

REMOTE EDUCATION COMPETENCE MODEL



model kompetencji
nauczania zdalnego



Innowatorium
fundacja wspierania edukacji i rozwoju

cultura
e dinozauri

anthro polis



Projekt realizowany przy wsparciu
programu Unii Europejskiej Erasmus+

HUNGARIAN PERSPECTIVE



ABOUT PROJECT

KEY INFORMATION

The aim of the project is to prepare a complex and free tool for self-examination of distance learning competences.

In addition, the platform will offer a number of tools and games to be used both in working with students and to improve their own skills. It will also serve the staff and management of educational institutions as a tool for examining the potential and creating school development plans, necessary for the implementation of projects under the Erasmus + program.

PARTNERS



Leading Partner: Innowatorium Foundation (Poland),
<https://www.innowatorium.org>.

Regional Partners:

- ANTHROPOLIS Antropológiai Közhasznú Egyesület (Hungary),
<https://anthropolis.hu/>
- Cultura e Dintorni (Italy), <https://www.culturaedintorni.org/>



RESEARCH TEAM

Leaders: Anna Pietraszko, Anna Szczebiewska (Poland), Observatorium Foundation, <https://www.obserwatorium.org.pl>

Regional Partners:

- David Ban, Bruno Pizzini (Hungary), ANTHROPOLIS
- Barbara Bielen, Martino Santoro (Italy), Cultura e Dintorni

ABOUT RESEARCH

KEY INFORMATION

The main goal of the research was to systematize and deepen our understanding of the level of teachers' competences and their knowledge of remote education.

The subject of study has been divided on four areas:

- **TECHNOLOGICAL EFFICIENCY**
- **METHODS AND TECHNIQUES**
- **SOFT SKILLS**
- **MANAGEMENT**

TECHNOLOGICAL EFFICIENCY

Technological efficiency (ability to use tools, security and privacy of ICT solutions, copyright laws, how to search for materials).

METHODS AND TECHNIQUES

Methods and techniques for remote work with students (managing a group of students in the educational process, remote assessment, keeping students engaged and active, flip learning).

SOFT SKILLS

Soft skills in remote work (how to appear in public on the Internet, how to deal with stress, how to care for relationships with students and parents in online communication).

MANAGEMENT

Remote education process management (building and implementing a remote learning strategy for a school, managing an educational facility, implementing technological change in School)

ABOUT RESEARCH

KEY INFORMATION

The main research tool was a **survey** for teachers and/or school principals. It consisted of 6 areas which were based on 4 study areas.

The additional tools were **workshops** with teachers (3 per country). Their goals were to adjust draft version of the questionnaire (1st workshop) and to deepen the results of the survey (2nd and 3^d workshop).

SURVEY STRUCTURE

6 AREAS

- I. WORKPLACE INFORMATION – SCHOOL/ SCHOOLS
- II. TRANSITION INTO A NEW REALITY
- III. CONDITIONING
- IV. ORGANIZATION OF THE TEACHING PROCESS
- V. STUDENTS' PERSPECTIVE
- VI. CONCLUSIONS

SECTION FOR SCHOOL PRINCIPALS

METRICS

ABOUT RESEARCH

KEY INFORMATION

The number of questions depended on whether a respondent were:

- a teacher,
- a teacher and at the same time a school director or
- a school director who is not active as a teacher.

SURVEY QUESTIONS

1. TEACHER: FILLING TIME – 15-30 MIN.

- obligatory questions: 51-65 (with 1-3 open questions)
- optional open questions: 10-13
- + metrics

2. TEACHER AND DIRECTOR: FILLING TIME – 20-40 MIN.

- obligatory questions: 63-77 (with 2-4 open aquestions)
- optional open questions: 13-16
- + metrics

3. DIRECTOR: FILLING TIME – 10-15 MIN.

- obligatory questions: 19-22 (with 1 open question)
- optional open questions: 3
- + metrics

