three questions to the people surveyed regarding the assessment and evaluation of e-tools and methods.

First, people had various statements regarding different experiences in online assessment and evaluation. They had to choose which statement fit the best with their experiences; they could select as many answers as they wanted. The first set of answers was to know if they had difficulties using online tools to convert traditional tests into online tests. In the second part of the set, they were asked to choose the answers that fit best with their opinion on the need for training for teachers/trainers for online assessment. Moreover, they were asked if it was user-friendly.

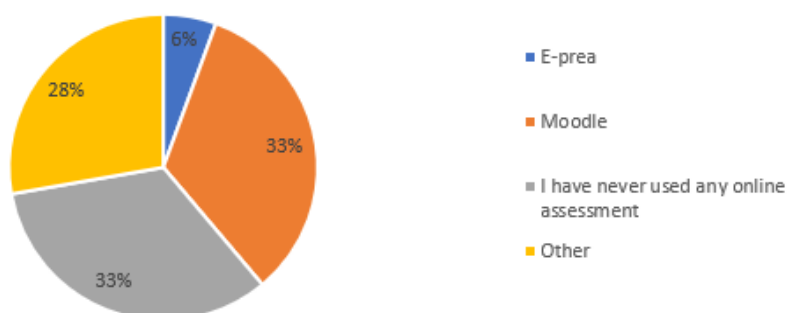
1. Which of the following statements best describe your experience in online assessment and evaluation? (Choose as many options as valid)

		Answers	Ratio
I had no difficulties in using online assessment tools to convert traditional written or oral tests into online tests		5	33.33 %
It was relatively easy to find suitable remote /online assessment tools but I had many difficulties in converting traditional written or oral tests into online tests		1	6.67 %
I found it difficult to find suitable remote /online assessment methods and tools and to convert traditional written or oral tests into online tests		4	26.67 %
I think online assessment requires specific training for teachers/trainers		5	33.33 %
I think online assessment does not require specific training for teachers/trainers		2	13.33 %
I think online assessment tools are very user friendly and do not require specific training for teachers/trainers		1	6.67 %
I think online assessment tools are very hard to use and require specific training for teachers/trainers		0	0 %
I think online assessment tools are in a general user friendly but specific training is necessary for teachers/trainers		2	13.33 %
I have never experienced any online assessment or evaluation		4	26.67 %
No Answer		0	0 %



In a second question, they were asked to choose from the following propositions which of the online assessment tools they have used. Out of the 18 answers collected, 5 chose the “Other” option. Here are the other tools cited by the people who chose “Other”: Projet Voltaire, CLEA, TCF, Quizziz, Safe (a platform proposed sometime by the training centres where they create their evaluations throughout the years), Chamilo, Kahoot.

Which of the following online assessment tools have you used? (Choose as many options as valid)



In a third and last question, they had once more to choose from statements regarding their thoughts on the effectiveness of online assessment and evaluation tools.

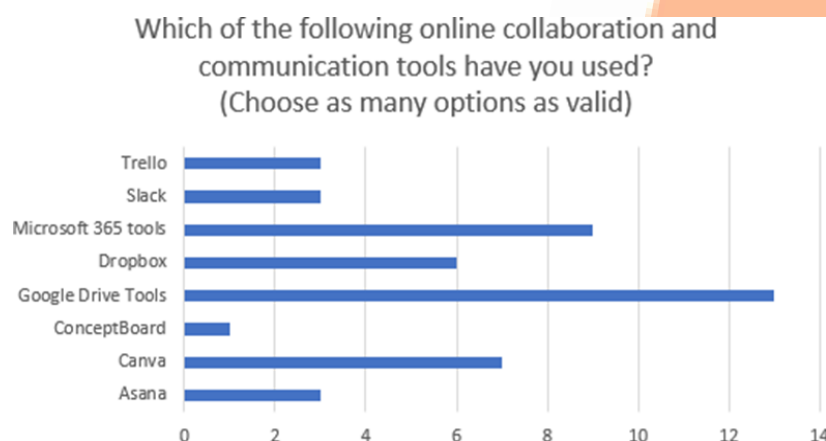
3. Which of the following statements best describe your experience in online assessment and evaluation tools? (Choose as many options as valid)

		Answers	Ratio
They are less effective than the traditional methods, as some skills or competencies cannot be assessed online	<div><div></div></div>	5	33.33 %
They are as effective as the traditional methods	<div><div></div></div>	4	26.67 %
They are more effective than the traditional methods	<div><div></div></div>	1	6.67 %
I have never used any online assessment or evaluation tool	<div><div></div></div>	6	40 %
No Answer		0	0 %

Communication and collaboration tools

First, the people surveyed were asked what online collaboration and communication tools they have used. Basecamp and Blink were not chosen.





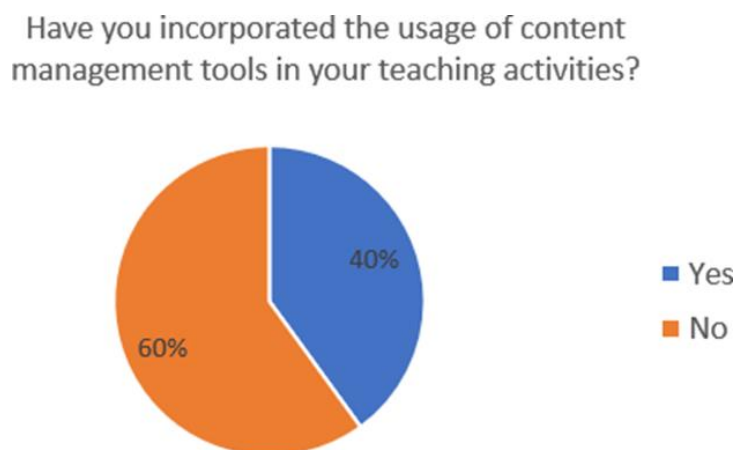
Following this, participants had a series of statements where they had to range their answers from 1 (strongly disagree) to 5 (strongly agree). Here is the table collecting all the statements and the average number for their answers:

