

Learning Partnership
„E-learning in Vocational Training“



GENERAL OVERVIEW – PART 2

GERMANY

BULGARIA

ROMANIA

PORTUGAL

TURKEY



Education and Culture DG

Lifelong Learning Programme

I. Introduction.....	3
II. gbb	4
II. 1. gbb teacher’s perspective.....	6
II. 2. gbb student’s perspective.....	13
III. National Training Centre (NTC).....	16
III. 1. NTC teacher’s perspective	17
III. 2. NTC student’s perspective	22
IV. Mihail Kogalniceanu.....	25
IV. 1. Mihail Kogalniceanu teacher’s perspective	26
IV. 2. Mihail Kogalniceanu student’s perspective	30
V. Polytechnic Institute of Leiria (IPL)	33
V. 1. IPL teacher’s perspective	34
V. 2. IPL student’s perspective	38
VI. Eđitimciler Derneđi.....	41
VI. 1. Eđitimciler Derneđi teacher’s perspective	42
VI. 2. Eđitimciler Derneđi student’s perspective	45
VII. Appendix.....	47
VII. 1. Questionnaire for students.....	48
VII. 2. Questionnaire for teachers	52

I. Introduction

The learning partnership “eTRAIN – E-learning in Vocational Training” was founded in order to examine the application of e-learning and blended learning in advanced vocational training and to elaborate common quality standards. The research is carried out in the frame of the Lifelong Learning Programme of the EU.

One of the first steps of the learning partnership was to carry out a general overview concerning the implementation of e-learning in the participating organisations. This was done by an illustration of the different e-learning systems in use (Overview - Part 1) accompanied by an inquiry on e-learning made through different questionnaires addressed to learners and teachers as well as to the administrators and the management (Overview – Part 2). The findings of the questionnaires are documented here.

The overview will next lead to a comparative study and a documentation of “examples of best practice”. Finally, the learning partnership will develop proposals for the improvement of e-learning and document its findings in a manual.

Partner organisations in eTRAIN are schools and vocational training centres from the following countries:

- Germany: gbb Gesellschaft für berufliche Bildung, Goerdelerstr. 47, 42651 Solingen, www.gbb-solingen.de (Coordinating organisation)
- Bulgaria: National Training Center, 224 Tsar Boris III blvd, 1619 Sofia, www.educenter-bg.com
- Portugal: Instituto Politécnico de Leiria, Rua General Norton de Matos, Ap 4133, 2411-901 Leiria, www.ipleiria.pt
- Romania: Grup Scolar Agricol Mihail Kogalniceanu, Str. M. Kogalniceanu Mo 1, 707305 Miroslava, <http://miroslava.licee.edu.ro>
- Turkey: Giresun Eğitimciler Derneği, Gazi caddesi Aydın Çarşısı, No 91/13, 28100 Giresun, www.giresunegitimciler.org

The learning partnership will be effective from Aug. 1st, 2008 to July 31st, 2010.

II. gbb

E-learning began to be introduced in gbb in 2003, but it took another 3 years before it was fully implemented.

Before implementing e-learning, gbb promoted a discussion with staff and teachers about what themes would be of interest to be enriched with e-learning techniques and methods. Also before implementing e-learning, gbb had 2 staff members working on the process, in part-time (10 hour a week), for 25 months. The institution carried out a survey before implementing the system.

According to the administrator and the management, presently gbb uses mainly 2 kinds of learning systems:

- computer based training (CBT);
- and web based training (WBT), both via intranet and internet.

The administrator, whose main task is the administration of the server and the different client computers as well as teaching, spends between 11 and 20 hours per week on maintaining the technical e-learning-system. The coordinator for e-learning is responsible for the selection, management and responsible use of educational software. She manages the learning management system and trains teachers. The coordinator supports the teachers in the use of e-learning. Also, the coordinator for e-learning helps and supports the teachers in their classes during the first operations of e-learning.

The administrator and the coordinator for e-learning both consider that when implementing and maintaining e-learning within the school it needs to have teachers who are dedicated to learning with the computer, and know how to use the medium, as well as powerful and reliable hardware.

Commitment of teachers involved in e-learning, as well as of the management, is generally considered as “excellent”. Assessment of e-learning at the school is also seen as “excellent”.

The main target groups of gbb are jobless people, disadvantaged young people, women after maternal leave and migrants. These groups coincide with those who are attending courses in which e-learning is used: in gbb, the main target groups of e-learning courses are jobless people, disadvantaged young people and women.

In gbb, e-learning is implemented in several vocational training courses, like MiTA and SEA (addressed to women), TrainingCentre (addressed to jobless people), Fit for Job, Vocational Preparation and Professional Vocational Training (addressed to young people). The school management decided to introduce e-learning for didactical, financial and market reasons, as well as for demand of the client or customer.

The didactical concept related to the implementation of e-learning at gbb was:

- i)* creating incentives for greater motivation to learners;
- ii)* becoming more effective through the personalization of learning;
- iii)* helping people to gain more autonomy and better self-management; and
- iv)* offering better learning opportunities to disadvantaged people.

Regarding benefits and costs, the acceptance of e-learning by gbb students is considered by the management differently. While one representative considers the acceptance as “fairly ok”, the other one considers it as “excellent”. The teacher’s acceptance is considered by both as “indifferent”.

Conditions presented as necessary for implementing e-learning were sufficient funding, namely to employ a developer, more backing from the management, systematic integration of e-learning in course-concepts and systematic training of the trainers.

The main difficulties faced in the implementation of e-learning were that teachers and students were not properly prepared to the change from standard teaching to e-learning, and that there is not enough manpower for developing and evaluating concepts for implementing e-learning. As far as staff is concerned, the main difficulties mentioned were related to the fact that not all the teachers supported the idea and engaged themselves in it.

The main costs with e-learning in gbb were connected to the hardware, software and training of staff. According to the management, costs for implementing e-learning were of about 50.000€ (just for the developer, for nearly 3 years). Additional costs for hardware and software did not occur in an extensive way since the institution, at that time, was well equipped with 5 already existing computer laboratories.

E-learning benefits identified by gbb are:

- i) wider acceptance of courses;*
- ii) more clients/learners;*
- iii) increased customer satisfaction; and*
- iv) enabling the participants for self directed learning.*

At gbb, management is still not completely satisfied with the results of e-learning. In this scope, the assessment of e-learning at the school is considered “fairly ok”.

II. 1. gbb teacher’s perspective

At gbb, there were 4 teachers that have answered the teacher’s questionnaire (applied to teachers who are involved in courses where e-learning is used).

The target groups identified by these teachers are jobless people (33,3%) disadvantaged young people (16,7%) and women (50%). Their classes have mainly 6 to 10 learners (75%), and 75% of teachers considered that their groups of learners are not very homogeneous, but differ a lot regarding to their skills and pre-knowledge.

Chart 1 – Number of learners in the class/group

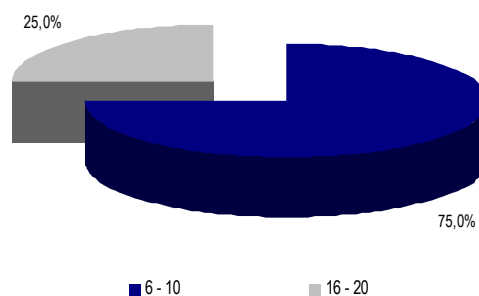
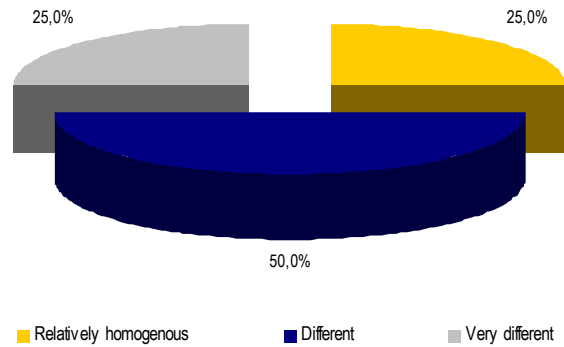
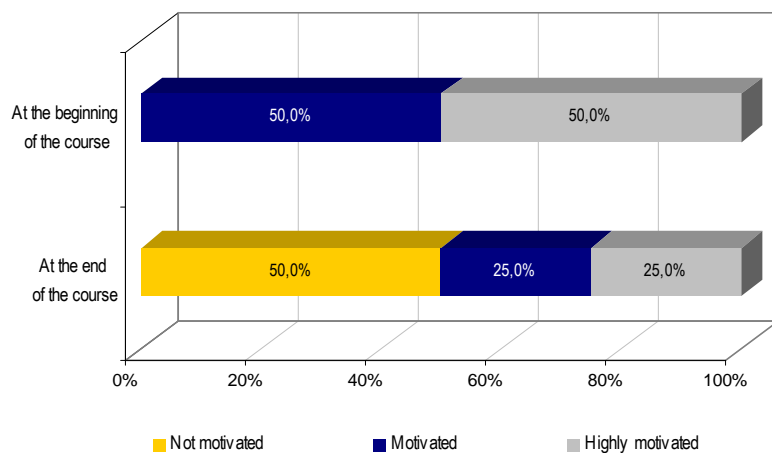


Chart 2 – Learners homogeneity



According to teachers, most of gbb learners have a learning background at the level of general and secondary school. Teachers consider that they were all motivated or highly motivated to learn with the computer at the beginning of the course. However, when we compare motivation to learn with the computer at the beginning and at the end of the course, we can see that some students which were considered “motivated” at the beginning were considered “not motivated” at the end.

Chart 3 – Learners motivation to learn with the computer at the beginning and at the end of the course

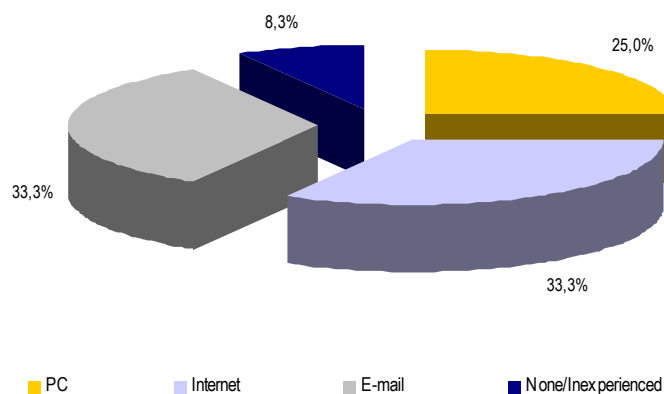


In the courses these teachers are enrolled in, it is obligatory to participate in e-learning and blended learning units. Also, in some courses there are special incentives for participation in e-learning (like ECDL or Xpert computer pass).