SURVEY RESULTS

KEY INFORMATION

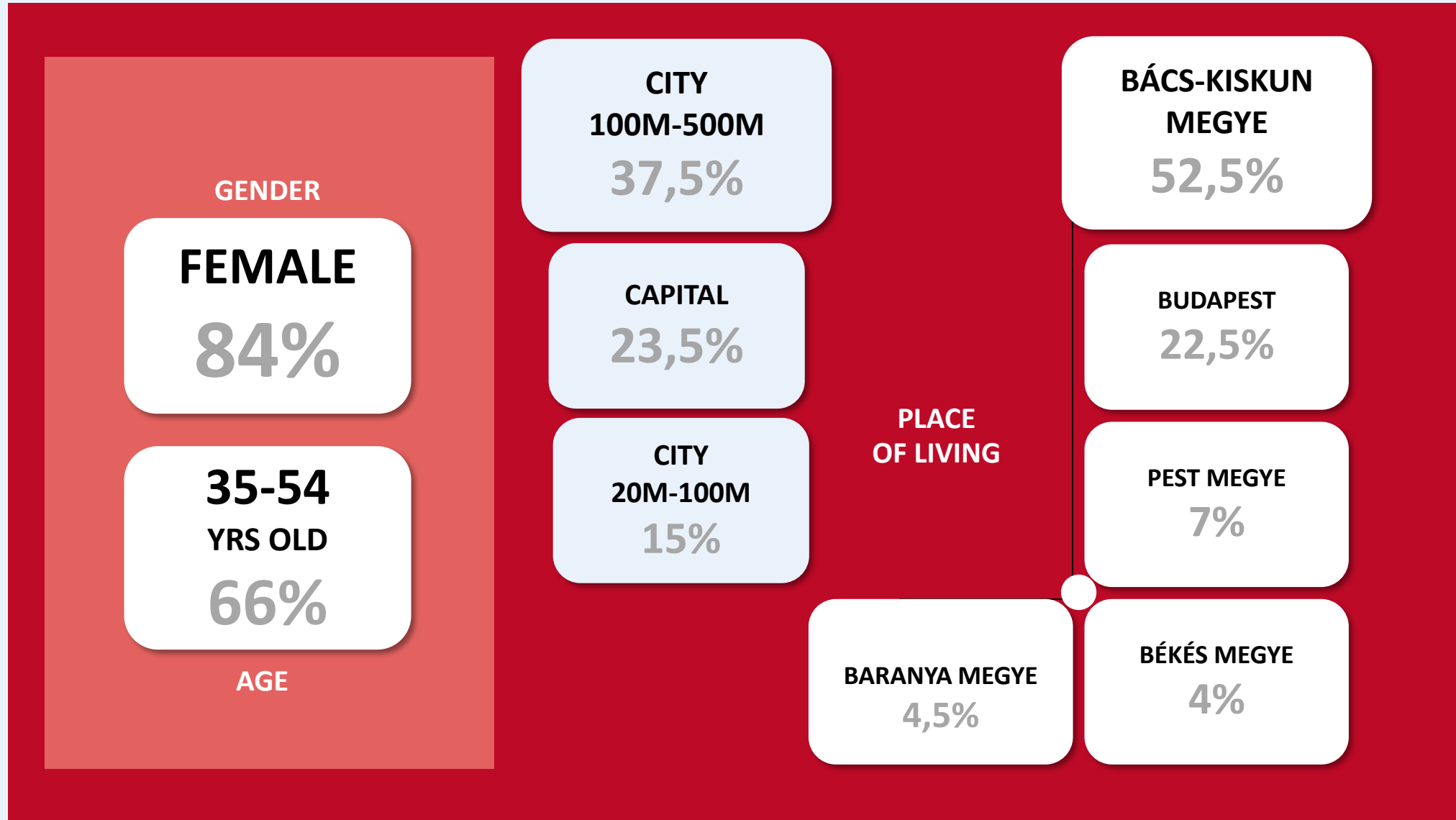
Collecting data:

May 21 – November 7, 2021

Data analysis and report:

**November 7 – December 3,
2021**

200
ANSWERS



PERSONAL SITUATION

NO CHILDREN

62,5%

MATERIAL SITUATION

LIVABLE
MEDIUM

67%

RATHER
GOOD

17,5%

EMPLOYMENT
CONTRACT

77%

AVG No OF YEARS
OF EXPERIENCE

22

DIRECTOR
4%

NON-DIRECTOR
(TEACHER)