Statements	Average
I had no difficulties in using online communication and collaboration tools to improve my teaching.	3.53
It was relatively easy to find suitable online communication and collaboration tools but I had many difficulties using them during my teaching.	2.60
I found it difficult to find suitable online communication and collaboration tools and to use them during my teaching.	2.67
I have never experienced any online communication and collaboration tools.	2.07
I think online communication and collaboration tools require specific training for teachers/trainers.	3.47
I think online communication and collaboration tools do not require specific training for teachers/trainers.	2.53
I think online communication and collaboration tools are very user-friendly and do not require specific training for teachers/trainers.	2.80
I think online communication and collaboration tools are very hard to use and require specific training for teachers/trainers	2.67
I think online communication and collaboration tools are in a general user friendly but specific training is necessary for teachers/trainers.	3.40
I have never experienced any online communication and collaboration tools	1.73



Design, mediatization and Content management

The people surveyed were first asked to say if they incorporated the usage of content management tools in their teaching activities. Here are the results for our fifteen participants:

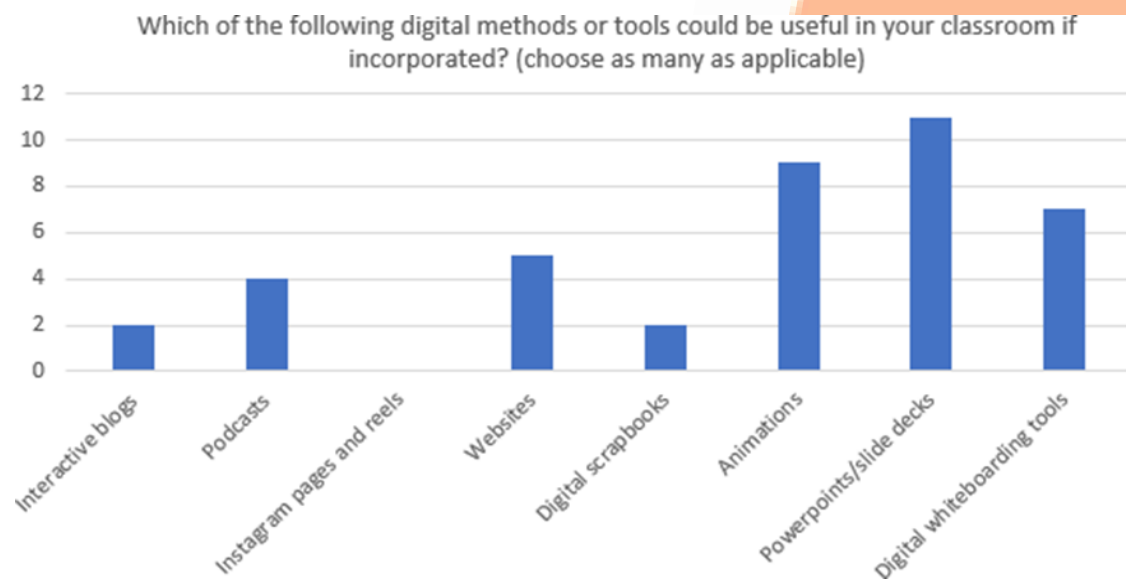


If they answered “yes”, they were asked to specify. Naturally, there were eight answers for “No Answer”. The two most popular answers are “Encouraging students to use content management tools to complete assignments” with six votes and “Sharing external (course-related) information with my students through Instagram reels, blogs and podcasts” with three votes. The following categories were only chosen once:

- Creating interactive modules for my students;
- Creating podcasts and blog posts for my students to encourage alternate learning paths;
- Providing students with opportunity to subscribe to content management tools.

Then, they were asked which of the following methods or tools proposed could be useful in their classroom if incorporated. The graph below shows that the most popular answer is “Powerpoints/Slide decks”.





The persons surveyed were given various statements, and they had to choose the one that corresponds most to their situation. The question was: “Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom?”. The answers were very divided.

		Answers	Ratio
I am learning how to incorporate digital tools in my teaching modules at my own pace comfortably	<div><div></div></div>	4	26.67 %
I can learn better with training support from my institution	<div><div></div></div>	3	20 %
I can learn better with more access to paid and subscription-based tools	<div><div></div></div>	2	13.33 %
I can learn better with targeted online courses on digital content management	<div><div></div></div>	3	20 %
I don't use digital content in my teaching activities	<div><div></div></div>	3	20 %
No Answer		0	0 %

The following question stated: “Why do you think it is important to include social media content in mainstream learning for students?”. Development of teamwork skills through team-building activity was chosen the most, with 53.33%. Then, in order of the most chosen to the least chosen, we have Increased engagement in class, higher retention of key concepts, improvement in creativity levels amongst students tied with 33.33% and lastly, adaptable content based on students’ needs.

Lastly, participants were asked which of the following teaching management tools they use during their teaching. They had to rank their use from 1 (never) to 5 (always). There were five different tools.

