

NET - New Approach in Educational Technology

Erasmus + Strategic Partnership

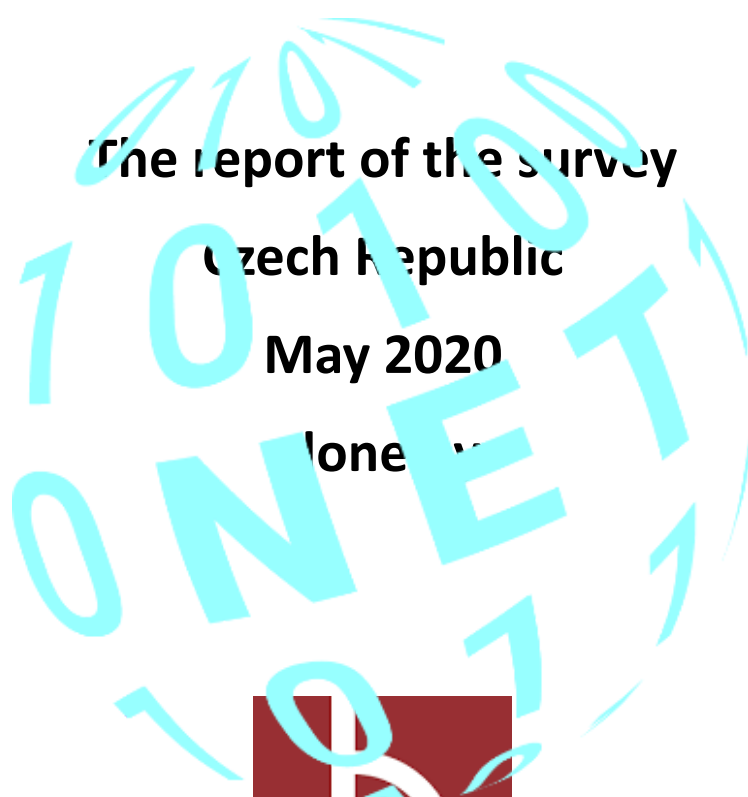
2019-1-SK01-KA201-060658

The report of the survey

Czech Republic

May 2020

One year

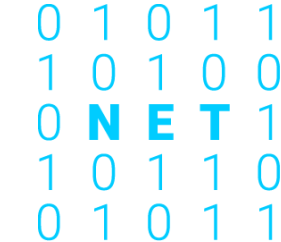


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Co-funded by the
Erasmus+ Programme
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INTRODUCTION

This report is a part of the Intellectual Output 1 "Curriculum & Training scheme" in the project NET- New Approach in Educational Technology, a European project funded in the frame of "Erasmus + Key Action 2- Strategic Partnership in the field of school education".

We expect that this report helps the NET consortium to have overall portrait on the current situation of ICT supporting tools used in some Czech schools, resulting from the analysis of the teachers' survey results.

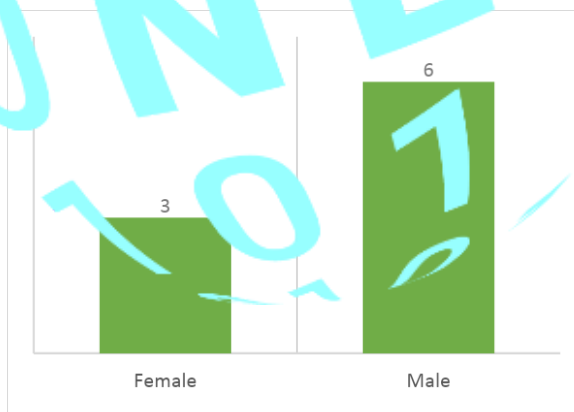
The survey has been produced and distributed among 9 Czech teachers from different school around the South Bohemian Region and aims to investigate the importance of information technologies in new training dynamics. The survey was realized during the COVID-19 lockdown and we consider this fact as an important point for the better evaluation of real skills and competences of the teachers with using ICT in education process.