96%

PROFESSIONAL SITUATION

Chart M.1.. Gender

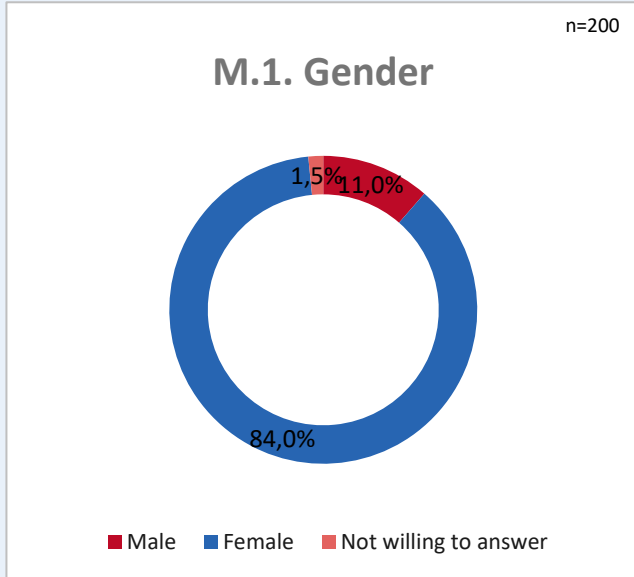


Chart M.2. Age

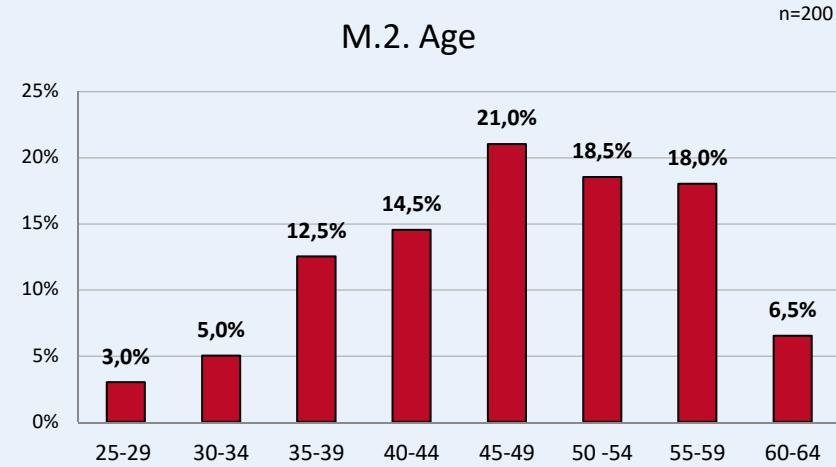


Chart M.3. Age

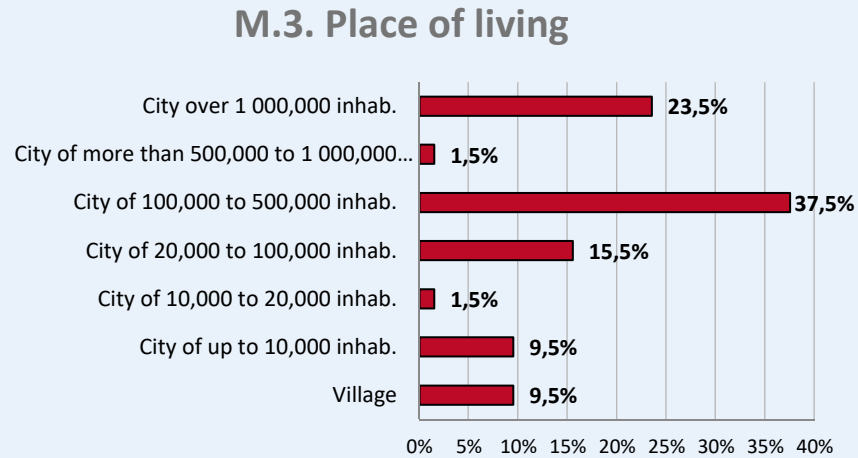
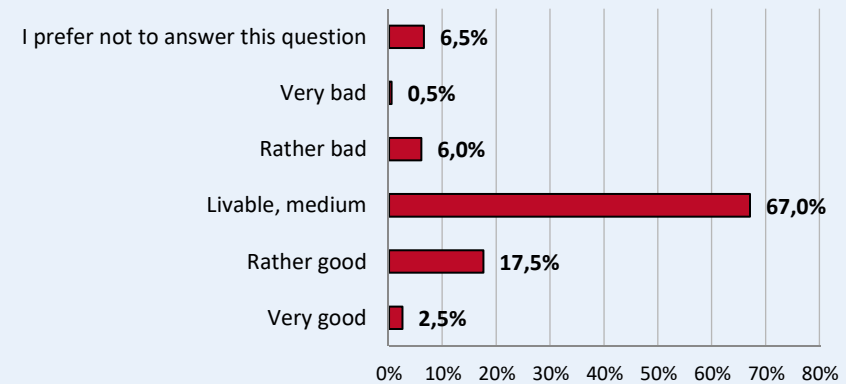