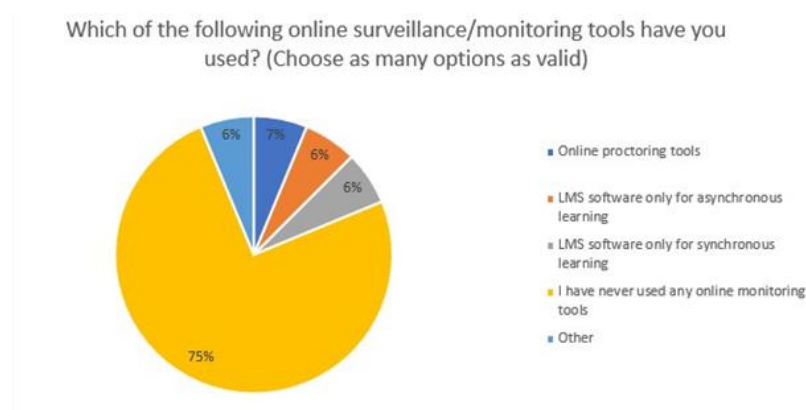


Co-funded by
the European Union

Tools	Average
Gotowebinar	1.67
Zoom	3.60
Skype	2.07
Google Meet	2.40
(Google Drive, Presentations, Google keep, Jamboard, etc)	3.20

Tools for monitoring learners and managing training

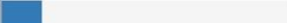
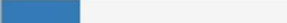
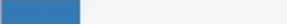
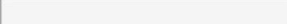
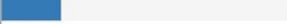
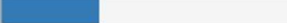
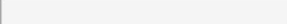
The people surveyed were asked two questions regarding tools for monitoring learners and managing training. First, they were asked which of the following online surveillance/mentoring tools they have used. Out of fifteen answers, twelve said they never used such tools.



If a person were to choose another they were asked to specify; the person answered that they used the software called “Safe”, which allows them to see how much time their students spend working on their schoolwork and to track work that has been done.

The last question of this questionnaire asked them to choose the statement they agree the most with. There are two different sets of statements. The first one is to determine how essential these tools are to secure online assessment and evaluation and if they are used them. The second set of statements is to see if online proctoring tools are user-friendly or not and if they require training for teachers/trainers.

3. Which of the following statements do you agree with: (Choose as many options as valid)





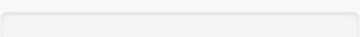
		Answers	Ratio
Online proctoring is essential to secure online assessment and evaluation and I have used surveillance software/tools with my students		2	13.33 %
Online proctoring is essential to secure online assessment and evaluation but I have not used any surveillance software /tools with my students		4	26.67 %
Online proctoring is not essential to secure online assessment and evaluation and I have not used any surveillance software /tools with my students		4	26.67 %
Online proctoring tools are very user-friendly and do not require specific training for teachers/training		0	0 %
Online proctoring tools are rather user-friendly but specific training for teachers /training is necessary		3	20 %
Online proctoring tools are very hard to use and require specific training for teachers /trainers		5	33.33 %
No Answer		0	0 %



24Italy

E-Learning strategies and methods

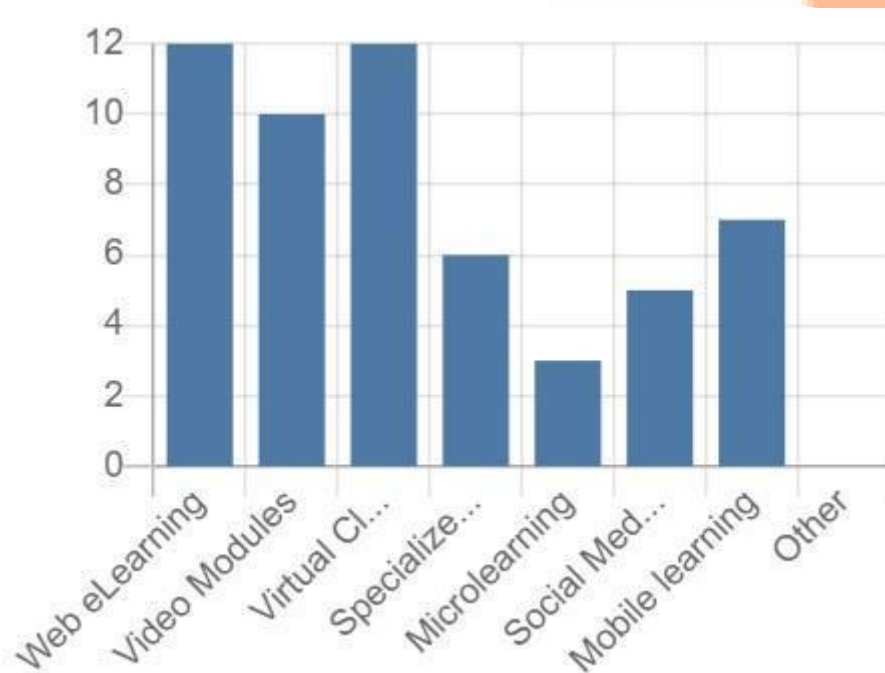
For the first multiple choice question the Italian sample responded by selecting “the main challenges with regards to transforming face-to-face training into the online one”. The results of 33 total preferences are divided by 5 options. All the 16 individuals responded in this way:

		Answers
Lack of Motivation		8
Infrastructural Problems		9
Digital Literacy and Technical Issues		8
Lack of In-person Interaction		8
Other		0

The second multiple choice question regards “Which of the eLearning strategies mentioned below are you familiar with”, there were 39 total preferences divided by 6 options. It was explained the only “other” option chosen by “Preparing tests and making training”. We can see how the “Practice Testing” option was chosen by most of the participants with 13 preferences (81,25%):



The third multiple choice question was "Which of the eLearning methods mentioned below are you familiar with". The Italian sample expressed 55 preferences. Here we can observe how, of all the strategies available, two of these stand out with 12 preference for each:













The last single choice question for the first section was "Which is the most effective way to engage students in online training". Out of 5 options in total, 43,75% have chosen "Visual Aids in Course Materials Keeps students engaged" as the main strategy.