Teachers consider that the impact of the participation in e-learning is seen at two main levels: more autonomy and better self-management.

In what refers to their students experience in dealing with the new media, teachers at gbb have identified e-mail and internet as the means learners have more experience with. Only one teacher answered that his/her learners have no experience in dealing with the new media. Teachers considered that learners with experience at this level learned in the past mainly via CD-ROM (CBT).

Chart 4 – Learners experience in dealing with new media



As we can observe in the following charts, learners of these teachers' classes work with the computer at many different times, and 75% of these learners usually work with the computer both at school and at home. However, gbb does not provide hardware to be used by the ones who work (partially) at home.

Chart 5 – Time in which learners usually work with the computer

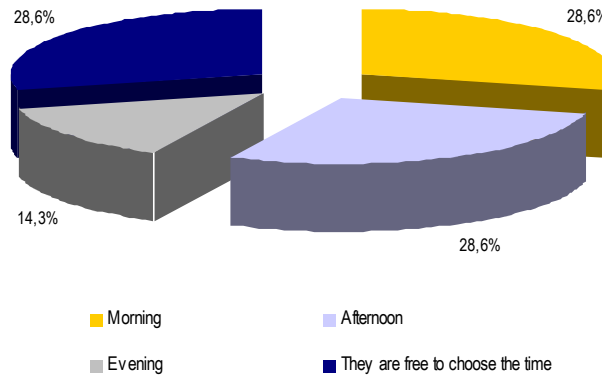
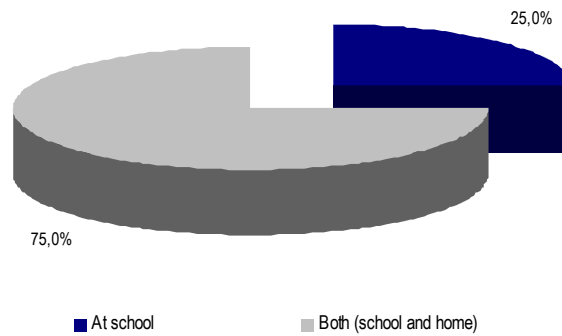
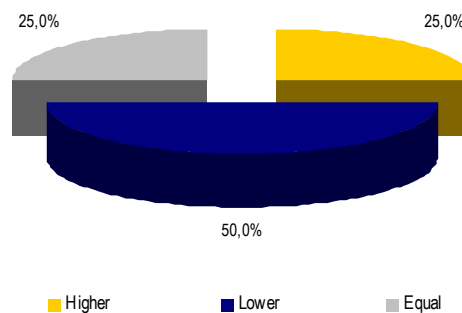


Chart 6 – Location in which learners usually work with the computer



At gbb, 50% of the teachers that answered the questionnaire consider that the speed of the learning process, when compared to other learning methods, is lower.

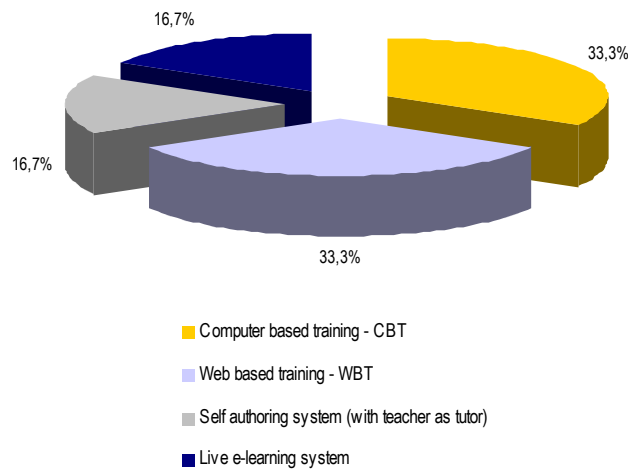
Chart 7 – Speed of the learning progress compared to other learning methods



They all consider that the learning goals set by the programme were achieved by the learners. All teachers who have answered the question (75%) also consider that the technical equipment is sufficient to the programme and the system, respectively.

As we can see in the following chart, teachers use different kinds of e-learning systems:

Chart 8 – E-learning systems used



Elements integrated both into the learning software and into the user platform are much diversified too:

Chart 9 –Elements integrated into the learning software

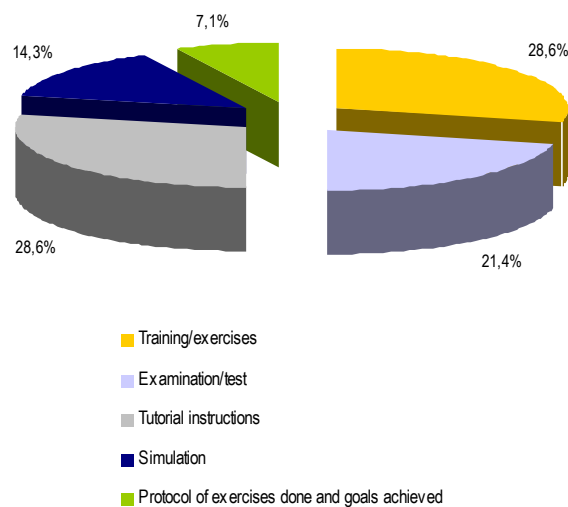
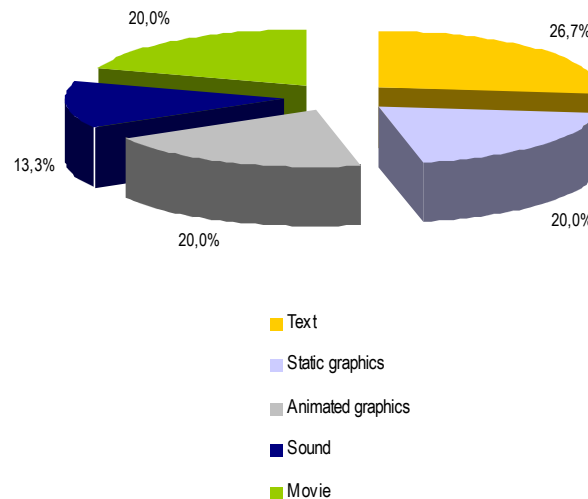


Chart 10 – Elements integrated into the user platform



75% of the teachers answered that communication is integrated into the learning system. The ones who have answered positively to this question refer that the communication works mainly via chat (60%) and via e-mail (40%).

As follows, we can observe teacher's answers to different items related to the didactic concept linked to e-learning:

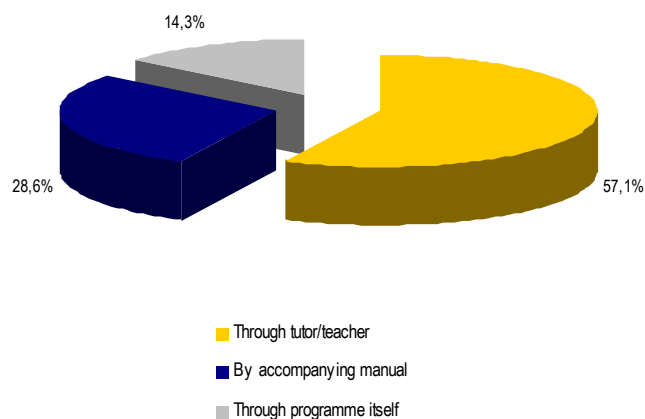
- Time arrangement – Asynchrony (50%)/Synchrony (50%);
- Interactivity – The system implicates interactivity (100%);
- Guidance/instruction – By manual (37,5%), by moderation trough tutor (50%) and by other means (12,5%);
- Location/arrangement - Only at school (25%)/at home and at school (75%);
- Forms of learning – Both learning individually (57,1%) and in group (42,9%);
- Social forms of learning – Both cooperative e-learning (50%) and self/private study (50%);
- Requisite tools – Learning platform (33,3%), e-mail (25%), chat (25%) and forum (16,7%).

Most of the teachers (75%) consider that the learning matter ties up to the previous knowledge of the learners, and 50% refer that the learning matter is repeated for better understanding and consolidation. All of them answered that the users are actively involved in the learning process.

Only 50% of the teachers consider that the learner is always able to retrieve the answer given by the programme, and that the solution is properly explained. All answered that the learning matter and the level are moving upwards from simple to complex and from known to unknown.

In the following chart, we can see the answers given to the question related to how was the introduction into and the use of the programme made:

Chart 11 – Introduction into and use of the programme



Only half the teachers consider that the handling of the programme is adequately described, but all answered that learners can set their own individual learning goals, and move freely in the programme.

When asked if the system considers special requirements for un-experienced learners respectively to disadvantaged people, gbb teachers indicated the following items:

- there is an adequate introduction in the e-learning matter (3);
- there is an adequate introduction into the handling of the programme/system (3);
- the user interface/desktop is clearly arranged (1);
- the structure of menu is not to complex (1);
- the programme allows to go for- and backwards on the learning matter (3);
- the programme does not collapse when incorrect input is made (3);
- there is an adequate response to incorrect input (2);
- exercises are introduced through examples (3);
- the language used is adequate to migrants (1);

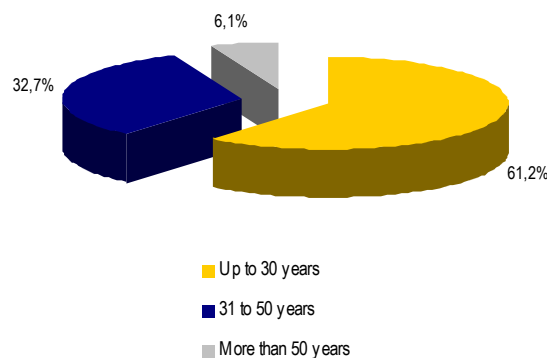
- there is a feedback to the learning progress and mistakes done (1).

The item “*the progress of learning matter is slow*” was not mentioned.

II. 2. gbb student’s perspective

At gbb, 49 students have answered the learner’s questionnaire: 19 males and 30 females. 61,2% of these students have less then 30 years.

Chart 12 – Learners age



In what relates to the experience on working and learning with the computer, 30,6% of the learners regard themselves as “somebody who is a beginner”, 44,9% as “someone who has intermediate experience” and 24,5% as “someone who is at an advanced level of experience”.