Chart M.8. Household material situation

M.8. Household material situation



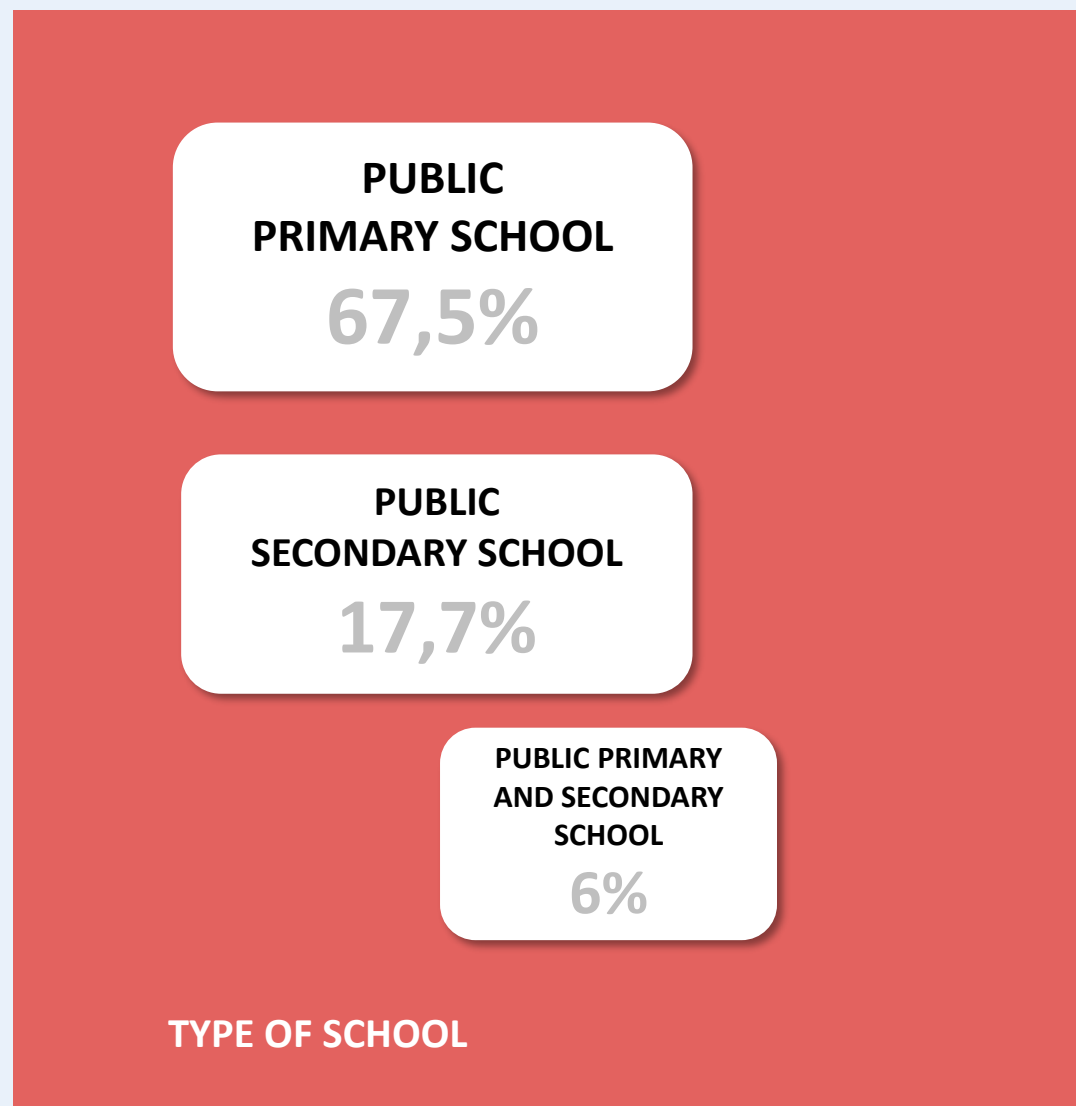


Chart I.1. Workplace – the city/village where the school/schools is/are located

n=200

I.1. Workplace

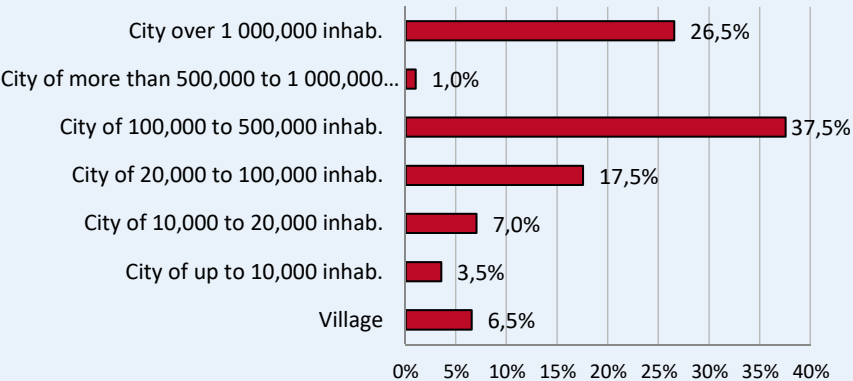
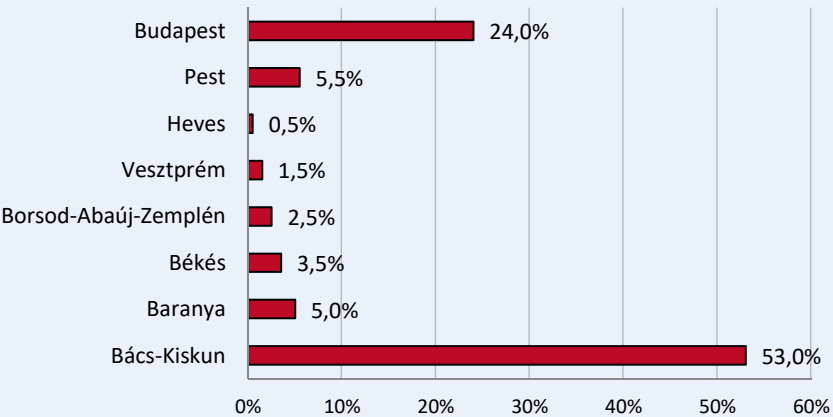