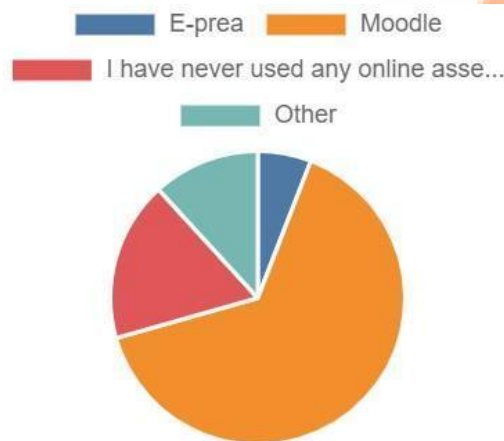
Assessment and evaluation of e-tools and methods

The second section started with the multiple choice question "Which of the following statements best describe your experience in online assessment and evaluation". Here we had 25 preferences divided by 9 options. The most common chosen option (43,75%) was "I had no difficulties in using online assessment tools to convert traditional written or oral tests into online tests" but is also interesting to note that none of the participants has chosen this option "I think online assessment does not require specific training for teachers/trainers".



		Answers	Ratio
I had no difficulties in using online assessment tools to convert traditional written or oral tests into online tests		7	43.75 %
It was relatively easy to find suitable remote /online assessment tools but I had many difficulties in converting traditional written or oral tests into online tests		3	18.75 %
I found it difficult to find suitable remote /online assessment methods and tools and to convert traditional written or oral tests into online tests		1	6.25 %
I think online assessment requires specific training for teachers/trainers		5	31.25 %
I think online assessment does not require specific training for teachers/trainers		0	0 %
I think online assessment tools are very user friendly and do not require specific training for teachers/trainers		1	6.25 %
I think online assessment tools are very hard to use and require specific training for teachers/trainers		2	12.5 %
I think online assessment tools are in a general user friendly but specific training is necessary for teachers/trainers		5	31.25 %
I have never experienced any online assessment or evaluation		1	6.25 %
No Answer		0	0 %

In the second multiple choice question “Which of the following online assessment tools have you used”. The Italian sample highlighted 11 preferences for the Moodle tool, 1 for E-Prea tool, 3 preferences underlined the non-use of any kind of online assessment tool and 1 other preference with Google Form tool.



Afterwards, the last multiple choice question of the section was “Which of the following statements best describe your experience in online assessment and evaluation tools”. As we can see from the results chart, most people stated that the assessment and evaluation tools are as effective as the traditional methods (37.5%)

Another interesting finding is found in the response that people believe that assessment and evaluation tools are less effective than the traditional methods, as some skills or competencies cannot be assessed online. In fact, this assumption reached 31.25 percent of the responses.

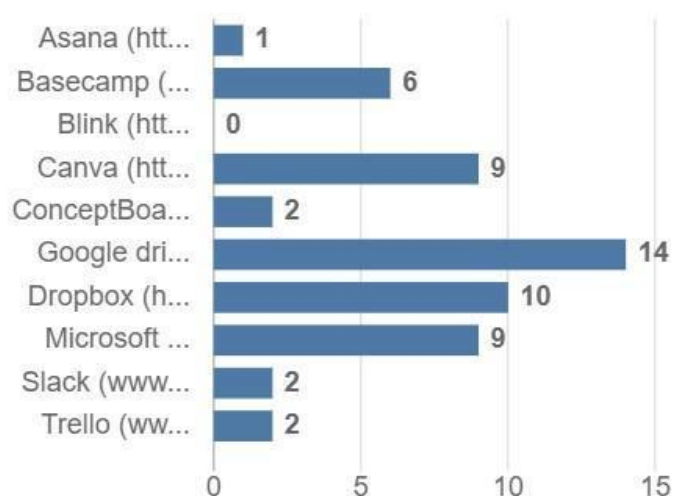
They are less effective than the traditional methods, as some skills or competencies cannot be assessed online	<div><div></div></div>	5	31.25 %
They are as effective as the traditional methods	<div><div></div></div>	6	37.5 %
They are more effective than the traditional methods	<div><div></div></div>	2	12.5 %
I have never used any online assessment or evaluation tool	<div><div></div></div>	3	18.75 %
No Answer	<div><div></div></div>	0	0 %

Communication and collaboration tools

This section, about the online communication and collaboration tools, started with the multiple choice question “Which of the following online collaboration and communication tools have you used”. Out of a total of 55 preferences divided by 10 options, we can highlight that most of the participants generally use “Google drive tools” 87.5% but three other tools are also common: Dropbox, Canva and Microsoft 365 tools. We can also note that none of the participants uses the “Blink” online tool.



Co-funded by
the European Union



The following questions are structured with different types of answers. In fact, the following questions have varied types of responses with a range of preferences, where 1 strongly disagrees and 5 strongly agrees.

That said the following question “Which of the following statements best describe your experience in online communication and collaboration tools”.

The first set of definitions/answers was about the target group’s experience in using communication and collaboration tools and we can basically see that they had no difficulties in it:

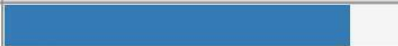
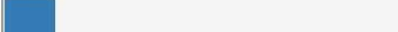
Answers	Average
“I had no difficulties in using online communication and collaboration tools to improve my teaching”	3.63
“It was relatively easy to find suitable online communication and collaboration tools but I had many difficulties using them during my teaching”	3.00
“I found it difficult to find suitable online communication and collaboration tools and to use them during my teaching”	2.19
“I have never experienced any online communication and collaboration tools”	2.38

The second set of definitions were about what the target group thought about the online communication and collaboration tools. The Italian sample mostly highlighted that it requires specific training for teachers/trainers and even if online communication and collaboration tools are in general user friendly, specific training is necessary for teachers/trainers.

