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O1 – Investigation Study Results

Module 1_Annex 1_PPT 1

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O1 – Investigation Study - Aims

PROMOVET: From e-learning to "e2 in learning: Quality improvement, professionalisation and modernisation of VET training for young low-skilled learners through modern ICT use

❖ To provide the necessary background information and knowledge about the current communication and interaction channels used by young low skilled learners in Europe.

–Through Desk and Field Research

❖ To provide an overview of the currently existing and most frequently used tools and instruments.

- Through Desk Research

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O1 – Investigation Study - Participants

❖ The investigation study engaged the following numbers across the consortium partners:

1. Number of Young Learners: 184

2. Number of VET Teachers and Trainers: 164

3. Number of Education Experts interviewed: 57

O1 – Key Findings – Young Learners

❖ Most common IT Tools used by Young Learners to search for information online:

1. Google
2. Wikipedia
3. Facebook

– These were the top 3 websites listed where young learners source their information online in Austria, Cyprus, Finland, Italy and Ireland.

– The top 3 in Spain were Google, Wikipedia, YouTube and Facebook was fourth.

– Other social media channels mentioned in Cyprus include Pinterest and YouTube and WhatsApp was also mentioned as a top platform in Austria.

O1 – Key Findings – Young Learners

❖ Most common communication channel used by Young Learners:

1. WhatsApp (Austria, Cyprus, Finland, Italy and Spain)
2. Facebook (Austria, Italy, Ireland and Spain)
3. Instagram (Cyprus, Finland, Ireland and Spain)
4. Snapchat (Finland, Ireland)
5. YouTube (Austria)
6. Telegram (Italy)

– Other channels mentioned in Cyprus include: Viber, Skype, Facebook Messenger, Email, Face-time, WeChat and iMessage.

O1 – Key Findings – Young Learners

❖ Preferred IT Tool or communication channel for Young Learners to learn through:

1. YouTube (Austria, Cyprus, Finland, Italy, Ireland and Spain)
2. Facebook (Austria, Cyprus, Italy, Ireland and Spain)
3. WhatsApp (Austria, Cyprus, Finland, Italy and Spain)
4. Instagram (Cyprus, Finland and Spain)
5. Snapchat (Austria, Finland and Ireland)

– Other channels for learning mentioned in Cyprus include: Google+, EBSCO, Pinterest, Skype, Viber, Google, Wikipedia, Quora, Email and Facebook Messenger.

O1 – Key Findings – Young Learners

❖ Preferred IT Tool or communication channel for Young Learners to develop and create assignments on:

1. YouTube (Austria, Cyprus, Finland, Italy, Ireland and Spain)
2. Facebook (Austria, Cyprus, Italy, Ireland and Spain)
3. WhatsApp (Austria, Cyprus, Finland and Italy)
4. Instagram (Cyprus and Spain)
5. Snapchat (Ireland)
6. Office 365 (Finland)

–   Other channels for learning mentioned in Cyprus include: Email, Google+, EBSCO, Viber, Moodboard, Pinterest, Skype, Viber, Google Scholar, Wikipedia, Twitter, Skype and Google Drive.

O1 – Key Findings – Young Learners

❖ Recommendations for VET teachers using social media, IT and communication channels:

1. Learners want to see more videos used in teaching practice – they all use YouTube for additional support and in their free-time so they would like to see this integrated into the classroom.

2. Focus on making learning more interactive by using some of the instant messaging apps that young learners use – this is how they are used to communicating, so try and integrate this into learning.

3. Learning is easier through IT tools as they offer a better exchange of information with others.

4. Teachers could offer online tutoring to students if they miss a day of school or are struggling with a homework assignment, they can post a question on a Facebook Group and the teacher can post an answer.

O1 – Key Findings – Young Learners

❖ **Summary of 'Core Messages' for Teachers (+)**

1. Teachers should make sure that they know how to use the IT tools before introducing them to the class.
2. If assignments are posted online, instructions must be clear. Computer-based assignments and online exercises etc. are fine at school, not at home unless clear instructions are given.
3. Teachers should be open-minded and patient with learners and vice-versa.
4. Important to adapt and grow through new tools of the modern era and take part in learners' learning.
5. To understand that we are more used to and comfortable with using the internet because we have grown up online.
6. Allow students to learn online as IT is taking over society and I feel we would engage quicker.
7. Learning through IT can give students a more varied learning experience.
8. Think of your students needs and help them to help themselves.