In the scope of the topic “*learning group and tutor*”, we can observe that the evaluation made by gbb learners is very positive:

- 96% of the learners feel well with their e-learning group;
- Also 96% are motivated to learn in cooperation with the other members of the group;
- 91,8% agree with the fact that there were enough opportunities for social contacts to the learners;
- 97,9% answer they were sufficiently motivated to learn;
- 93,9% agree that the group members interacted adequately to each other;

- 85,7% agree with the fact they have worked strong-willed and determined and there was enough time for discussions;
- Also 85,7% consider they met the deadlines given;
- 87,8% agree they set deadlines for their personal tasks;
- 89,8% answer positively to the fact that the study was made within the time frame;
- 93,9% consider they were happy with the results achieved;
- Also 93,9% agree that the tutor was professionally and technically competent, while 89,8% agree that the tutor was socially competent;
- 89,8% consider they were able to speak frankly about occurring problems;
- 93,9% answer there was sufficient opportunities for feedback through the tutor;
- Also 93,9% consider the learning matter was well prepared by the tutor/school.

The evaluation is also very positive in what refers to the topic “*programme/system*”:

- 91,8% agree on the fact that they were able to handle the e-learning tools;
- All agree that the introduction into the e-learning matter was sufficient;
- 95,9% consider that the progress of learning matter was sufficient, and that the desktop was clearly arranged;
- 87,8% agree on the fact that the structure of menu was not too complex;
- 97,9% consider that the programme allowed to go for and backwards on the learning matter;
- 89,8% consider that the programme did not collapse when they made an incorrect input, and 93,8% also agreed that there was as useful response when they made an incorrect input;
- 93,9% agree that the exercises were introduced through examples;
- 97,9% consider that the language used was understandable;
- 87,7% agree that there was enough feedback to their learning progress and the mistakes they have done.

The biggest problems by learning with the computer identified by gbb learners are:

- the existence of another group in the computer classroom;
- the existence of people who did not want to learn and disturb a lot;
- not enough practical exercises for PowerPoint;

- the existence of different stages of knowledge on how to use the computer (too fast/too slow);
- not enough time and tranquillity at home to work at the computer;
- initial phase;
- formula and functions in Excel;
- little fun;
- little control;
- complexity of exercises;
- difficulty in understanding the problem or task.

The things gbb learners identified as more enjoyable in learning with the computer are:

- the possibility to determine by themselves the learning process/possibility to work by themselves;
- the possibility to repeat exercises;
- the possibility of working without pressure of time;
- the possibility to test and experience;
- much information and excellent learning material;
- lots of interesting stuff to learn;
- competence of teachers;
- quality of the programme;
- helpful practical exercises;
- losing the fear to work with the computer;
- word, excel, typing trainer, internet, English;
- immediate help and explanation if someone doesn't understand.

III. National Training Centre (NTC)

At NTC, e-learning began to be introduced in 2002, and it took less than 1 year to be implemented.

Before implementing e-learning, the school promoted self-training of the administrator, installation of the system, installation of the first course by the administrator (teachers supplied material) and the training of teachers (to create/add material and lead the course activities). Also before implementing e-learning, NTC had 1 staff member working on the process, in part-time (less than 10 hour a week), for between 7 and 12 months. The institution carried out a survey before implementing the system.

The e-learning system used at NTC is the web based training (WBT), via internet. The administrator, whose main tasks are to install and maintain the software platform (moodle) – including additional modules, and to support teachers in the creation of training contents, spends less than 10 hours per week on e-learning. He considers that to implement and maintain e-learning within the school are needed good motivation for teachers, as well as training on how to use the system, and identified as main difficulties of his job the fact that, at times the system remains idle as market demand fluctuates and changes from less to more oriented towards traditional courses and in these cases training content in Moodle lags behind and/or has to be reworked before the next cycle of demand, creating a peak burden on technical support.

The commitment of the teachers involved in e-learning, as well as of the management, is considered by the administrator as “excellent”. Assessment of e-learning at the school is seen as “fairly ok”.

The main target group of NTC is the one of employees. This is also the target group of the e-learning courses. In NTC e-learning is implemented in the courses of Marketing, Management, Finance and Economics. The school management decided to introduce e-learning for didactical, financial and market reasons.

The didactical concept related to the implementation of e-learning at NTC was becoming more effective through the personalization of learning, and helping people to gain more autonomy and better self-management.

In what refers to benefits and costs, acceptance of e-learning by NTC students/learners and teachers/staff was considered by the management as excellent.

The conditions within the school considered necessary for implementing e-learning were on, a small scale business, at least 1 administrator (possibly backed by 1-2 technically educated people for support), no additional space (a regular workstation), small/negligible budget for servers and/or hosting and for maintaining the connection, informative training for all staff to let them know what is e-learning and how/why it is going to be used in that particular school.

The main difficulties faced in the implementation of e-learning were expensive marketing and marketing penetration strategies. The main costs related to e-learning in NTC were with training of staff. According to the management, the costs for implementing e-learning were of about 200 to 300€ per month.

Finally, the main e-learning benefit identified by NTC management was increased customer satisfaction. Nevertheless, at this school, management is still not completely satisfied with the results of e-learning. In this scope, the assessment of e-learning at the school is considered as “fairly ok”.

III. 1. NTC teacher's perspective

At NTC, 2 teachers have answered the teacher's. The target group identified by these teachers is the one of employees. The classes they give have less than 5 (50%) or 6 to 10 learners (50%), and both teachers consider that their groups of learners are different or very different.

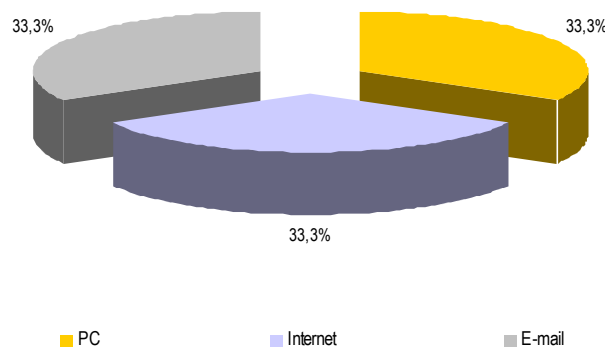
One of the teachers considered that the students were “motivated” to learn with the computer at the beginning of the course, while the other considered that the learners were “highly motivated”. Both considered that at the end of the course learners were motivated.

In the courses these teachers are indicating it is not mandatory to participate in e-learning and blended learning units. However, in some courses there are special incentives for participation in e-learning (like shortened course duration, personalized training activities and reduced fees).

The teachers consider that the impact of the participation in e-learning is seen at two main levels: more autonomy and better self-management.

In what refers to their students' experience in dealing with the new media, teachers at NTC identified PC, e-mail and internet as the means learners have more experience dealing with.

Chart 13 – Learners experience in dealing with the new media



According to NTC teachers, learners are free to choose the time to work with the computer, and both teachers refer that learners usually work with the computer at home. They also answered that, for those who work at home, hardware is not provided by the school/company.

In what refers to the speed of the learning process, when compared to other learning methods, one of the NTC teachers considers that it is “higher” and the other that it is

“equal”. They both agree that the learning goals set by the programme were achieved by the learners, and that the technical equipment is sufficient to the programme/system.

Both teachers identified WBT as the e-learning system used in NTC.

The elements integrated both into the learning software and into the user desktop are much diversified, as we can see in the following charts:

Chart 14 – Elements integrated into the learning software

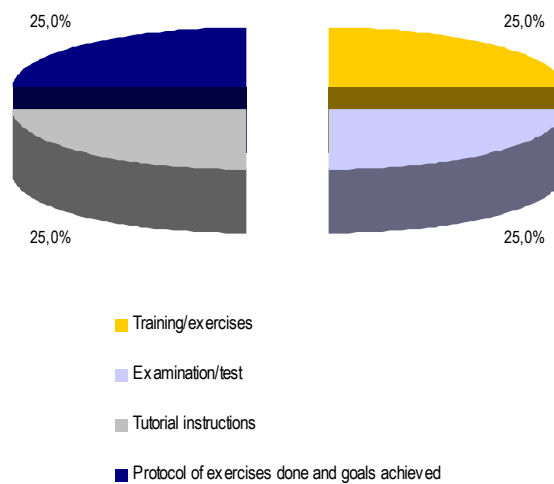
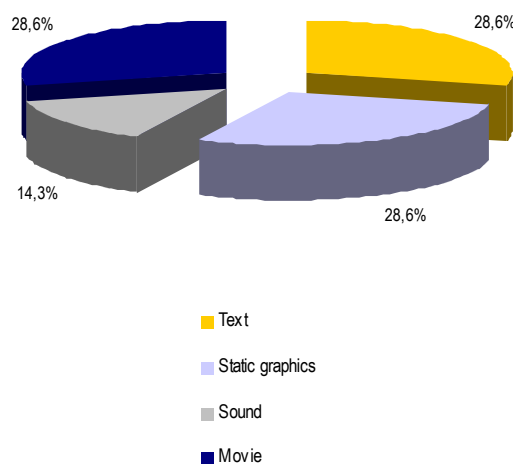
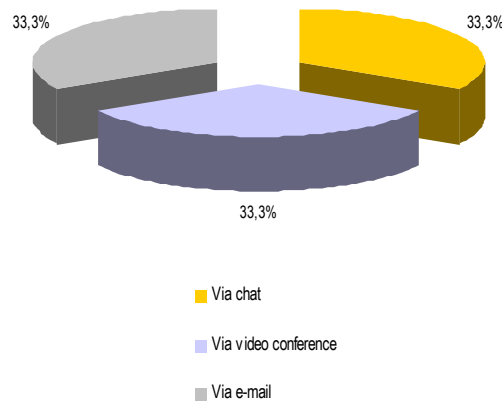


Chart 15 – Elements integrated into the user desktop



Both teachers answered that communication is integrated into the learning system, and refer that the communication works mainly via chat, video-conference and e-mail.