Answers	Average
"I think online communication and collaboration tools require specific training for teachers/trainers"	4.06
"I think online communication and collaboration tools do not require specific training for teachers/trainers"	2.13
"I think online communication and collaboration tools are very user friendly and do not require specific training for teachers/trainers"	2.19
"I think online communication and collaboration tools are very hard to use and require specific training for teachers/trainers"	2.88
"I think online communication and collaboration tools are in a general user friendly but specific training is necessary for teachers/trainers"	3.50
"I have never experienced any online communication and collaboration tools"	1.50

Design, mediatization and Content management

This last section started with one choice question: "Have you incorporated the usage of content management tools in your teaching activities?"

		Answers	Ratio
Yes		14	87.5 %
No		2	12.5 %

Moreover, the participants who answered "Yes" said that:








Answer	Percentage
"Answer Creating interactive modules for my students"	50%
"Encouraging students to use content management tools to complete assignments"	50%
"Sharing external (course-related) information with my students through Instagram reels, blogs and podcasts"	37.5%



Co-funded by
the European Union

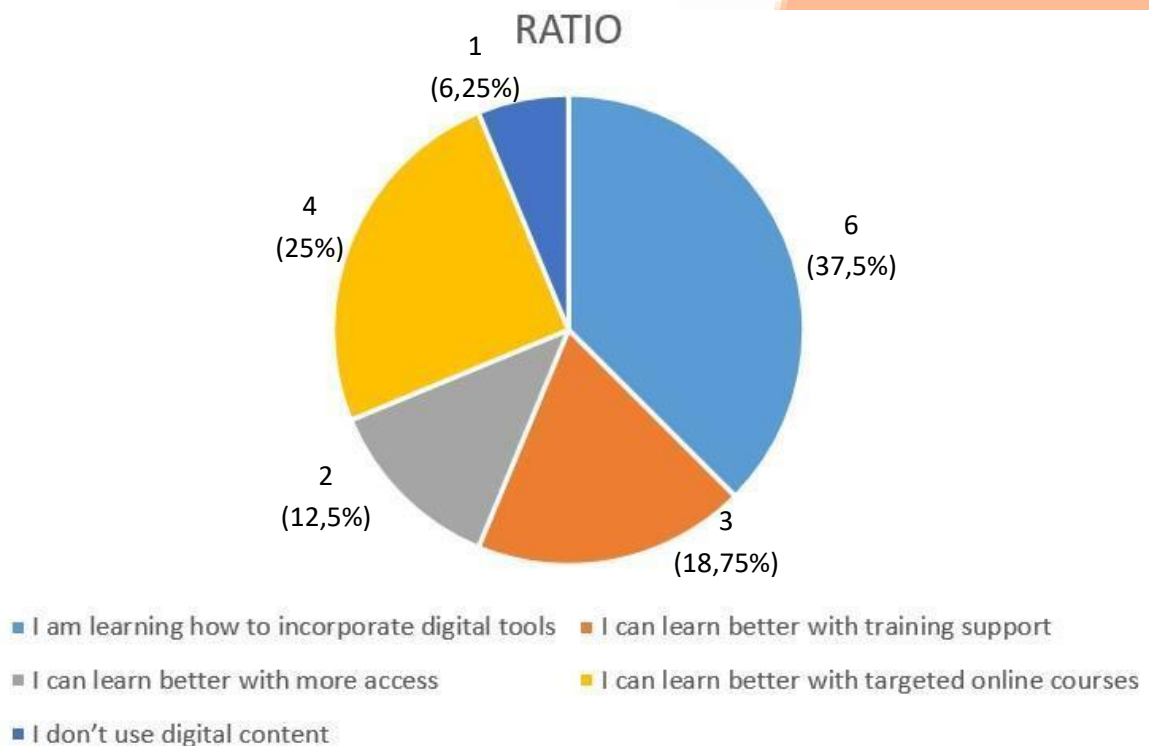
"Creating podcasts and blog posts for my students to encourage alternate learning paths"	25%
"Providing students with the opportunity to subscribe to content management tools"	25%
No Answer	18.75%

The second multiple-choice question of this section was "Which of the following digital methods or tools could be useful in your classroom if incorporated". Out of a total of 57 preferences divided by 8 options, we noted the results:

		Answers	Ratio
Interactive blogs		6	37.5 %
Podcasts		8	50 %
Instagram pages and reels		3	18.75 %
Websites		11	68.75 %
Digital scrapbooks		0	0 %
Animations		7	43.75 %
Powerpoints/slide decks		11	68.75 %
Digital whiteboarding tools		11	68.75 %
No Answer		0	0 %

We have to note that none of the participants selected the "Digital scrapbooks" option. As we can see, the most useful tools are websites, powerpoints and digital whiteboarding.

The following choice question was "Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom". We can represent the answers with a pie chart:



The last multiple choice question of this section was “Why do you think it is important to include social media content in mainstream learning for students”. Out of a total of 28 preferences divided by 5 options they have almost chosen:

Answers	Ratio
Improvement in creativity levels among students	68.75%
Increased engagement in class	56.25%
Development of teamwork skills through team-building activity	50%

Tools for monitoring learners and managing training

The last section started with a multiple choice question “Which of these teaching management tools do you use during your teaching” to answer with a range: 1 to 5 for each answer, as 1 is never and 5 is always.