Chart I.2. Administrative status of the city/village where the school/schools is/are located

n=200

I.2. Administrative status of the city/village



I. WORKPLACE INFORMATION

RESULTS

Chart I.4. Type of school

n=200

I.4. Type of school

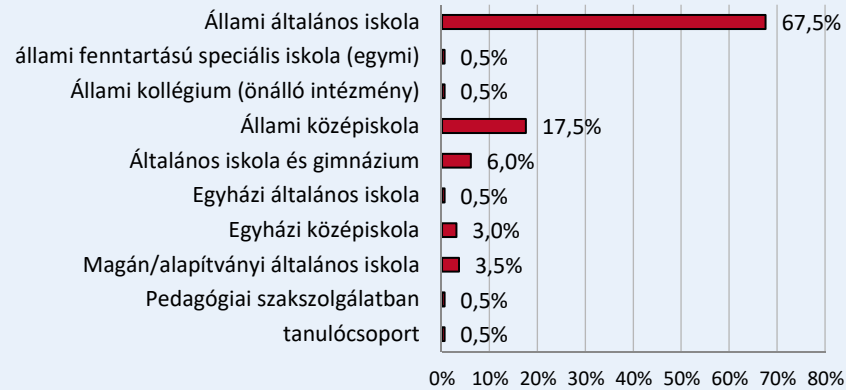


Chart I.5. Type of secondary school (If you do not work in a secondary school, select: "not applicable").

n=200

I.5. Type of secondary school

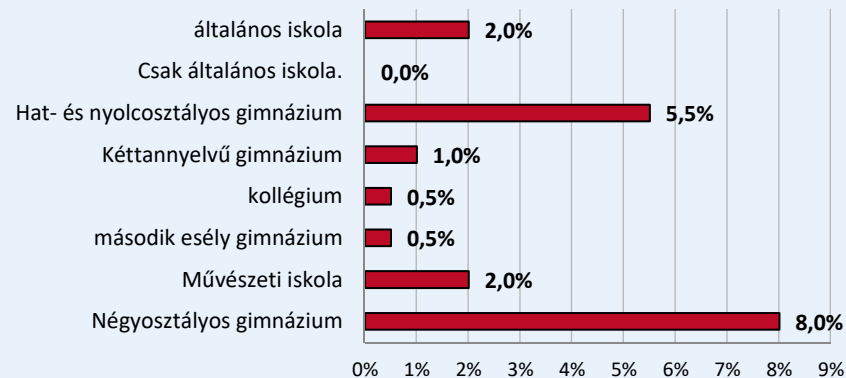


Chart I.6. Pandemic work system

n=200

I.6. Pandemic work system

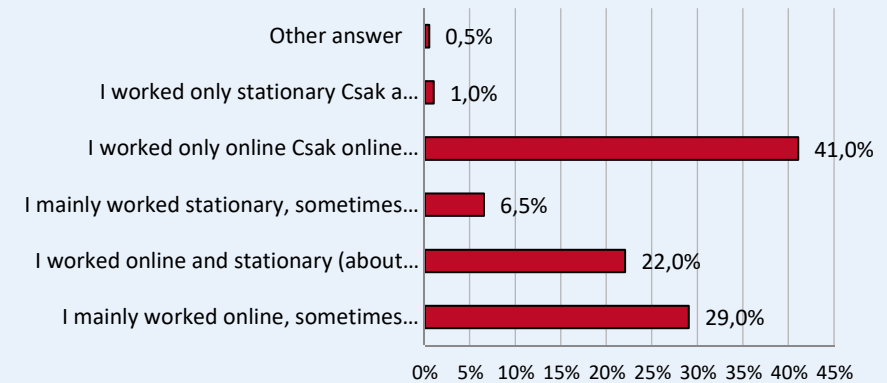


Chart I.7. Acting as school director

n=200

I.7. Are you acting as director?