Chart 16 – How does communication works



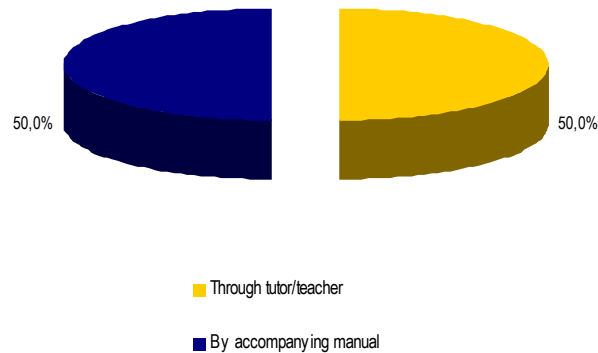
As follows, we can observe teacher's answers to different items related to the didactic concept linked to e-learning:

- Time arrangement – Asynchrony (100%);
- Interactivity – The system implicates interactivity (100%);
- Guidance/instruction – By manual (33,3%) and by moderation trough tutor (66,7%);
- Location/arrangement - Only at home (100%);
- Forms of learning – Both learning individually (66,7%) and in group (33,3%);
- Social forms of learning – Both cooperative e-learning (33, 3%) and self/private study (66,7%);
- Requisite tools – Learning platform (25%), e-mail (25%), chat (25%) and forum (25%).

At NTC, both teachers answered that the learning matter ties up to the previous knowledge of the learners. They also refer that the learning matter is repeated for better understanding and consolidation, and that the users are actively involved in the learning process. NTC teachers consider that the learner is always able to retrieve the answer given by the programme, and that the solution is properly explained. They also consider that the learning matter and the level flow from simple to complex and from known to unknown.

In the following chart we can see the answers given to the question related to how is the introduction into and the use of the programme made at NTC:

Chart 17 – Introduction into and the use of the programme



Again, both NTC teachers consider that the handling of the programme is adequately described, and that learners can set their own individual learning goals, and move freely in the programme.

When asked if the system considers special requirements for un-experienced learners/disadvantaged people, NTC teachers indicated the following items:

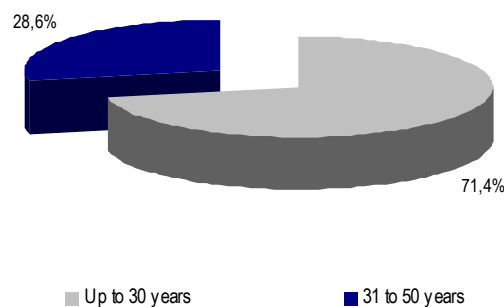
- there is an adequate introduction in the e-learning matter (1);
- there is an adequate introduction into the handling of the programme/system (2);
- the user interface/desktop is clearly arranged (2);
- the structure of menu is not too complex (2);
- the programme allows to go forward- and backwards on the learning matter (2);
- the programme does not collapse when incorrect input is made (2);
- there is an adequate response to incorrect input (2);
- exercises are introduced through examples (2);
- there is a feedback to the learning progress and mistakes done (2).

The items “*the progress of learning matter is slow*” and “*the language used is adequate to migrants*” are not mentioned.

III. 2. NTC student's perspective

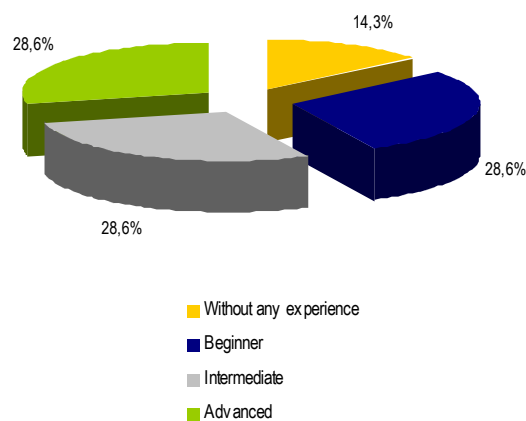
In NTC, 7 students have answered the learner's questionnaire: 4 males and 3 females. 71,4% of these students have less than 30 years. The remaining 28,6% have between 31 and 50 years.

Chart 18 – Learners age



As we can also see in the following chart, NCT learners who answered the questionnaire have different levels of experience on working and learning with the computer:

Chart 19 – Learners experience on working and learning with the computer



NTC learners make a positive evaluation of the items of the topic “*learning group and tutor*”:

- All learners felt well with their e-learning group;
- 85,7% were motivated to learn in cooperation with the other members of the group;

- 85,8% agree with the fact that there were enough opportunities for social contacts to the learners;
- 85,7% answer they were sufficiently motivated to learn;
- 71,5% agree that the group members interacted adequately to each other;
- All answer that they met the deadlines given;
- Again, all considered they were happy with the results achieved;
- 85,7% agree that the tutor was professionally and technically competent, and also that the tutor was socially competent;
- All consider they were able to speak frankly about occurring problems;
- All answer there was sufficient opportunities for feedback through the tutor;
- 85,8% consider the learning matter was well prepared by the tutor/school.

In this “*learning group and tutor*” topic, there are 3 questions where the learner’s positive perspective is lower:

- only 42,9% agree with the fact they have worked determined and there was enough time for discussions;
- only 57,2% agree they set deadlines for their personal tasks;
- and finally, only 28,6% answer positively to the fact that the study was made within the time frame.

The evaluation is also positive in what refers to the topic “*programme/system*”:

- All students agree on the fact that they were able to handle the e-learning tools;
- 71,4% agree that the introduction into the e-learning matter was sufficient;
- 85,7% consider that the progress of learning matter was sufficient, and that the desktop was clearly arranged;
- Also 85,7% agree on the fact that the structure of menu was not too complex;
- All consider that the programme allowed to go forward and backwards on the learning matter;
- 85,7% agree that there was an useful response when they made an incorrect input;
- Again 85,7% agree that the exercises were introduced through examples, that the language used was understandable, and that there was enough feedback to their learning progress and the mistakes they have done.

Also in this topic there was an item where the agreement was lower. When asked about if the programme did not collapse when they made an incorrect input, only 42,9% of the learners expressed their agreement. However, it is important to mention that the remaining 57,1% answered “*I don't know (or not relevant)*”.

The biggest problems by learning with the computer identified by NTC learners are:

- Not having enough time to learn;
- First approach to the platform;
- Meeting deadlines;
- Discussions not as lively and useful as in an attended course;
- No face-to-face interactions with other learners.

The things NTC learners identified as more enjoyable in learning with the computer are:

- Self-paced study, not pressed by deadline, being able to study at any time of the day;
- Diversity of exercises;
- Possibility of using the computer in new and different ways;
- Possibility of choosing the more important and interesting parts of the course;
- Fun.

IV. Mihail Kogalniceanu

E-learning began to be introduced in Mihail Kogalniceanu in 2004, and it took less than 1 year to be implemented.

Before implementing e-learning, the school obtained the CD-ROM software, had it installed by the network administrator and, finally, instructed the teachers on how use it. Also before implementing e-learning, Mihail Kogalniceanu had 2 staff members working on the process, in part-time (less then 10 hour a week), for less then 6 moths. The institution did not carry out survey before implementing the system.

The e-learning system used in the school is the computer based training (CBT). The administrator spends less than 10 hours per week on e-learning. He considers that to implement and maintain e-learning within the school are needed classrooms, internet and computers. The main difficulty he identifies is, sometimes, some indifference.

The commitment of the teachers involved in e-learning, as well as of the management, is considered “excellent”. Assessment of e-learning at the school is seen as “fairly ok”.

The main target group identified in Mihail Kogalniceanu is the one of regular students. This is also the target group of the e-learning courses. In this school e-learning is implemented in several courses, like biology, geography, English and French. The school management decided to introduce e-learning for didactical reasons. The didactical concept /goal related to the implementation of e-learning at Mihail Kogalniceanu were to become more effective trough the personalization of learning.

In what refers to benefits and costs, acceptance of e-learning by this school students and teachers/staff was considered by the management as “excellent”.

The conditions within the school considered necessary for implementing e-learning by the management were space, technical support and people who know how to implement and to use e-learning. Thus, there were no difficulties found in the implementation of e-learning in Mihail Kogalniceanu.

The school management could not declare the costs for implementing e-learning, but identified the kind of costs occurred: in this school costs of e-learning are mainly related to software and training of staff.

There were two big e-learning benefits identified by this school management: wider acceptance of courses and the fact that students find classes more interesting. At Mihail Kogalniceanu, management is totally satisfied with the results of e-learning, although the assessment of e-learning at the school is considered as “fairly ok”.

IV. 1. Mihail Kogalniceanu teacher’s perspective

At Mihail Kogalniceanu, 3 teachers have answered the teacher’s questionnaire.

The target groups identified by these teachers are jobless people (33,3%) disadvantaged young people (16,7%) and employees (50%). The classes they give have mainly 11 to 15 learners (75%), and all teachers consider that their groups of learners are homogenous/relatively homogenous.

Chart 20 – Number of learners in the class/group

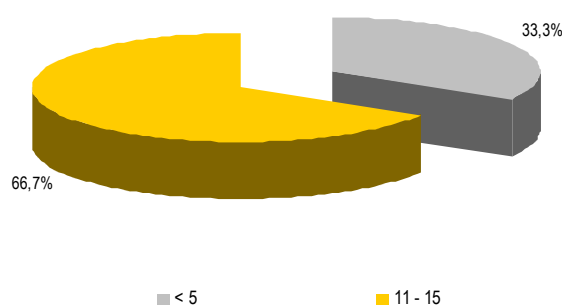
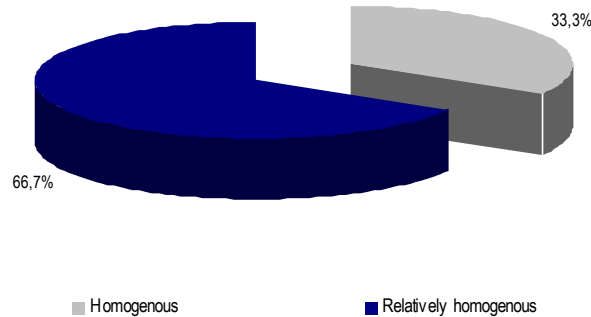


Chart 21 – Learners homogeneity



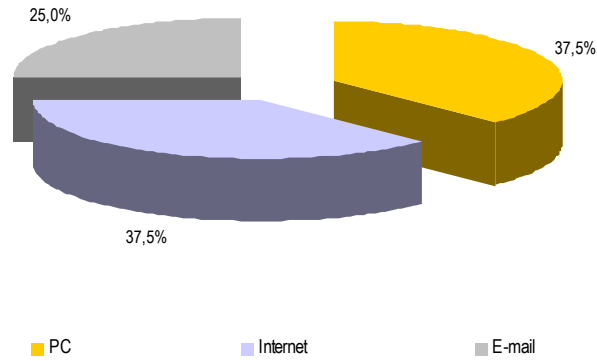
According to these teachers, their students have a learning background at the level of general and secondary school. All teachers consider that their students were “motivated” to learn with the computer at the beginning as well as at the end of the course.