O1 – Key Findings – Young Learners

❖ Summary of 'Core Messages' for Teachers (-)

1. We must remember that not everyone embraces digitalisation. Students must be given choices.

2. I don't want to have study-related things on Instagram or Snapchat because I use them to communicate with my friends and family.

3. No need for many different medias, WhatsApp is enough for messaging with the teacher.

4. It's a bad idea – you can get distracted by texting your friends.

5. We should have a school account so that teachers cannot see your personal details.

6. It is not necessary to use social media – Google and typing up notes is enough IT in the classroom.

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O1 – Key Findings – VET Teachers

❖ Do teachers use IT in their Teaching Practice?:

1. Austria: 92% = Yes (23 out of 25); 8% = No (2 out of 25)
2. Cyprus: 100% = Yes (all 25 teachers)
3. Finland: 88% =Yes (36 out of 41); 12% = No (5 out of 41)
4. Italy: 76% = Yes (19 out of 25); 24% = No (6 out of 25)
5. Ireland: 65% = Yes (15 out of 23); 35% = No (8 out of 23)
6. Spain: 100% = Yes (all 25 teachers)

O1 – Key Findings – VET Teachers

❖ Top online and mobile communication tools used in teaching:
1. Email (Austria, Cyprus Italy, Ireland and Spain)
2. Facebook (Cyprus, Finland, Italy and Ireland)
3. WhatsApp (Austria, Finland, Ireland, Spain)
4. YouTube (Austria, Cyprus and Italy)
5. Moodle (Finland)
6. Google (Spain)

– Additional communication channels and tools mentioned in Cyprus include: Prezi, Digital games, Discussion forums, Facebook Messenger, Google Drive, Skype, Google Calendar, Google Docs and e-learning platforms.

O1 – Key Findings – VET Teachers

❖ How are IT tools currently used in teaching practice?:

1. WhatsApp for communication with students and for sending information to learners about events, homework and project work;

2. Email for communication with students and other teachers, and for sending homework assignments and corrected essays back to learners;

3. Facebook for posting school notices or posting pictures of days out or project work.

4. Twitter for posting homework notes and for getting learners to post a short summary of an event or project completed.

5. Skype for contacting learners when they have missed some face-to-face sessions for personal reasons and need to catch up with the classwork that is missed.

O1 – Key Findings – VET Teachers

❖ How are IT tools currently used in teaching practice?:

6. Facebook Messenger for sending one-to-one messages to learners and Facebook Groups for sending closed-group messages to learners

7. Google and YouTube to find videos to support the lessons.

8. Google+ for making presentations in pairs and sharing the final product with others

9. Blogger for keeping a learning diary and including exercises in teacher's blog.

Note: Apart from examples provided from Finland, all other uses mentioned by VET teachers are purely concerned with communicating with learners and colleagues – no didactic use for online tools.

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O1 – Key Findings – VET Teachers

❖ Additional Supports required by VET teachers:

- ✓ Training in how to use new tools, technologies and platforms.
- ✓ Training in integrating mobile technologies in teaching.
- ✓ Examples of appropriate materials that can be sourced online.
- ✓ Access to a platform where it is easy to pull and present data, images, videos from all different knowledge hubs and sources.
- ✓ Access to multi-media, art and music recording software for project work.
- ✓ Training in how to produce an education video and upload it to YouTube for learners.
- ✓ Training on staying safe online, i.e. cyber security and protecting learners from cyber-bullying.
- ✓ Better IT infrastructure including equipment and access to Wi-Fi.

O1 – Key Highlights

❖ When asked to review the list of 30 tools provided, there was a noticeable discrepancy in some countries between the number of tools that young learners had experience of using, and the number of tools that teachers had experience of using:

  ❖ In Austria: Learners (28/30), Teachers (10/30)
  ❖ In Ireland: Learners (25/30), Teachers (11/30)
  ❖ In Spain: Learners (29/30), Teachers (13/30)

  Not the case in Finland where learners were aware of 23/30 and teachers were aware of 22/30 or in Cyprus with learners aware of 25/30 and teachers 23/30.

  Note: This specific data is not available for Italy

O1 – Key Highlights

❖ Differences between the types of apps and platforms that young learners use every day, and those that teachers and trainers use.