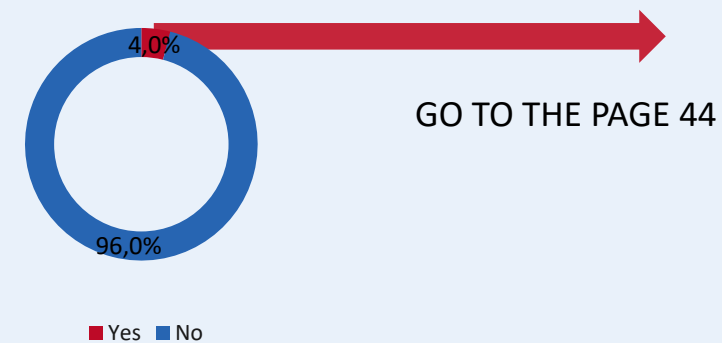


Table I.8. Subjects

I.8. What subject(s) do you teach?		
Magyar nyelv és irodalom - Hungarian grammar and literature	32,5%	65
Idegen nyelv - Foreign language	21,0%	42
Matematika - Mathematics	30,5%	61
Erkölcstan/hittan - Morality / Religion	22,0%	44
Környezetismeret - Environmental knowledge	12,5%	25
Ének-zene - Singing/music	16,5%	33
Vizuális kultúra - Visual culture	19,5%	39
Technika, életvitel és gyakorlat - Technique, lifestyle and practice	20,5%	41
Testnevelés és sport - Physical education and sports	16,5%	33
Dráma és tánc - Drama and dance	1,5%	3
Tánc és mozgás - Dance and movement	1,5%	3
Informatika - IT	7,0%	14
Történelem, társadalmi és állampolgári ismeretek - History, social and civic knowledge	10,5%	21
Hon- és népismeret - Homeland Studies	1,0%	2
Természetismeret - Nature studies	8,5%	17
Biológia-egészségtan - Biology	10,0%	20
Fizika - Physics	7,5%	15
Kémia - Chemistry	5,0%	10
Földrajz - Geography	8,0%	16
Mozgóképkultúra és médiaismeret - Motion picture culture and media literacy	1,5%	3
Társadalmi, állampolgári és gazdasági ismeretek - Social, civic and economic knowledge	0,5%	1
Filozófia - Philosophy	0,5%	1
Kommunikáció – magyar nyelv és irodalom - Communication - Hungarian language and literature	0,5%	1
Osztályközösség-építés - Class community building	1,0%	2
Other: Fejlesztő foglalkozást - Development occupation ...	2,5%	5

Table I.9. Grades

I.9. What grades do you teach? (2020/21)?	n=200	
1st grade	36,0%	72
2nd grade	33,5%	67
3th grade	17,5%	35
4th grade	19,5%	39
5th grade	37,5%	75
6th grade	33,5%	67
7th grade	43,0%	86
8th grade	44,5%	89
9th grade	21,5%	43
10 grade	21,0%	42
11 grade	22,0%	44
12 grade	20,0%	40
	0,0%	
Other answer	1,0%	2

I. WORKPLACE INFORMATION

RESULTS

I.10. Age of your students (current school year 2020/21)?	n=200	
6 years old	33,5%	67
7 years old	39,5%	79
8 years old	38,0%	76
9 years old	37,5%	75
10 years old	29,5%	59
11 years old	41,0%	82
12 years old	43,5%	87
13 years old	46,0%	92
14 years old	48,5%	97
15 years old	24,5%	49
16 years old	21,5%	43
17 years old	23,5%	47
18 years old	22,5%	45
19 years old	16,0%	32
	0,0%	
Other answer: 18+	0,5%	1

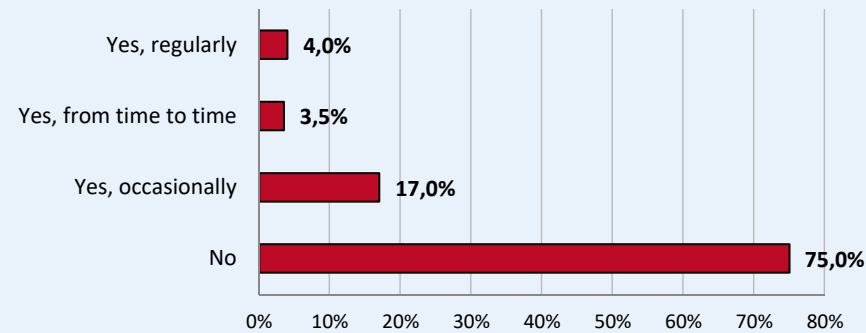
II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

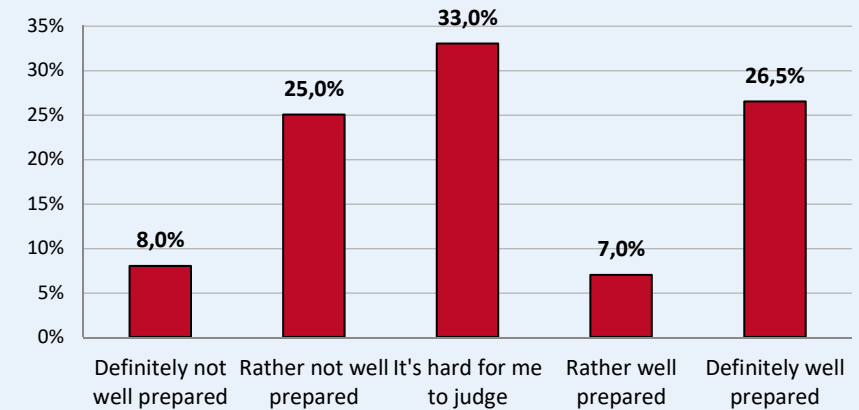
Chart II.1. Experience in remote education at the beginning of the pandemics (*Have you been educating remotely /online/ before the pandemic?*)