Some teachers answer that in the courses they are enrolled in it is mandatory to participate in e-learning and blended learning units, while other answer that it is not. There are no special incentives for participation in e-learning.

All teachers answered that the main impact that the participation in e-learning has is greater motivation to learn.

In what refers to their students experience in dealing with the new media, teachers at Mihail Kogalniceanu identify PC, e-mail and internet as the means learners have more experience with. The teachers consider that learners with experience at this level learnt in the past via CD-ROM (CBT) and intranet.

Chart 22 – Learners experience in dealing with new media



Most of the learners of these teachers' classes work with the computer in the morning (66,7%) and in the afternoon (33,3%). All teachers refer that their students usually work with the computer at school.

In what refers to speed of the learning process, when compared to other learning methods, Mihail Kogalniceanu teachers consider that it is "equal". They all agree that the learning goals set by the programme were achieved by the learners, and that the technical equipment is sufficient to the programme/system.

All teachers identified CBT as the e-learning system used in Mihail Kogalniceanu. As we can see in the following charts, the elements integrated both into the learning software and into the user desktop are much diversified:

Chart 23 – Elements integrated into the learning software

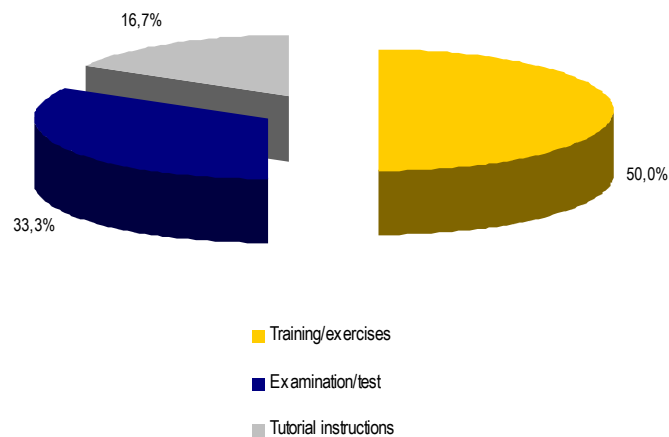
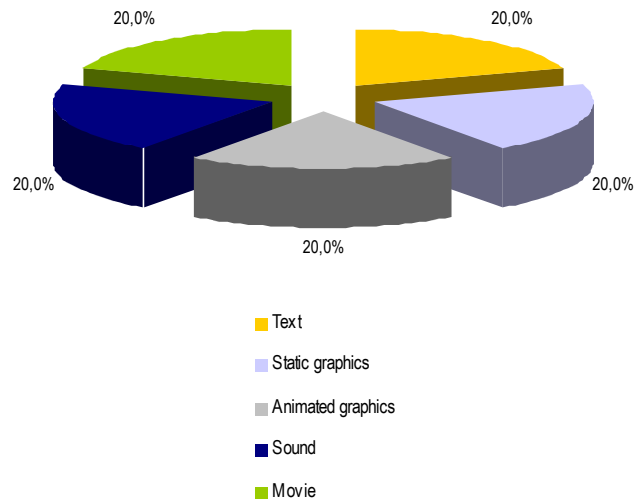


Chart 24 – Elements integrated into the user desktop



Teachers also answered that communication is integrated into the learning system, and refer that the communication works mainly via chat and virtual classroom.

Next, we can observe Romanian teacher’s answers to different items related to the didactic concept linked to e-learning:

- Time arrangement – Synchrony (100%);
- Interactivity – Interactivity (66,7%)/without interactivity (33,3%)
- Guidance/instruction – By moderation trough tutor (100%);
- Location/arrangement – Only at home (100%);
- Forms of learning – In the group (100%);
- Social forms of learning – Cooperative e-learning (66,7%)/self/private study (33,3%);
- Requisite tools – Learning platform (100%).

At Mihail Kogalniceanu, all teachers answered that the learning matter ties up to the previous knowledge of the learners, and that the learning matter is repeated for better understanding and consolidation. Two of the teachers also consider that the users are actively involved in the learning process. The other answered “no” to this question.

Mihail Kogalniceanu teachers mention that the learner is always able to retrieve the answer given by the programme, and that the solution is properly explained. They also con-

sider that the learning matter and the level flow up from simple to complex and from known to unknown. The introduction into and the use of the programme is made through the tutor/teacher.

All teachers considered that the handling of the programme is adequately described. Two of them (66,7%) answered that learners can set their own individual learning goals, and move freely in the programme.

When asked if the system considers special requirements for un-experienced learners/disadvantaged people, Mihail Kogalniceanu teachers indicate the following items:

- there is an adequate introduction in the e-learning matter (3);
- there is an adequate introduction into the handling of the programme/system (2);
- the user interface/desktop is clearly arranged (3);
- the structure of menu is not too complex (2);
- the programme does not collapse when incorrect input is made (2);
- there is an adequate response to incorrect input (2);
- exercises are introduced through examples (2);
- there is a feedback to the learning progress and mistakes done (1).

The items “*the progress of learning matter is slow*”, “*the programme allows to go forward and backwards on the learning matter*” and “*the language used is adequate to migrants*” are not mentioned.

IV. 2. Mihail Kogalniceanu student’s perspective

In this entity, 9 students answered the learner’s questionnaire: 6 males and 3 female. All of them have less than 30 years. In what concerns the experience on working and learning with the computer, 55,6% of the students regard themselves as “somebody who is a beginner”, and the 44,4% as “someone who has intermediate experience”.

In the scope of the topic “*learning group and tutor*”, we can observe that the evaluation made by Mihail Kogalniceanu learners is extremely positive. All learners:

- agree that they felt well with their e-learning group;
- refer that they were motivated to learn in cooperation with the other members of the group;
- answer they were sufficiently motivated to learn;
- agree that the group members interacted adequately to each other;
- agree with the fact they have worked determined and there was enough time for discussions;
- consider they met the deadlines given;
- agree they set deadlines for their personal tasks;
- answer positively to the fact that the study was made within the time frame;
- consider they were happy with the results achieved;
- agree that the tutor was professionally and technically competent, as well as socially competent;
- consider they were able to speak frankly about occurring problems;
- answer there was sufficient opportunities for feedback through the tutor;
- consider the learning matter was well prepared by the tutor/school.

Only the item “*there was enough opportunities for social contacts to the other learners*” has not received full agreement: one of the students (11,1%) answered “*not at all*” to this question.

The evaluation is also extremely positive in what refers to the topic “*programme/system*”. All learners that have answered these questions:

- agree on the fact that they were able to handle the e-learning tools;
- agree that the introduction into the e-learning matter was sufficient;
- consider that the progress of learning matter was sufficient, and that the desktop was clearly arranged;
- agree on the fact that the structure of menu was not too complex;
- considered that the programme allowed to go forward and backwards on the learning matter;
- consider that the programme did not collapse when they made an incorrect input, and that there was as useful response when they made an incorrect input;
- agree that the exercises were introduced through examples;

- consider that the language used was understandable (one did not answered);
- agree that there was enough feedback to their learning progress and the mistakes they have done (one did not answered).

Mihail Kogalniceanu learners did not find any problems in learning with the computer. In what refers to the identification of the more enjoyable things in learning with the computer, only one learner has written that it is easy and allows finding further information.

V. Polytechnic Institute of Leiria (IPL)

E-learning began to be introduced in IPL in 2002, and it took between 2 and 3 years to be implemented.

Before implementing e-learning, IPL defined the pedagogical model of e-learning, the employment of developer/instructional design/webdesigner, and the training of teachers. Also before implementing e-learning, IPL had 2 member staff working on the process, in part-time (less than 10 hour a week), for less than 6 months. The institution did not carry out survey before implementing the system.

The main e-learning system used in IPL is web based training (WBT), via internet. The administrator, whose main task is to coordinate all e-learning activities, spends between 31 and 40 hours per week on e-learning. He considers that to implement and maintain e-learning within the school, what's needed is a pedagogical support team, a multimedia and informatics technician for the development of the teaching/learning activities, teachers training in distance learning methodologies and the implementation of a virtual learning environment.

The commitment of the teachers involved in e-learning is considered as indifferent and the management commitment as “excellent”. Assessment of e-learning at the school is also seen as “excellent”.

The main target group of IPL is higher education students. The main target groups of the e-learning courses are higher education students and also employees. In IPL e-learning is implemented in several degrees, like Basic Education, Mechanic Engineering, Marketing and Touristic Marketing. It is also used in several continuous training courses, like entrepreneurship, instructional design for e-learning, e-tutorials and accessibility in e-learning.

IPL management decided to introduce e-learning for demand of sponsor/client/customer and for strategic reasons. The didactical concept /goals related to the implementation of e-learning at IPL were *i)* becoming more effective through the personalization of learning; *ii)* helping people to gain more autonomy and better self-management; and *iii)* reaching new publics.

In what refers to benefits and costs, acceptance of e-learning by IPL students/learners was considered by the management as excellent. The teacher’s acceptance was considered as indifferent.

The main difficulties faced in the implementation of e-learning were the resistance to change of some teachers, and the integration of technological platforms of academic administration and management, as LMS.

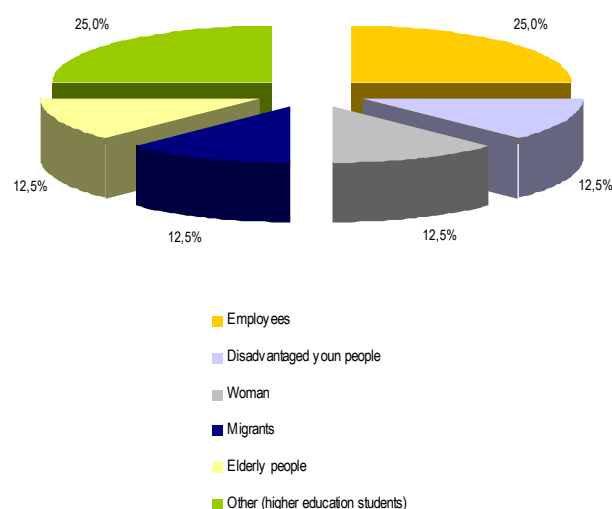
IPL management could not declare the costs for implementing e-learning, but identified the kind of costs occurred: in this institution, costs of e-learning are mainly related to hardware, software and training of staff.

