NET - New Approach in Educational Technology

Erasmus + Strategic Partnership

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Report on the Teachers Survey on ICT Supporting Tools in Greece.
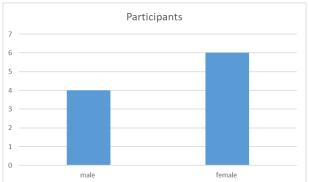
Content

1. Profile of the Participants

The first part of this survey is describing the profile of the participants.

The Participants of this survey were 10 teachers of Secondary Education located in Patras, the capital of the Region of Western Greece .
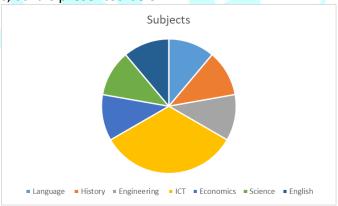

The age of the involved teachers varies from 40 to 58 years old, with average age 50.

Five of the teachers are teaching in General Upper Secondary Education, three in Vocational Upper Secondary Education, one in Lower Secondary education, and one has been teaching for many years in Upper Secondary education and now is in the Regional Center for Educational Planning (RCEP) of Western Greece

Two out of ten have got managerial positions, one is principal and one is the Regional Center for Educational Planning (RCEP) of Western Greece.

They teach various subjects, as it is presented below.

2. Technology equipment

In the second part of this survey, there are questions that help the participants to describe the equipment that it is available in their institutions. In some questions some teachers did not replied.

According to their feedback their institutions have from 13 to 25 computers, available for students to use. In all cases Ethernet Internet Access in available, while Wi-Fi network access is available in nine out of ten cases. None of the institutions have a Learning Management System, nor Virtual Learning environment (VLE) and Virtual/augmented technology.
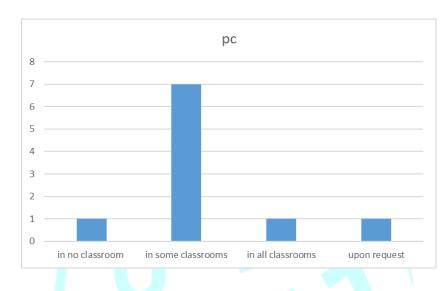
According to their answers, in two schools none of the teachers use these technologies, while in the other schools the responses vary from 15% to 100%. We should comment that the variation of the percentages may exist due to the fact that some of them possibly refer to the technologies that do not exist in the schools (LMS, VLE), while the others refer to the existing technologies (Ethernet or Wi-Fi Internet Access).

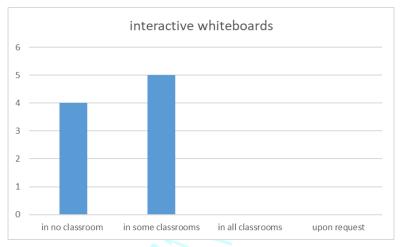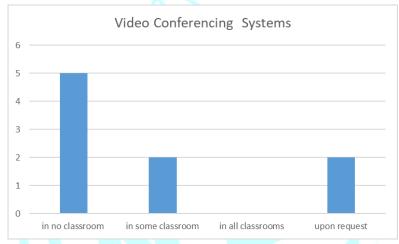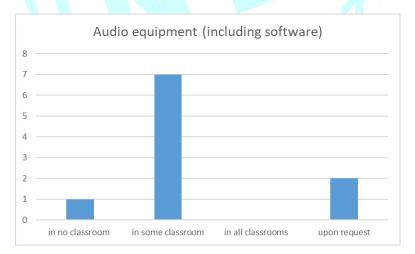The availability of technological equipment in the classrooms is presented below.

pc

Category	Value
in no classroom	1
in some classrooms	7
in all classrooms	1
upon request	1

interactive whiteboards

	in no classroom	in some classrooms	in all classrooms	upon request
value	4	5	0	0

Video Conferencing Systems

	in no classroom	in some classroom	in all classrooms	upon request
value	5	2	0	2

Audio equipment (including software)

	in no classroom	in some classroom	in all classrooms	upon request
value	1	7	0	2

Digital photo cameras (including editing software)
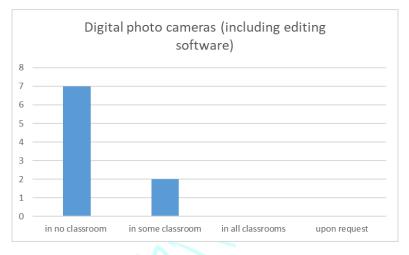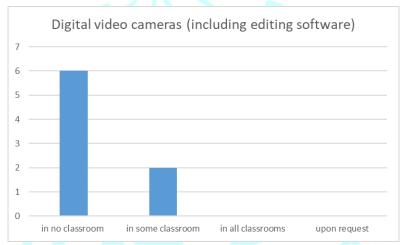

Digital video cameras (including editing software)

In all cases Mobile phones and Augmented Reality/ Virtual Reality equipment are not available in school.

3. Technological skills

In this section the participants described through their answers the support that is offered concerning technological skills.

Five of the teachers reported that their school did not have a training program in technology (using devices such as smart boards, augmented reality, creating videos, development of interactive learning content etc.) for teachers in the last ten years. On the contrary two reported that in their schools some teachers attended training programs. The subjects were a)Training on learning content b)Training on Smartboards and c) Flipped classroom.

Concerning the technical support provided for teachers at their institution most of them reported that there is technical support. Seven of them they consider it very limited, while two reported it is available during the office hours. One stated that teachers do not have technical support.

4. Pedagogical skills related to ICT

In the last part of the survey the teachers reported the support they have on pedagogical skills related to ICT.

Almost half of the of the teachers (6) believe that their institution does not have a policy to promote or support ICT-based innovations by teachers in their teaching, while the others have the opposite opinion.

All but one, agree that there is no special department dedicated to the pedagogical use of ICT at their institution. The opinions concerning the pedagogical support that is provided for teachers in their institution, vary. Three of them declare that no pedagogical support is offered in their school. Five of them believe that they have some pedagogical support, but very limited, while one of them stated that they get 24x7 support.

In the last question six of them reported that in the recruitment procedures for new teachers there is no assessment of their pedagogical competences related to ICT use, while two replied that assessment is included, but it is not decisive, while one said assessment is included and it is decisive.