n=200

II.1. Educating remotely before the pandemic



II.2. Competences for remote education

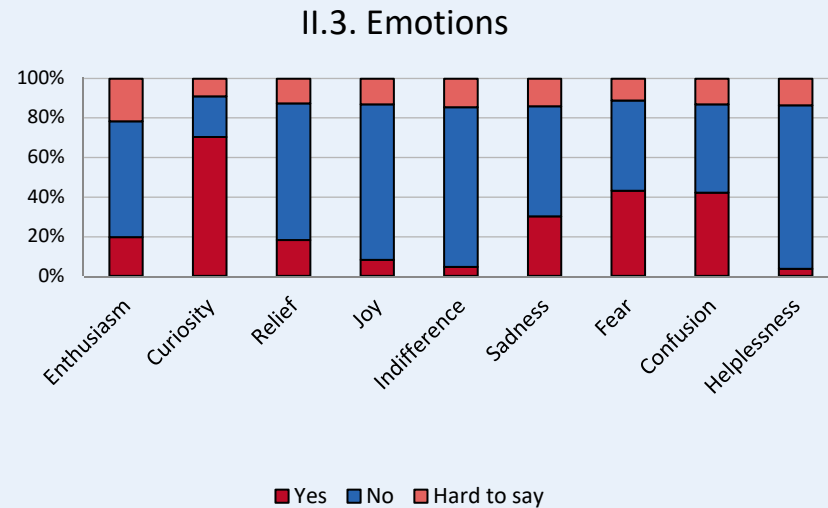


II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

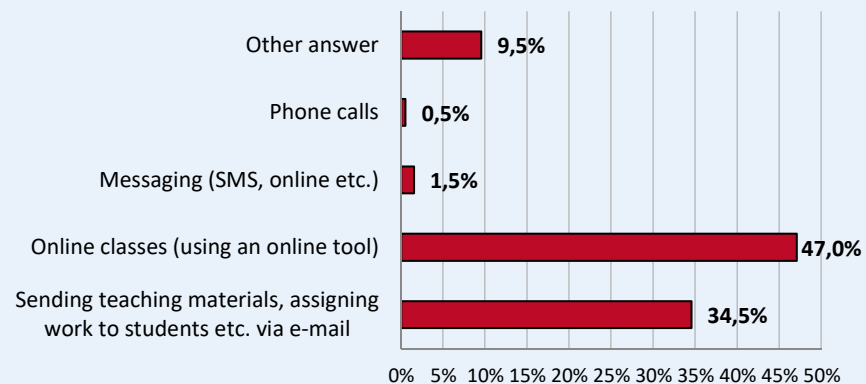
RESULTS

Chart II.3. Emotions of the teachers at the beginning of the remote education (*When you found out that you would have to teach remotely due to the pandemic, did you experience the following emotions?*)

n=200



II.10. First teaching activities



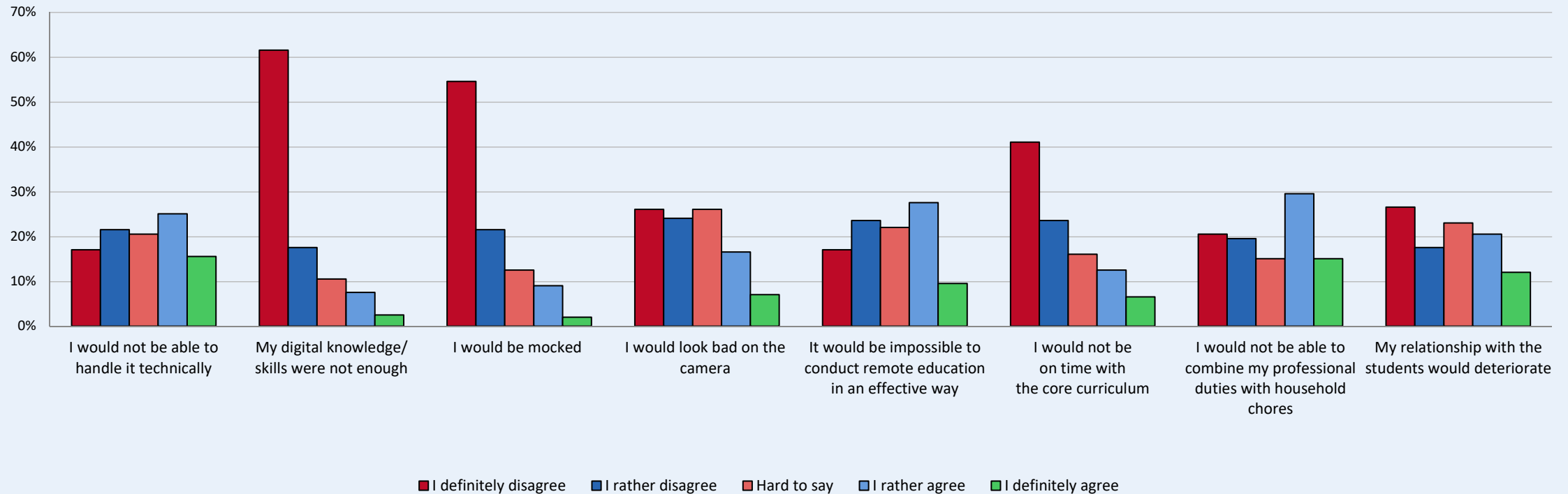
II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.5. Fears of the teachers at the beginning of the remote education (*At the start of remote education I was afraid that...*)