The e-learning benefits identified by IPL management were more learners and increased customer satisfaction. At IPL, management is still not completely satisfied with the results of e-learning. Assessment of e-learning at the school is considered fairly ok.

V. 1. IPL teacher’s perspective

Two teachers have answered the teacher’s questionnaire in IPL. These teachers have identified several target groups, as we can see in the following graphic:

Chart 25 – Target group



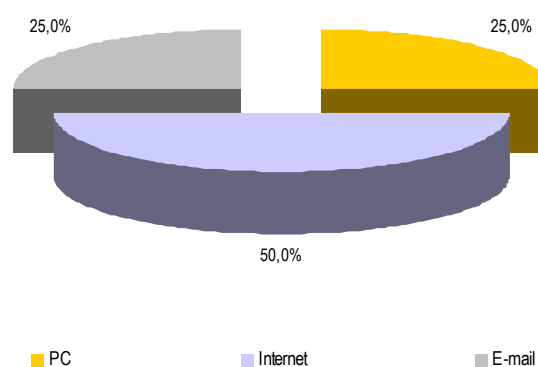
The classes they give have 11 and 15 students, and both teachers consider that their groups of learners are relatively homogenous.

According to IPL teachers, their learners have an academic learning background. Both teachers consider that they were “motivated” to learn with the computer at the beginning as well as at the end of the course. In the courses these teachers are enrolled in it is mandatory to participate in e-learning and blended learning units. There are no special incentives to the students for participation in e-learning.

Teachers consider that, in IPL, the impact of the participation in e-learning is seen at two main levels: greater motivation to learn (33,3%) and better self-management (66,7%).

In what refers to their students experience in dealing with the new media, teachers at IPL have identified PC, e-mail and internet as the means learners have more experience with. Teachers consider that learners with experience at this level learnt in the past via CD-ROM (CBT).

Chart 26 – Learners experience in dealing with new media

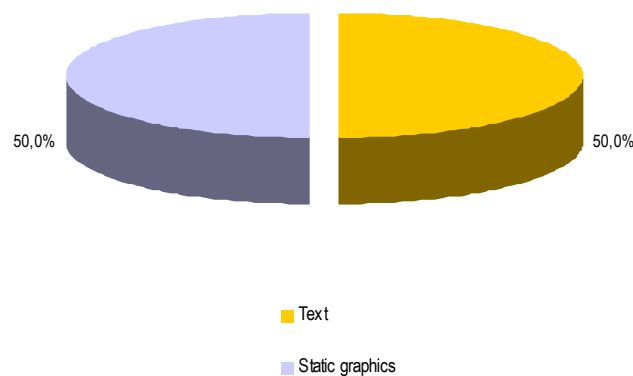


Most of the learners of these teachers’ classes work with the computer in the morning (33,3%) and in the evening (66,7%). Both teachers refer that their students usually work with the computer at home (50%) and at work (50%), and also that IPL does not provide hardware to be used by the ones who work (partially) at home.

In what refers to speed of the learning process, when compared to other learning methods, one of IPL teachers considers that it is “higher” and the other that it is “equal”. They both agree that the learning goals set by the programme were achieved by the learners, and that the technical equipment is sufficient to the system.

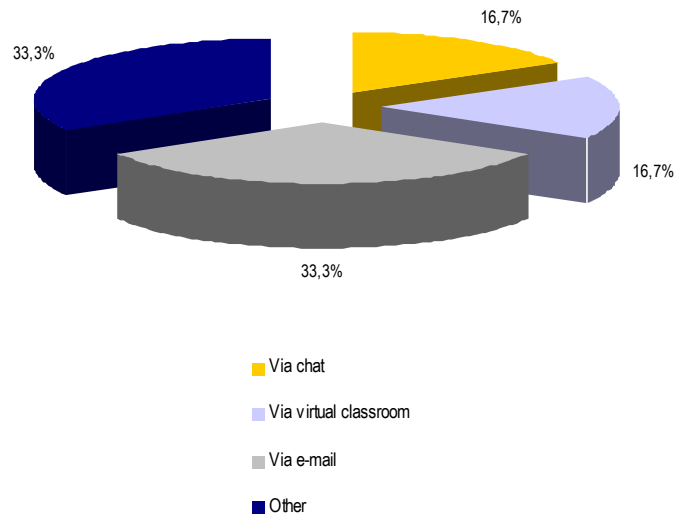
The two teachers inquired identified two different e-learning systems used in IPL: WBT and live learning system. They both answer that protocol of exercises done and goals achieved is the element integrated into the learning software. In the scope of the elements integrated into the user desktop, teachers identify text and static graphics.

Chart 27 – Elements integrated into the user desktop



Again, both teachers answer that communication is integrated into the learning system, and refer that the communication works via chat, virtual classroom, e-mail and others.

Chart 28 – How does communication works



Next, we can observe teacher’s answers to different items related to the didactic concept linked to e-learning in IPL:

- Time arrangement – Asynchrony (100%);
- Interactivity – The system implicates interactivity (100%);
- Guidance/instruction – By moderation trough tutor (100%);
- Location/arrangement - At home and at school (100%);
- Forms of learning – In group (100%);
- Social forms of learning – Cooperative e-learning (100%);
- Requisite tools – Learning platform (40%), e-mail (40%), and forum (20%).

Both teachers consider that the learning matter ties up to the previous knowledge of the learners, and refer that the learning matter is repeated for better understanding and consolidation and that the users are actively involved in the learning process. They also answer that the learning matter and the level flow up from simple to complex and from known to unknown, but they did not answer to the question “*Is the learner always able to retrieve the answer given by the programme and is the solution explained properly?*”

In IPL, teachers answered that the introduction into and the use of the programme is made trough the tutor/teacher. They both consider that the handling of the programme is adequately described and that learners can set their own individual learning goals, and move freely in the programme.

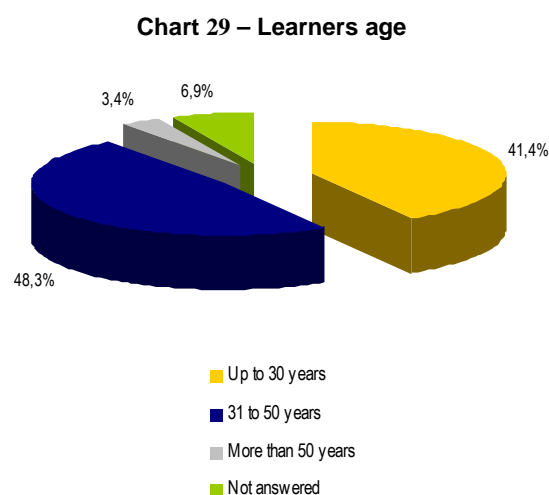
When asked if the system considers special requirements for un-experienced learners/disadvantaged people, IPL teachers indicate the following items:

- there is an adequate introduction in the e-learning matter (2);
- there is an adequate introduction into the handling of the programme/system (1);
- the user interface/desktop is clearly arranged (1);
- the structure of menu is not too complex (1);
- the programme allows to go forward- and backwards on the learning matter (1);
- the programme does not collapse when incorrect input is made (1);
- there is a feedback to the learning progress and mistakes done (1).

The items “*the progress of learning matter is slow*”, “*the language used is adequate to migrants*”, “*there is an adequate response to incorrect input*” and “*exercises are introduced through examples*” are not mentioned.

V. 2. IPL student’s perspective

In IPL, 29 students have answered the learner’s questionnaire: 13 males and 16 females. In the following chart we can see their distribution by age:



In what concerns the experience on working and learning with the computer, the majority of learners (72,4%) regard themselves as someone who has intermediate experience.

24,1% considered themselves as someone who is at an advanced level of experience, and one of the learners didn't answer the question.

In the scope of the topic "*learning group and tutor*", the evaluation made by IPL learners is very positive:

- 93,1% of the learners felt well with their e-learning group;
- All answer that they were motivated to learn in cooperation with the other members of the group;
- 82,7% agree with the fact that there were enough opportunities for social contacts to the learners;
- 96,6% answer they were sufficiently motivated to learn;
- 98,7% agree that the group members interacted adequately to each other;
- 82,8% agree with the fact they have worked determined and there was enough time for discussions;
- 86,2% consider they met the deadlines given;
- 89,7% agree they set deadlines for their personal tasks;
- 86,2% answer positively to the fact that the study was made within the time frame;
- 82,7% consider they were happy with the results achieved;
- 96,6% agree that the tutor was professionally and technically competent, as well as socially competent;
- 86,2% consider they were able to speak frankly about occurring problems;
- 89,7% answer there was sufficient opportunities for feedback through the tutor;
- 96,6% consider the learning matter was well prepared by the tutor/school.

The evaluation is also very positive in what refers to the topic "*programme/system*":

- 96,6% agree on the fact that they were able to handle the e-learning tools;
- Also 96,6% agree that the introduction into the e-learning matter was sufficient;
- 89,6% consider that the progress of learning matter was sufficient, and 93,1% that the desktop was clearly arranged;
- 89,6% agree on the fact that the structure of menu was not too complex;
- 96,6% consider that the programme allowed to go forward and backwards on the learning matter;
- 79,3% agree that there was as useful response when they made an incorrect input;

- 89,6% agree that the exercises were introduced through examples;
- 96,5% consider that the language used was understandable;
- 93,1% agree that there was enough feedback to their learning progress and the mistakes they have done.

In this scope, there is only one item to which positive answers are a little lower. When asked about their accordance to the item “*The programme did not collapse when I made an incorrect input*”, only 69% of the learners showed their agreement. 13,8% didn't agree at all, another 13,8% answered that they didn't know/it is not relevant and 3,4% didn't answer the question.

The biggest problems by learning with the computer identified by IPL learners are:

- Feedback not given in time;
- Not enough time to practice;
- Difficulty to understand some technical language used;
- Initial techniques;
- Not enough possibility to exchange ideas with other intervenients;
- Not having access to a computer;
- Being able to meet deadlines.

The things IPL learners identified as more enjoyable in learning with the computer are:

- New training opportunities;
- Self control of time;
- Easy access to the contents;
- Self control of work;
- Access to time and schedules;
- Multiple contacts;
- Self-management;
- Social construction of knowledge;
- Being able to learn at one own rhythm, without needing to leave the house;
- Group interaction;
- Autonomy and time management.

VI. Eđitimciler Derneđi

E-learning began to be introduced in Eđitimciler Derneđi about a year ago, and took less than a 1 year to be implemented.