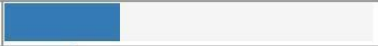
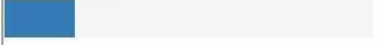


Answers	Average
Gotowebinar	2.94
Zoom	4.06
Skype	3.25



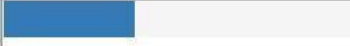





Co-funded by
the European Union

Google Meet	3.56
Google Tools	3.56

This section continued with a multiple choice question "Which of the following online surveillance/monitoring tools have you used". The Italian sample has to note that half of the participants have chosen "I have never used any online monitoring tools"

		Answers	Ratio
Online proctoring tools		5	31.25 %
LMS software only for asynchronous learning		3	18.75 %
LMS software only for synchronous learning		4	25 %
I have never used any online monitoring tools		8	50 %
Other		0	0 %

The last multiple choice question of the New Hera Questionnaire was "Which of the following statements do you agree with" Out of a total of 22 preferences divided by 6 options:

		Answers	Ratio
Online proctoring is essential to secure online assessment and evaluation and I have used surveillance software/tools with my students		6	37.5 %
Online proctoring is essential to secure online assessment and evaluation but I have not used any surveillance software /tools with my students		5	31.25 %
Online proctoring is not essential to secure online assessment and evaluation and I have not used any surveillance software /tools with my students		3	18.75 %
Online proctoring tools are very user-friendly and do not require specific training for teachers/training		2	12.5 %
Online proctoring tools are rather user-friendly but specific training for teachers /training is necessary		2	12.5 %
Online proctoring tools are very hard to use and require specific training for teachers /trainers		4	25 %

3. KEY FINDINGS OF THE COUNTRIES

A variety of interesting results have emerged at the transnational level regarding the research conducted as part of the European project New Hera.

Some relevant and most interesting findings for the purposes of our research have also emerged at the national level. Therefore, the following results and relationships between the countries involved in the research can be inferred below. We can show some common points such as the use of certain digital tools such as Google tools, Microsoft 365, etc. It turned out that there is a need for specific training on the use of certain digital technologies. Assessment, monitoring and managing online learning are crucial but unfortunately still not developed and supported in the most appropriate and conscious way.

+

3.1 BELGIUM - KEY FINDINGS

The following key findings have been identified for the Belgian context. Overall, digital tools have been made accessible to teachers, but there is a need for training in regards to the effective implementation of such tools in different educational contexts. Moreover, teachers experience technical, pedagogical and social challenges when it comes to online teaching and learning. Finally, online assessment is an area that needs attention, including surveillance, proctoring and monitoring for secure online assessment.

KEY FINDING N.1 - Collaboration tools

There seems to be enough resources and tools available for trainers, including learning management systems, content management systems, collaboration tools, multimedia tools, and assessment tools. Teachers agree that such tools facilitate the adaptation of the content and promote collaboration and creativity among learners. Identifying and finding the right tools does not seem to be problematic. However, the effective implementation in the online classroom and the right adaptation of the tool for a specific educational context can be challenging. Therefore, teachers need tailored training for their educational context to apply their digital skills in online settings effectively (in relation to the subject they teach, level of education such as elementary vs secondary or higher education, etc.).



Co-funded by
the European Union

KEY FINDING N.2 – Learning Methods

Teachers take advantage of opportunities offered by their institutions and also have intrinsic motivation to follow the training and learn in their time and at their own pace. However, training is not only necessary in digital and technical skills but also in pedagogical and social skills in an online setting. In other words, teachers might know how to properly use a tool; nonetheless, knowing how to engage learners, how to communicate effectively with students in online formats, how to keep them motivated, how to adapt materials for online settings, and how to test their knowledge after learning units, in an online format, is not necessarily evident. To this end, best practices and communities of practice would be beneficial for teachers; to exchange ideas with other experts.

KEY FINDING N.3 – Monitoring Tools

There seems to be a lack of knowledge about proper assessment in online settings, including surveillance, proctoring and monitoring for secure online assessment. The majority of respondents have not implemented such tools in their educational context. Tutorials and training can be useful for teachers to get acquainted with their options for their educational context, as well as familiarization with proper feedback tools after the assessment has taken place.



3.2 CYPRUS - KEY FINDINGS

KEY FINDING N.1 – (1st Part of the Survey)

Regarding the 1st part of the survey the participants of the survey in Cyprus have mentioned the followings:

They consider “Digital Literacy and Technical Issues, Lack of Motivation” and “Lack of In-person Interaction” as the main challenges with regard to transforming face-to-face training into an online one.

The eLearning strategies that the participants are more familiar with are “practice testing and self-explanation”.

The eLearning methods that the participants are more familiar with are the “Web eLearning, Video Modules and Virtual Classrooms”.

The participants believe that the most effective way to engage students in the “online training is through Visual Aids in the Course Materials”.

KEY FINDING N.2 – (2nd Part of the Survey)

Regarding the 2nd part of the survey the participants of the survey in Cyprus have mentioned the followings:

Almost all the participants when describing their experience with online assessment and evaluation “think online assessment tools are in a general user friendly but specific training is necessary for teachers/trainers”.

Also, the majority of them have used moodle as an online assessment tool.

Half of the participants believe that when describing their experience in online assessment and evaluation tools mentioned that “They are less effective than the traditional methods, as some skills or competencies cannot be assessed online” and only a few believed that they are “as effective as the traditional methods”.

KEY FINDING N.3 – (3rd Part of the Survey)

Regarding the 3rd part of the survey the participants of the survey in Cyprus have mentioned the followings:

The majority of the participants have used google drive, asana, dropbox and canvas as an online collaboration and a communication tool.

The majority mentioned that they had no difficulties in using online communication and collaboration tools to improve their teaching

The majority mentioned they disagree with the statement “it was relatively easy to find suitable online communication and collaboration tools but I had many difficulties using them during my teaching”



The majority mentioned they disagree with the statement “I found it difficult to find suitable online communication and collaboration tools and to use them during my teaching”

The majority mentioned they disagree with the statement “I have never experienced any online communication and collaboration tools”

The opinion of the participants is divided regarding the statement “I think online communication and collaboration tools require specific training for teachers/trainers” half agree and half of them disagree.

The majority mentioned they disagree with the following statements:

- “I think online communication and collaboration tools do not require specific training for teachers/trainers”
- “think online communication and collaboration tools are very user friendly and do not require specific training for teachers/trainers”
- “I think online communication and collaboration tools are very hard to use and require specific training for teachers/trainers”

The opinion of the participants is divided again, regarding the statement “I think online communication and collaboration tools are in a general user friendly but specific training is necessary for teachers/trainers” half agree and half of them disagree.