BACKGROUND DATA

1. The name of your institution

Vyšší odborná škola, Střední průmyslová škola a Střední odborná škola řemesel a služeb Strakonice	3
Střední průmyslová škola strojní a střebební Tábor	3
Střední odborná škola strojní a elektrotechnická Velešín	3

2. Gender



3. Age

38	1
44	1
51	1
48	2
37	2
42	1





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39	1
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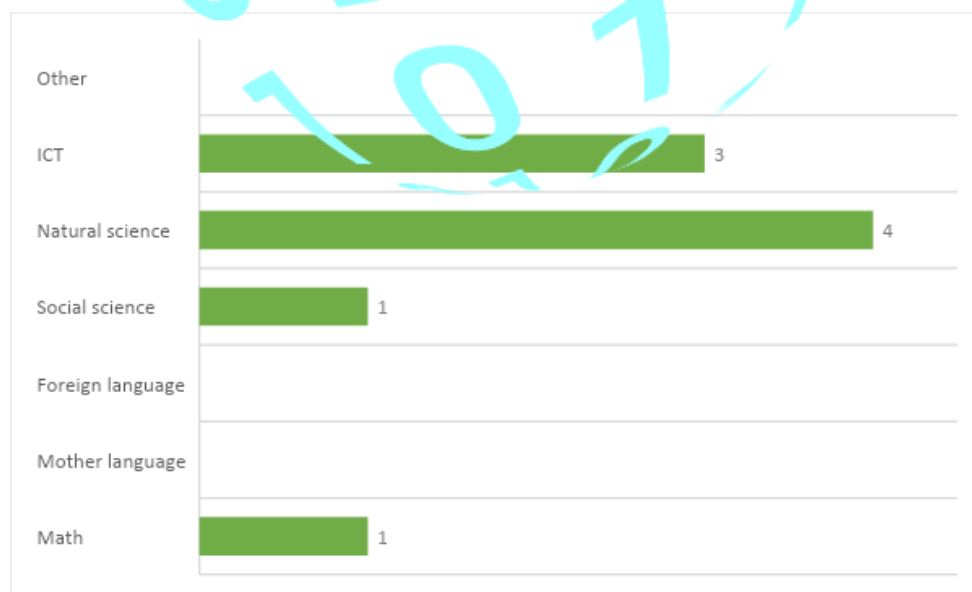
4. What is your career position in the institution?

director	3
teacher	4
deputy director	2

5. What school levels do you teach?



6. What subjects do you teach?



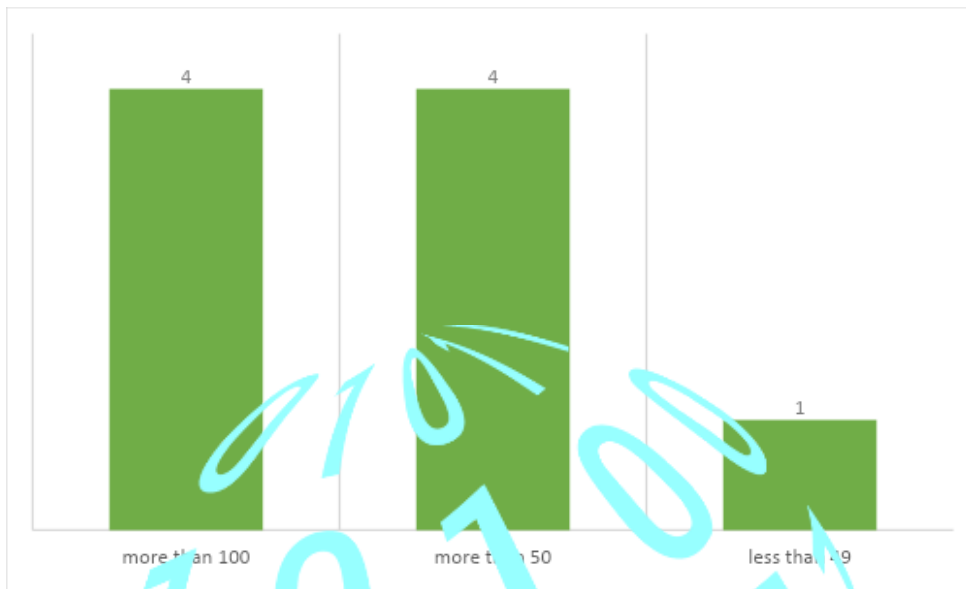


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TECHNOLOGY EQUIPMENT

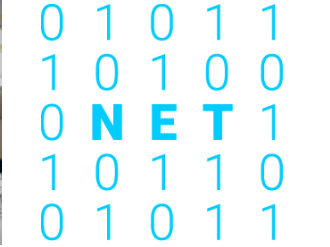
7. How many computers are available at the institution for the students to use?