Before implementing e-learning, the entity started preparing students for it. There was survey carried out. The process involved 1 staff member, in part-time (less than 10 hours a week), for less than 6 months.

The e-learning system mainly used in the entity is live e-learning system – virtual classroom. The administrator spends less than 10 hours per week on e-learning. He considers that to implement and maintain e-learning within the entity, what's needed is equipment and training for instructors.

The commitment of the teachers involved in e-learning, as well as of the management, is considered “excellent”. Assessment of e-learning at the entity is also seen as “excellent”.

The main target group is the one of regular students. This is also the target group of the e-learning courses. In this entity e-learning is implemented in several courses, like maths, science and technology and social sciences. The school management decided to introduce e-learning for didactical reasons. The didactical concept /goal related to the implementation of e-learning at Eđitimciler Derneđi were to offer better learning opportunities for disadvantaged people.

In what refers to benefits and costs, acceptance of e-learning by this entity students and teachers/staff was considered by the management as “excellent”.

The conditions within the school considered necessary for implementing e-learning were technical capacity and equipment. The main difficulty found in the implementation of e-learning in Eđitimciler Derneđi is related with the implementation of the system in the classrooms.

The main costs related to e-learning in Eđitimciler Derneđi were with software. According to the management, the costs for implementing e-learning were of about 3000€. The e-learning benefit identified by this school management is wider acceptance of courses.

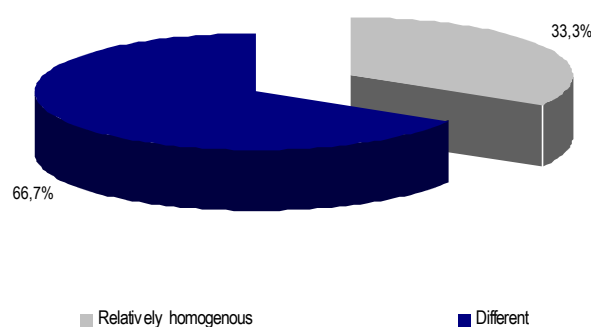
At Eđitimciler Derneđi, management is totally satisfied with the results of e-learning, and the assessment of e-learning at the school is considered “excellent”.

VI. 1. Eđitimciler Derneđi teacher’s perspective

At Eđitimciler Derneđi, 3 teachers have answered the teacher’s questionnaire.

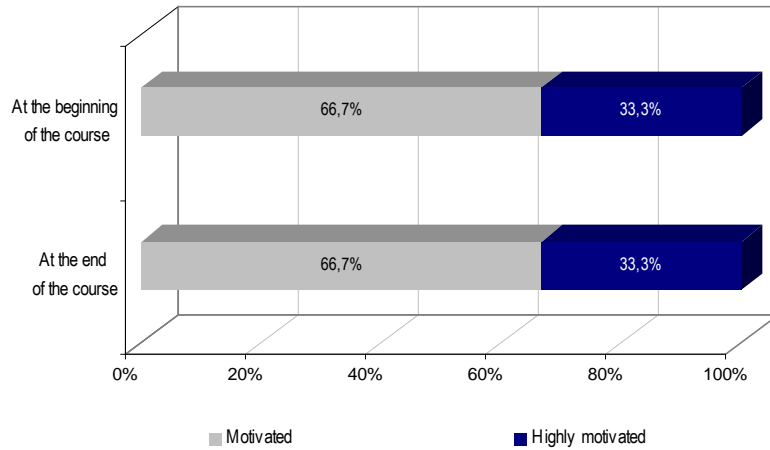
The target groups identified by these teachers are disadvantaged young people (50%) and regular students (50%). The classes they give have between 11 and 15 learners, and 66,7% of the teachers consider that their groups of learners are different.

Chart 30 – Learners homogeneity



Eđitimciler Derneđi learners have a learning background lower than general and secondary school level. In the following graphics we can observe Eđitimciler Derneđi learners motivation in the beginning and at the end of the course:

Chart 31 – Learners motivation to learn with the computer at the beginning and at the end of the course

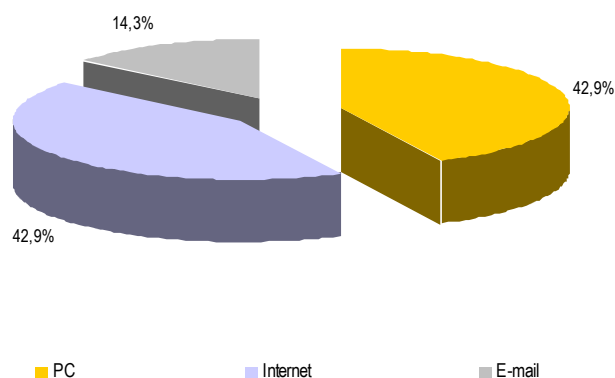


According to these teachers, in their courses it is not mandatory to participate in e-learning units, but it is mandatory/obligatory to participate in blended learning units. There are not special incentives for participation in e-learning.

Eğitimciler Derneği teachers consider that the main impact of participating in e-learning is a greater motivation to learn.

In what refers to their students experience in dealing with the new media, teachers at Eğitimciler Derneği identify PC, e-mail and internet as the means learners have more experience with. They all refer that learners with experience at this level learnt in the past mainly via e-learning tutorials.

Chart 32 – Learners experience in dealing with new media



Learners of these teachers' classes work with the computer in the morning, both at school and at home. Eğitimciler Derneği does not provide hardware to be used by the ones who work (partially) at home. Also all teachers inquired consider that the speed of the learning process, when compared to other learning methods, is "higher", that the learning goals set by the programme were achieved by the learners and that the technical equipment is sufficient to the programme/system.

Hereafter, we can observe the teachers' answers to different items related to the didactic concept linked to e-learning:

- Time arrangement – Asynchrony (100%);
- Interactivity – Yes (100%);
- Guidance/instruction – By moderation through tutor (100%);
- Location/arrangement – Only at school (100%);
- Forms of learning – Individually/alone (33,3%)/In the group (66,7%);
- Social forms of learning – there were no answers to this question;
- Requisite tools – Learning platform (100%).

At Eğitimciler Derneği, all teachers answered that the learning matter ties up to the previous knowledge of the learners, and that the learning matter is repeated for better understanding and consolidation. The teachers also consider that the users are not actively involved in the learning process.

Turkish teachers answered that the learner is always able to retrieve the answer given by the programme, and that the solution is properly explained. They also consider that the learning matter and the level flow up from simple to complex and from known to unknown. The introduction into and the use of the programme is made through the tutor/teacher.

All teachers consider that the handling of the programme is adequately described, and that learners can set their own individual learning goals, and move freely in the programme

When asked if the system considers special requirements for un-experienced learners/disadvantaged people, Eğitimciler Derneği teachers indicate the following items:

- there is an adequate introduction into the handling of the programme/system (3);
- the user interface/desktop is clearly arranged (3);
- the programme does not collapse when incorrect input is made (3);
- exercises are introduced through examples (3).

The remaining items are not indicated.

VI. 2. Eğitmciler Derneği student's perspective

In Eğitmciler Derneği, 15 students answered the learner's questionnaire: 6 males and 9 female. All of them have less than 30 years, and in what concerns the experience on working and learning with the computer, all students answered that they regard themselves as someone who is a "beginner".

In the scope of the topic "*learning group and tutor*", we can observe that the evaluation made by the learners is different in the different items. In some items of this topic evaluation is very positive. For instance, all learners:

- agree that they felt well with their e-learning group;
- refer that they were motivated to learn in cooperation with the other members of the group;
- consider that there were enough opportunities for social contacts to the other learners;
- answer they were sufficiently motivated to learn;
- agree with the fact they have worked determined and there was enough time for discussions;
- consider they met the deadlines given;
- agree that the tutor was professionally and technically competent, as well as socially competent;
- consider the learning matter was well prepared by the tutor/school.

Also positive is the evaluation of the items "*the study was made within the time frame*" and "*we interacted adequately to each other*" – 93,4% and 80% of the learners, respectively, show their agreement.

However, in the remaining items of this topic, the learner's evaluation is significant lower:

- 60% agree they set deadlines for their personal tasks;
- Only 53,3% consider they were happy with the results achieved;
- Only 6,7% consider they were able to speak frankly about occurring problems;
- And finally, only 26,7% answer there was sufficient opportunities for feedback trough the tutor.

The evaluation of topic "*programme/system*" is more homogenous and positive:

- 93,3% agree on the fact that they were able to handle the e-learning tools;
- 86,7% agree that the introduction into the e-learning matter was sufficient;
- All consider that the progress of learning matter was sufficient, and 86,7% that the desktop was clearly arranged;
- 73,3% agree on the fact that the structure of menu was not too complex;
- All consider that the programme allowed to go for and backwards on the learning matter;
- Also all consider that the programme did not collapse when they made an incorrect input, and 93,3% that there was as useful response when they made an incorrect input;
- All agree that the exercises were introduced trough examples, as well as all considered that the language used was understandable.

The opinions in the scope of the item "*there was enough feedback to my learning progress and the mistakes I have done*" are lower: only 40% of the learners showed their agreement.

The biggest problem by learning with the computer identified by the learners is not having a computer at home.

The things learners identified as more enjoyable in learning with the computer are demonstrative learning method; time saved; repeating contents until you can understand everything; no need of teachers; freedom to chose topics; no need to be in a classroom.