❖ Apps used by Young Learners are more 'lifestyle' apps, whereas teachers are traditional communication apps

Young Learners	Teachers
1. WhatsApp 2. Facebook 3. Instagram 4. Snapchat 5. YouTube	1. Email 2. Facebook 3. WhatsApp 4. YouTube 5. Moodle

O1 – Key Highlights

❖ The following tools were least well known in the list provided:

Google Allo	Twenty	Web Forums
Google Duo	WeChat	Blogspot
Google Hangout	Ask.fm	Tumblr
Periscope	LinkedIN	Telegram

O1 – Key Highlights

❖ The following additional tools were mentioned by young learners and teachers:

Moodle (3)	OneNote	Wilma (FI)
Prezi (2)	Weebly	OIF (AT)
Edmodo (2)	Wix	Kotopro (FI)
Kahoot (2)	Screencast-O-Matic	Mentimeter (CY)
Office 365 (2)	Google Docs	Socrative (FI)
DropBox (2)	iMovie	Zoom (FI)
Google Classroom	SMS	Graf-Gutfreund (AT)

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

YouTube:

- ❖ To appeal to different learning styles than what is catered for in traditional, mainstream education - Visual or Aural learners - more engaged in learning through YouTube.
- ❖ Learners can find educational content on YouTube to reinforce the learning acquired in class.
- ❖ The skills required to be successful on YouTube comprise many of the skills required in the modern day labour market – digital literacy and IT competence, creative thinking, adaptability, media production skills and knowledge of modern marketing techniques such as keywords, search engine optimisation, etc. - getting learners active on YouTube as creators represents a real opportunity for teachers to enhance the labour market potential of low-skilled young people through engaging, embedded-learning activities.

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Instagram:

  ❖ Instagram can be used to document a project, for example - Teachers can set a task for an art student and use Instagram to document this project.

  ❖ It can begin with finding a topic, where the student posts 3 or 4 ideas and asks followers to 'vote' which is best, based on the number of likes and comments, the student can then produce an art project, covering key stages such as sourcing and collecting materials, sketching/drafting/prototyping the project output, and then the production of the art piece.

  ❖ At the end of the project, the Instagram page then acts as a portfolio for the student for all the work completed as part of the project, and the teacher can 'follow' the page to track the development of the art project.

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Pinterest:

- ❖ Pinterest could be used as a career guidance and planning tool for young learners - for example, as part of their career guidance work in school, learners could be asked to create a 'board' on Pinterest and to 'pin' images associated with their dream job on the board.

- ❖ In class, teachers can then review the boards from all learners and either through classwork or in one-to-one settings, teachers and careers advisors can coach learners in the courses they will need to take and the qualifications they would need to achieve in order to attain their dream job.

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Twitter:

  ❖ Twitter can be used to ask learners to post 'one key thing' they have learned from an experience, study tour, group project or topic covered in class.

  ❖ This is valuable because it forces learners to reflect on the full experience and to distil down their thoughts and feelings into 140 characters.

  ❖ Twitter can also be used to support learners to stay up-to-date with news and current affairs.

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Skype:

❖ Skype can be used in a second-chance education setting very effectively, to deliver online lectures and one-to-one mentoring support to young learners who have difficulty in making it to face-to-face classes.

❖ Often when working with this target group, there can be personal circumstances which impact on the young person's ability to attend regular classes. By having Skype and other online tools, this can help to ensure that young learners don't fall behind with their coursework.

O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Facebook Groups or WhatsApp:

❖ Closed group composed exclusively of young people in the target group and educators, where educators act as administrators and moderators.

❖ Using Groups, teachers and learners could create an environment in which they deal with various topics and brainstorming, focus groups, ideas and documents are shared, innovative solutions to problems are found together and learners learn key skills in team-work and collaboration.

❖ WhatsApp also allows it´s users to send voice messages - this is a good feature for VET-students with special needs.

❖ Voice messages also enable the development of VET students' verbal communication skills

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O1 – Recommendations from Interviews

❖ Select online and social media tools and describe their didactic value:

Google Drive:
❖ Cloud archive for documents shared and made accessible to the target group and educators: handouts, notes and other files shared freely by the members of the group.

Learning platforms as Classroom (Google), Moodle or Kahoot:
❖ Basic tools to control the attendance of the students to the lessons, and carrying out tasks with full autonomy and promoting research.

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Thank you for your attention!

Any questions?