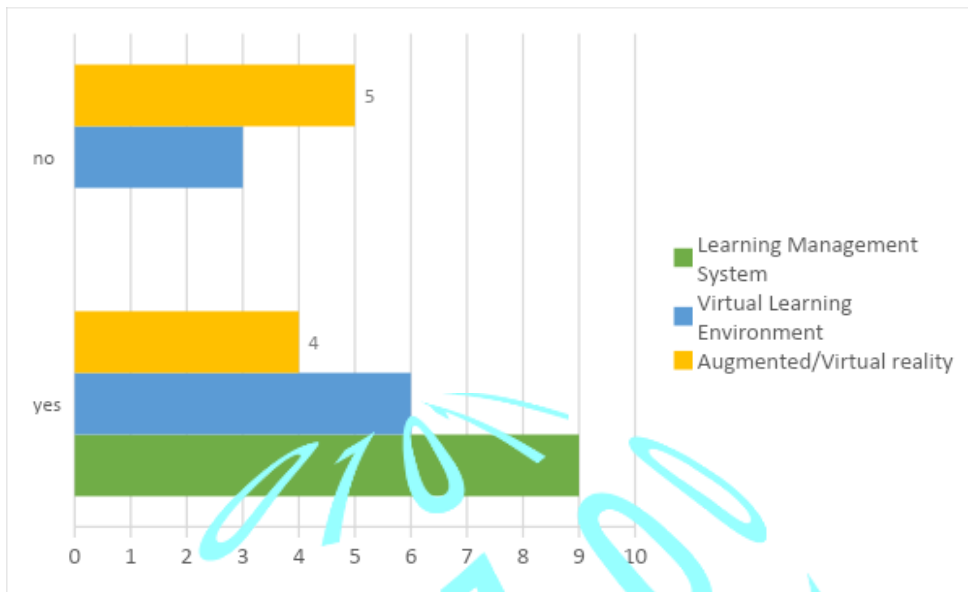
We have found a positive trend in availability of computers in schools. The number of availability of computers highly depends on a type of school (specialisation) and the number of students at school.

8. Does the institution provide:





9. Does the institution have:



The adoption of new learning approaches in higher education is an inevitable fact. Provide virtual educational processes is impossible without improving the technical information infrastructure. For sharing teaching materials, the teachers use file hosting services and publish their materials via learning management systems. Different LMSs are used for online forms of e-learning in the Czech Republic. The open source Moodle has gradually become the main LMS and is currently used by a number of universities, secondary schools and even some elementary schools.

10. What percentage of teachers currently use the technologies for teaching?



A really high percentage of teachers affirm to use specific technologies for teaching.

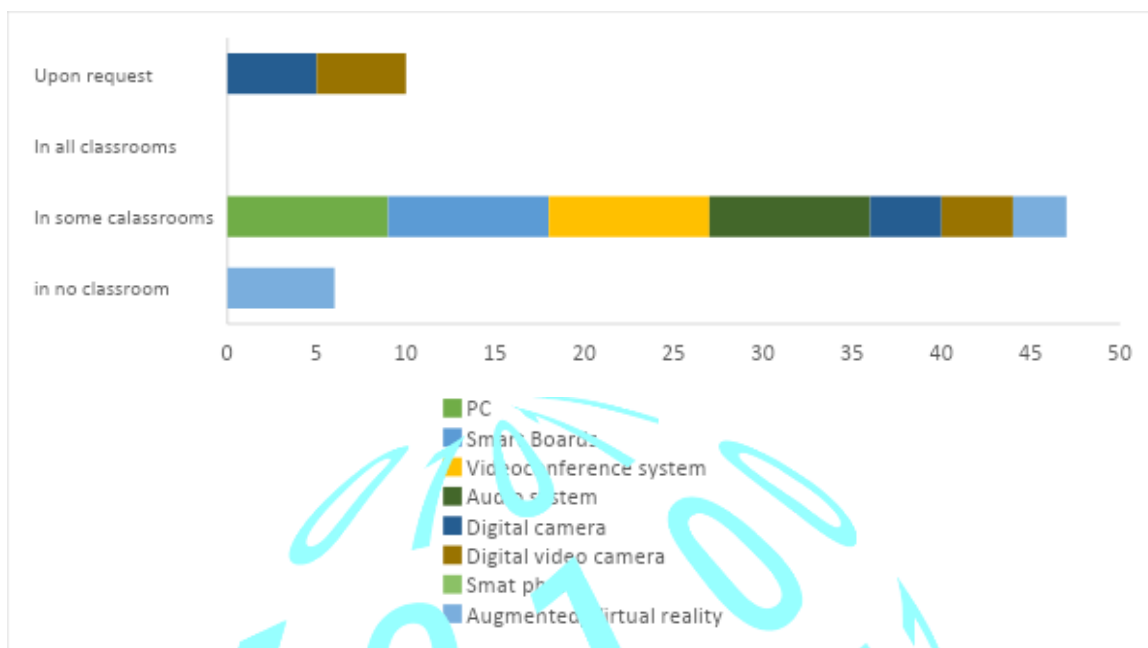




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11. What kind of technological equipment is?