VII. Appendix: Questionnaires

1) Questionnaire on e-learning (Part 1 – Learners)

2) Questionnaire on e-learning (Part 2 – Teachers)

Learning Partnership eTRAIN

Questionnaire on e-Learning (Part 1: Learners)

School/Organisation: <u>NTC, Sofia/Bulgaria</u> Group/Class: __				
Personal Data: Age __ Gender: <input type="checkbox"/> male <input type="checkbox"/> female				
Concerning my experience on working and learning with the computer I regard myself as somebody who is	<input type="checkbox"/> <i>Without any experience</i> <input type="checkbox"/> <i>Beginner</i> <input type="checkbox"/> <i>Intermediate</i> <input type="checkbox"/> <i>Advanced</i>			
	I agree			I don't know
	com- pletely	partly	not at all	(or not relevant)
About the learning group and tutor				
I felt well in my e-learning group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was motivated to learn in cooperation with the other members of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were enough opportunities for social contacts to the other learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was sufficiently motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We interacted adequately to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We worked determined and there was enough time for discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I met the deadlines given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set myself deadlines for my personal tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The study was made within the time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm happy with the results I achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The tutor was professionally and technically competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutor was socially competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to speak frankly about occurring problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was sufficient opportunities for feedback through the tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning matter was well prepared by the tutor / school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the programme/system				
I was able to handle the e-learning tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The introduction into the learning matter was sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The progress of learning matter was ok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The desktop was clearly arranged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of menu was not to complex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The programme allowed to go for- and back-wards on the learning matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The programme did not collapse when I made an incorrect input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was an useful response when I made an incorrect input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exercises were introduced through examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language used was understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Please give further comments/proposals:</u> My biggest problems by learning with the computer were:				
What I liked best by learning with the computer:				

Learning Partnership eTRAIN

Questionnaire on e-Learning (Part 2: Teachers)

School/Organisation: <u>NTC, Sofia/Bulgaria</u> Group/Class: <u> </u>	
Target group analysis	
What is your target group? (<i>Jobless people, employees, disadvantaged young people, woman, migrants, elderly people, other</i>)	<input type="checkbox"/> <i>jobless people</i> <input type="checkbox"/> <i>employees</i> <input type="checkbox"/> <i>disadvantaged young people</i> <input type="checkbox"/> <i>woman</i> <input type="checkbox"/> <i>migrants</i> <input type="checkbox"/> <i>elderly people</i> <input type="checkbox"/> <i>other – please describe:</i>
What is the estimated number of learners in the class/group? (<5, 6-10, 11-15, 16-20, 21-25, >25)	Please choose: <5
What is the average age of the learners? (<25, 25-35, 35-45, 45-55, >55, various)	Please choose the age: <25
How homogenous do you think the group of learners is? (<i>homogenous, relatively homogenous, different, very different</i>)	<input type="checkbox"/> <i>homogenous</i> <input type="checkbox"/> <i>relatively homogenous</i> <input type="checkbox"/> <i>different</i> <input type="checkbox"/> <i>very different</i>
What is the learning background of the learners (<i>academic, general and secondary school, without certificate – CSE</i>)	<input type="checkbox"/> <i>academic</i> <input type="checkbox"/> <i>general and secondary school</i> <input type="checkbox"/> <i>without certificate – CSE</i> <input type="checkbox"/> <i>other</i>

<p>How strong is the motivation of the learners to learn with the computer <u>at the beginning</u> of the course? <i>(highly motivated, motivated, not motivated, indifferent)</i></p>	<p><input type="checkbox"/> <i>highly motivated</i> <input type="checkbox"/> <i>motivated</i> <input type="checkbox"/> <i>not motivated</i> <input type="checkbox"/> <i>indifferent</i></p>
<p>How strong is the motivation of the learners to learn with the computer <u>at the end</u> of the course? <i>(highly motivated, motivated, not motivated, indifferent)</i></p>	<p><input type="checkbox"/> <i>highly motivated</i> <input type="checkbox"/> <i>motivated</i> <input type="checkbox"/> <i>not motivated</i> <input type="checkbox"/> <i>indifferent</i></p>
<p>Is it obligatory / mandatory to participate in e-learning units in the course you are attending</p>	<p>yes <input type="checkbox"/> no <input type="checkbox"/></p>
<p>Is it obligatory / mandatory to participate in blended learning units in the course you are attending</p>	<p>yes <input type="checkbox"/> no <input type="checkbox"/></p>
<p>Are there special incentives to the students for participation in e-learning? (special certification etc.)</p>	<p>yes <input type="checkbox"/> no <input type="checkbox"/></p>
<p>If yes, what kind of incentives?</p>	
<p>What impact does participation in e-learning have?</p>	<p><input type="checkbox"/> <i>greater motivation to learn</i> <input type="checkbox"/> <i>more autonomy</i> <input type="checkbox"/> <i>better self-management</i> <input type="checkbox"/> <i>other – please describe:</i></p>
<p>How experienced are the learners in dealing with the new media? <i>(PC, Internet, e-mail, e-learning, non)</i></p>	<p><input type="checkbox"/> <i>PC</i> <input type="checkbox"/> <i>Internet</i></p>

	<input type="checkbox"/> <i>e-mail</i> <input type="checkbox"/> <i>e-learning</i> <input type="checkbox"/> <i>none/inexperienced</i>
<p>If the majority of learners are experienced in learning with the computer, how did they learn in the past? <i>(CD-ROM, Intranet, Internet, tutorials)</i></p>	<input type="checkbox"/> <i>via CD-ROM (CBT)</i> <input type="checkbox"/> <i>via Intranet</i> <input type="checkbox"/> <i>via Intranet (WBT)</i> <input type="checkbox"/> <i>via e-learning tutorials</i>
<p>At what time do the learners usually work with the computer? <i>(morning, afternoon, evening, they are free to choose)</i></p>	<input type="checkbox"/> <i>morning</i> <input type="checkbox"/> <i>afternoon</i> <input type="checkbox"/> <i>evening</i> <input type="checkbox"/> <i>they are free to choose the time</i>
<p>At what location do the learners work with the computer? <i>(at school, at home, other)</i></p>	<input type="checkbox"/> <i>at school</i> <input type="checkbox"/> <i>at home</i> <input type="checkbox"/> <i>both (school and home)</i> <input type="checkbox"/> <i>other - please describe:</i>
<p>If the learners work (partially) at home, is the hardware provided by the school/company?</p>	<p>yes <input type="checkbox"/> no <input type="checkbox"/></p>

Didactical Questions	
<p>What kind of e-learning system is in use?</p>	<input type="checkbox"/> <i>computer based training - CBT (learning software on CD-ROM or installed on PC hard disc)</i> <input type="checkbox"/> <i>web based training – WBT</i> <input type="checkbox"/> <i>self authoring system</i> <input type="checkbox"/> <i>live e-learning system</i>

<p>What kind of elements is integrated into the learning software?</p>	<input type="checkbox"/> <i>training/exercises</i> <input type="checkbox"/> <i>examination/test</i> <input type="checkbox"/> <i>tutorial instructions</i> <input type="checkbox"/> <i>simulation</i> <input type="checkbox"/> <i>protocol of exercises and goals</i>
<p>What kind of elements is integrated into the user interface/screen/desktop?</p>	<input type="checkbox"/> <i>text</i> <input type="checkbox"/> <i>static graphics</i> <input type="checkbox"/> <i>animated graphics</i> <input type="checkbox"/> <i>sound</i> <input type="checkbox"/> <i>movie</i>
<p>Is communication integrated into the e-learning system?</p>	<p>yes <input type="checkbox"/> no <input type="checkbox"/></p>
<p>If yes, how does the communication (with tutor and group) work?</p>	<input type="checkbox"/> <i>synchronal communication</i> <input type="checkbox"/> <i>via chat</i> <input type="checkbox"/> <i>via virtual classroom</i> <input type="checkbox"/> <i>via video conference</i> <input type="checkbox"/> <i>a-synchronal communication</i> <input type="checkbox"/> <i>via e-mail</i> <input type="checkbox"/> <i>other</i>
<p>What kind of didactic concept is connected to e-learning?</p>	
<p>time arrangement</p>	<input type="checkbox"/> <i>synchrony</i> <input type="checkbox"/> <i>asynchrony</i>
<p>interactivity</p>	<input type="checkbox"/> <i>interactivtv</i> <input type="checkbox"/> <i>without interactivity</i>
<p>guidance/instruction</p>	<input type="checkbox"/> <i>by moderation through tutor</i> <input type="checkbox"/> <i>by manual</i> <input type="checkbox"/> <i>by other means</i>

location arrangement	<input type="checkbox"/> <i>only at school</i> <input type="checkbox"/> <i>only at home</i> <input type="checkbox"/> <i>at home and at school</i> <input type="checkbox"/> <i>other</i>
forms of learning	<input type="checkbox"/> <i>learning individually/alone</i> <input type="checkbox"/> <i>learning in the group</i>
social form of learning	<input type="checkbox"/> <i>cooperativ e-learning</i> <input type="checkbox"/> <i>self/private study</i> <input type="checkbox"/> <i>distributed work in a group</i>
requisite tools	<input type="checkbox"/> <i>learning platform</i> <input type="checkbox"/> <i>tools for communication:</i> <input type="checkbox"/> <i>e-mail</i> <input type="checkbox"/> <i>telefon</i> <input type="checkbox"/> <i>chat</i> <input type="checkbox"/> <i>forum</i>
Does the learning matter tie up to the previous knowledge of the learner?	<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i>
Is the learning matter repeated for better understanding and consolidating?	<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i>
Is the user actively involved in the learning process, for example by answering questions (interactivity)?	<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i> <i>How?</i>
Is the learner always able to retrieve the answer given by the programme and is the solution explained properly?	<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i>
Is the learning matter and the level up from simple to complex / from known to unknown?	<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i>
How is the introduction into and the use of the programme made?	<input type="checkbox"/> <i>through tutor/teacher</i> <input type="checkbox"/> <i>by accompanying manual</i> <input type="checkbox"/> <i>through programme itself</i>

<p>Is the handling of the programme adequately described?</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>
<p>Can learners set their own individual learning goals and move freely in the programme?</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>
<p>Does the system consider special requirements for un-experienced learners / disadvantaged people?</p>	<p><input type="checkbox"/> <i>there is an adequate introduction in the learning matter</i></p> <p><input type="checkbox"/> <i>there is an adequate introduction into the handling of the programme/system</i></p> <p><input type="checkbox"/> <i>the progress of learning matter is slow</i></p> <p><input type="checkbox"/> <i>the user interface/desktop is clearly arranged</i></p> <p><input type="checkbox"/> <i>the structure of menu is not to complex</i></p> <p><input type="checkbox"/> <i>the programme allows to go forward and backwards on the learning matter</i></p> <p><input type="checkbox"/> <i>the programme does not collapse when incorrect input is made</i></p> <p><input type="checkbox"/> <i>there is an adequate response to incorrect input</i></p> <p><input type="checkbox"/> <i>exercises are introduced through examples</i></p> <p><input type="checkbox"/> <i>the language used is adequate to migrants</i></p>
<p>General Questions</p>	
<p>How do you consider the speed of the learning progress compared to other learning methods (read books, traditional instruction...)?</p>	<p><input type="checkbox"/> <i>higher</i></p> <p><input type="checkbox"/> <i>lower</i></p> <p><input type="checkbox"/> <i>equal</i></p>
<p>Are the learning goals set by the programme achieved by the learners?</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>
<p>Is the technical equipment sufficient to the programme/system (e.g. regarding computer speed, operating system)?</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>