KEY FINDING N.4 – (Last Part of the Survey)

Regarding the Last part of the survey the participants of the survey in Cyprus have mentioned the followings:

The majority of the participants have incorporated the usage of content management tools in their teaching activities, and the most common way was through “Answer Creating interactive modules for my students” and “Encouraging students to use content management tools to complete assignments”.

The most popular reply in regards to the digital methods or tools that could be useful in a classroom was Powerpoints/slide decks, Digital whiteboarding tools and websites.

In regards to the statement “Which of the following statements best describe your experience in incorporating digital media and content management tools in your classroom?” the participants were almost evenly split between the following replies:

- I am learning how to incorporate digital tools in my teaching modules at my own pace comfortably
- I can learn better with training support from my institution
- I can learn better with targeted online courses on digital content management



Moreover, the participants were almost evenly split in regards to the statement “Why do you think it is important to include social media content in mainstream learning for students”

The majority of the participant has never used any online monitoring tool.

Lastly, one-third of the participants mentioned agreed with the statement: “Online proctoring is essential to secure online assessment and evaluation and I have used surveillance software/tools with my students”.



Co-funded by
the European Union





3.3 FRANCE – KEY FINDINGS

With this questionnaire and its analysis, we were able to point out some key findings. They will be presented in the following points and are the results of the highlights in this questionnaire.

KEY FINDING N.1 –Use of online assessment and evaluation tools

In the part of the questionnaire with questions related to assessment and evaluation tools, there is one question that is as follows: “Which of the following online assessment tools have you used?”. Here are the results of this question:

2. Which of the following online assessment tools have you used? (Choose as many options as valid)

		Answers	Ratio
E-prea		1	6.67 %
Moodle		6	40 %
I have never used any online assessment tool		6	40 %
Other		5	33.33 %
No Answer		0	0 %






Without surprise, Moodle is the tool that most people have used. However, surprisingly out of the fifteen persons we surveyed, six answered that they never used any online assessment tool (40%). Moreover, there were many other online assessment tools that were not quoted in the answers that the participants used. As seen previously, we can note some other software such as Projet Voltaire, CLEA, TCF, Quizziz, Safe (a platform proposed sometime by the training centres where they create their evaluations throughout the years), Chamilo, Kahoot. We can see that there are many more online assessment tools than the two proposed in the questionnaire.

For our research, it is essential to highlight that about a third of the French people we surveyed never used any online assessment tool. And that as expected, the most popular app for online assessment is still Moodle.

KEY FINDING N.2 –Experience in incorporating digital media and content management tools in the classroom



In the part of the questionnaire related to digital media and content management tools, participants were asked to choose between a list of statements that best describe their experience. Here are their answers:

		Answers	Ratio
I am learning how to incorporate digital tools in my teaching modules at my own pace comfortably		4	26.67 %
I can learn better with training support from my institution		3	20 %
I can learn better with more access to paid and subscription-based tools		2	13.33 %
I can learn better with targeted online courses on digital content management		3	20 %
I don't use digital content in my teaching activities		3	20 %
No Answer		0	0 %

As we can see, the results are very diverse. First, we can note that three answers said they do not use any digital content in their teaching activities. Most people answered that they are learning how to incorporate these tools in their modules at their own pace. However, many also responded that they could learn better if they had more support and training, whether from their institution, with more access to paid or subscription base tools, or with the help of some online courses specially targeted for digital content management.

Overall, what we can take from this question is that most people surveyed in France still feel the need to have more training on digital content management tools to better understand and better use them.

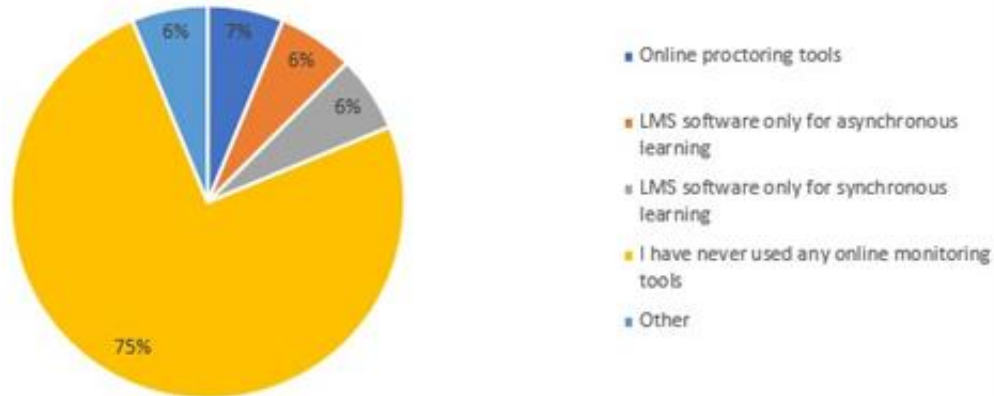
KEY FINDING N.3 – Use of surveillance/monitoring tools

In the last part of the questionnaire, participants were asked to answer the following question: “Which of the following online surveillance/monitoring tools have you used?”. Here are their answers:



Co-funded by
the European Union

Which of the following online surveillance/monitoring tools have you used? (Choose as many options as valid)



As we can see from the answers to this question, most people surveyed answered that they never used any online monitoring tools, which was expected. However, some people use LMS software for asynchronous or synchronous learning or online proctoring tools. Moreover, someone also answered “Other” to this question. The person responded that they used the software called “Safe”, which allows them to see how much time their students spend working on their schoolwork and to track work that has been done.

From this question, we can see that, as expected most people have never used any online proctoring tools. It means that should there come a time when they need to use it; they will need training. Moreover, from the other questions related to this question, we can see that most people agree that using surveillance/monitoring tools needs some specific training.