The presence of digital tools is an important indicator of technology capability, since access to technological equipment can impact educational achievement, it may be important to understand the extent to which such resources are actually available.

- The majority of classrooms are equipped with standard technological equipment such as PCs, Smart Boards, Smart Phones, Audio Systems, Videoconferencing systems.
- Equipments such as Digital Video cameras and Digital Camera are available at all schools upon request.
- The limited amount of augmented reality or virtual reality software and equipment are available in classrooms.

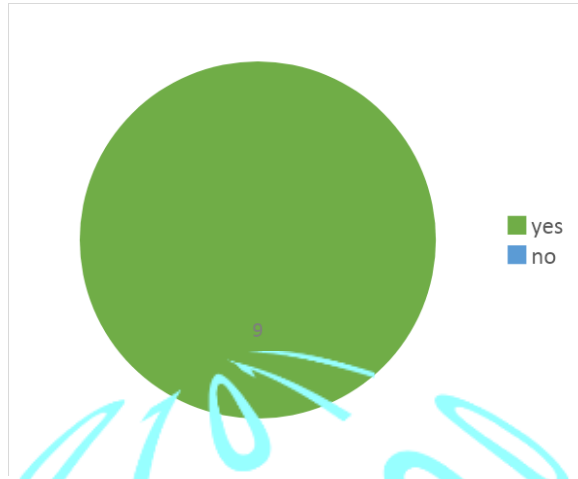




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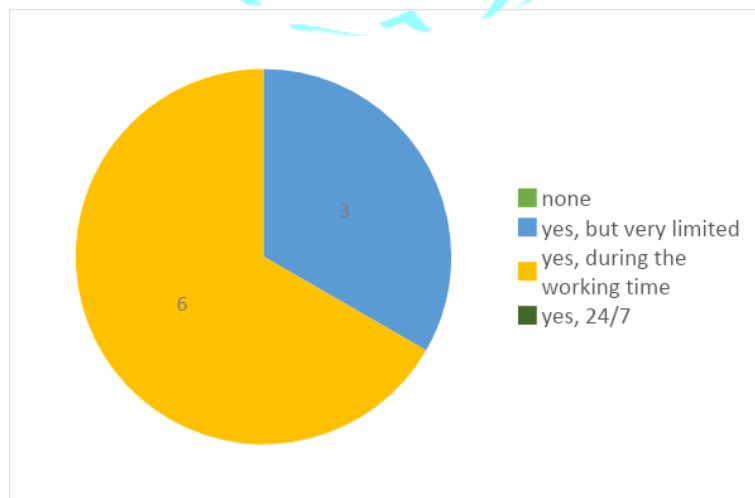
14. Does the institution have a policy to promote or support ICT-based innovations by teachers in their teaching?



15. Is there a special department dedicated to the pedagogical use of ICT at your institution?



16. Is pedagogical support provided for teachers at your institution?

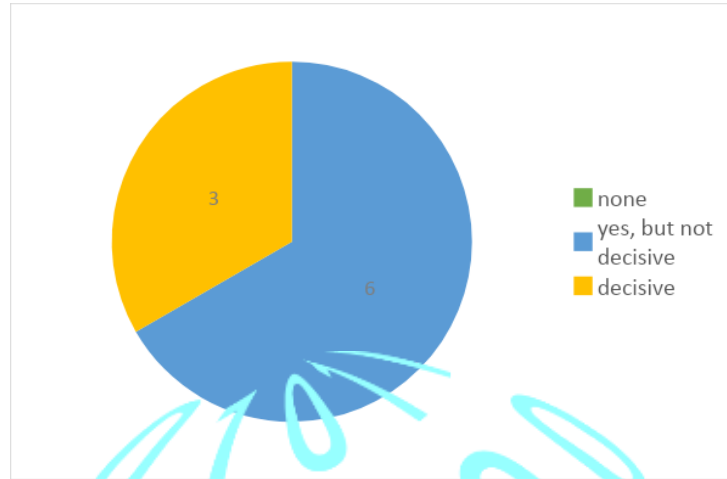




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17. Do the recruitment procedures for new teachers include an assessment of their pedagogical competences related to ICT use?



18. In an emergency caused by the COVID-19, you practice distance learning. You have certainly experienced some technical difficulties/complications related to online learning. Would you be able to briefly describe what you consider to be the most problematic in areas of online learning?

- technical difficulties – compatibility issues (with operating systems, browsers or smartphones), instability of Internet connection – slow Internet
- students from financially challenged backgrounds may find it difficult to access data and the internet because of the high cost