3.4 ITALY - KEY FINDING

Through this research, we were able to find some key findings relevant to what our research is about.

These key findings that will be listed below are the result of the highlights in the questionnaire by the beneficiaries who responded.

KEY FINDING N.1 – Effectiveness of online assessment or evaluation tools.

In the *Assessment and evaluation of e-tools and methods* section, one question caught our attention, which is as follows: “Which of the following statements best describe your experience in online assessment and evaluation”.

		Answers	Ratio
They are less effective than the traditional methods, as some skills or competencies cannot be assessed online		5	31.25 %
They are as effective as the traditional methods		6	37.5 %
They are more effective than the traditional methods		2	12.5 %
I have never used any online assessment or evaluation tool		3	18.75 %
No Answer		0	0 %

As you will see from the results chart, most people stated that the assessment and evaluation tools are as effective as the traditional methods (37.5%)

Another interesting finding is found in the response that people believe that assessment and evaluation tools are less effective than the traditional methods, as some skills or competencies cannot be assessed online. In fact, this assumption reached 31.25 percent of the responses.

An interesting finding is that 18.75% have never used an online assessment or evaluation tool. This also detects the low confidence in technological and digital assessment and evaluation tools.

For the purpose of our research, we can highlight the relevant finding that the Italian target group explicitly stated that assessment and evaluation tools are as effective as the traditional methods.



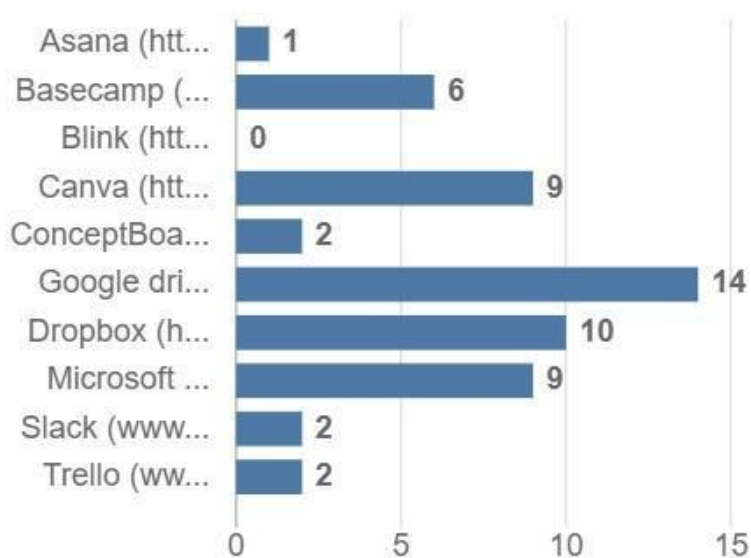
Co-funded by
the European Union

KEY FINDING N.2 – The most-used app in communication and collaboration

An additional relevant finding was found in the *Communication and Collaboration tools* section. The multiple-choice question to be highlighted in this question concerns which of the listed tools were used.

The Italian target group highlighted with as many as 14 preferences Google Drive tools as the most used collaboration and communication tool (87.5 percent). In second place with 10 preferences was the California-based file hosting service, in third place ex aequo tools Microsoft 365 and Canva (well-known free graphic design tool).

One of the interesting data besides being completely unused by the Italian sample of the blink tool is also the little use of applications such as Slack (business collaboration tool) and Trello (management software).



KEY FINDING N.3 – The most-used tool for monitoring learners and managing training

An additional relevant finding was found in the *Tools for monitoring learners and managing training* section. The multiple-choice question to be highlighted in this question concerns which of the listed tools were used to manage the online lessons. The results, as you can see, are expressed by range, as 1 is never and 5 is always.



Answers	Average
Gotowebinar	2.94
Zoom	4.06
Skype	3.25
Google Meet	3.56
Google Tools	3.56

What we can easily detect is that most of the Italian group uses the zoom application (video communication software program) as a management tool, roughly averaging 4.06 out of 5.

In second place are two tools ex aequo, Google Meet (teleconferencing application developed by Google) and Google tools (encompassing Gmail, Gdrive, JamBoard, keep, etc.) with a 3.56 average out of 5.

The third most used tool is Gotowebinar (webinar platform) with a score of 2.94 out of 5.

Thus, we can highlight that Zoom and Google tools are the most used tools in the Italian sample.



Co-funded by
the European Union

4. FINAL CONCLUSION

In conclusion, an interesting point that emerges from this final report is that:

Although the research was largely designed as transnational in order to investigate the peculiarities and differences that might run through each of the countries involved, no real and substantial national differences were identified.

It can be inferred overall that the target groups need adequate training in the use of digital tools teaching evaluation and online learning (32.2%), despite the fact that they routinely use some digital tools. There was no shortage of difficulties in using the said digital tools also related to the emergency situation of the Covid-19 pandemic. On the topic of online assessments and digital assessment tools, teachers are still very skeptical about their validity and effectiveness, in fact 30.51% think the digital assesment are not good enough.

Regarding digital collaboration and communication tools, they are widely used during online teaching and learning, but at the same time teachers demand that more training on the conscious use of them be carried out (81.36%).

Frequently teachers despite difficulties on the use of them choose to use digital tools in order to create more attention and involvement of learners (55.93%), to develop so-called soft skills such as team building (40.68%), to adapt the concepts to be developed to the needs of learners (40.68%).

In conclusion, we could say that VET Trainers and Teachers put themselves on the line in order to improve the quality of online teaching and learning in spite of the many difficulties they encounter. They would, therefore, like to have the opportunity to increase training on digital tools. This reveals that the goal of the New Hera project fully centers the needs of the target groups.



5. ANNEXES

Survey results in pdf and excel are attached to the above report.



Co-funded by
the European Union