n=200

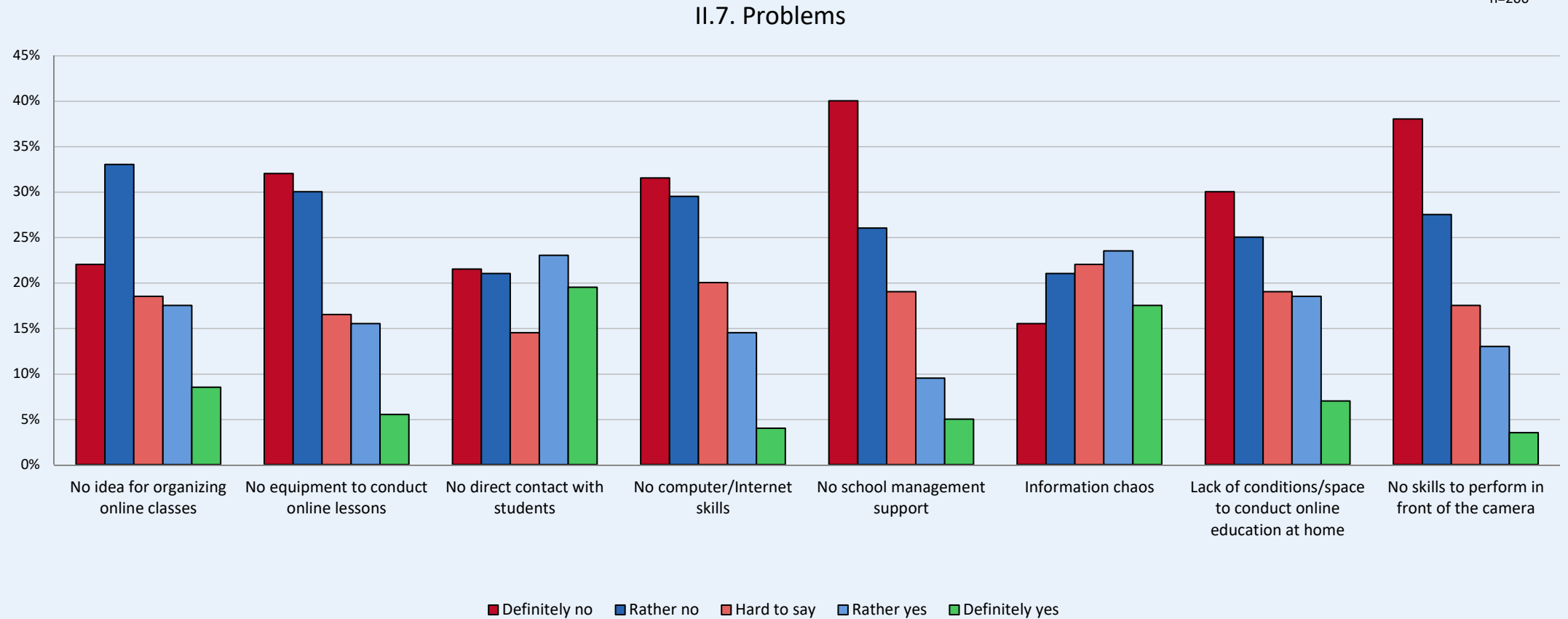
II.5. Fears



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.7. Problems of the teachers at the beginning of the remote education (*Did you experience the following problems at the beginning of the remote education?*)



II. REMOTE EDUCATION – TRANSITION INTO A NEW REALITY

RESULTS

Chart II.8. Support (Who helped you, supported you /for example: comforting, self-help, tips, advice, etc.?)

n=200

II.8. Support

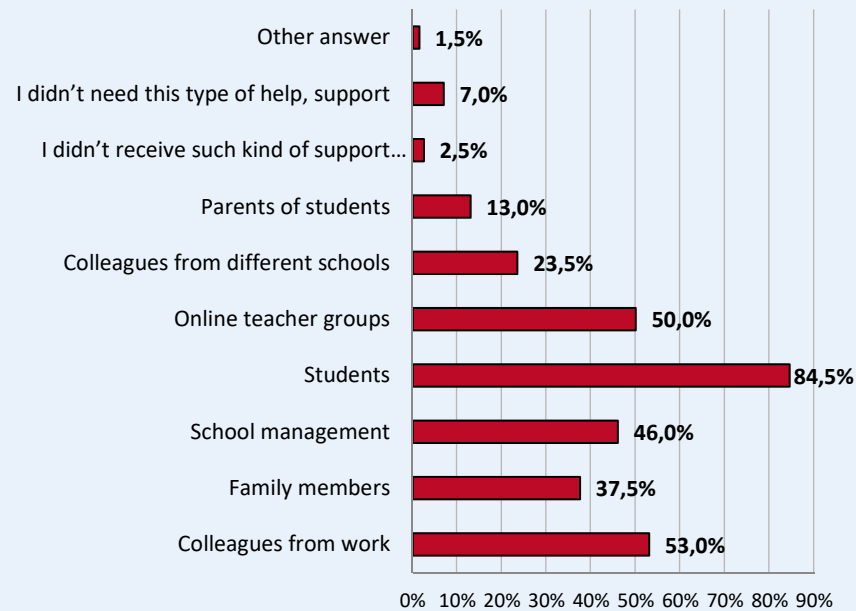
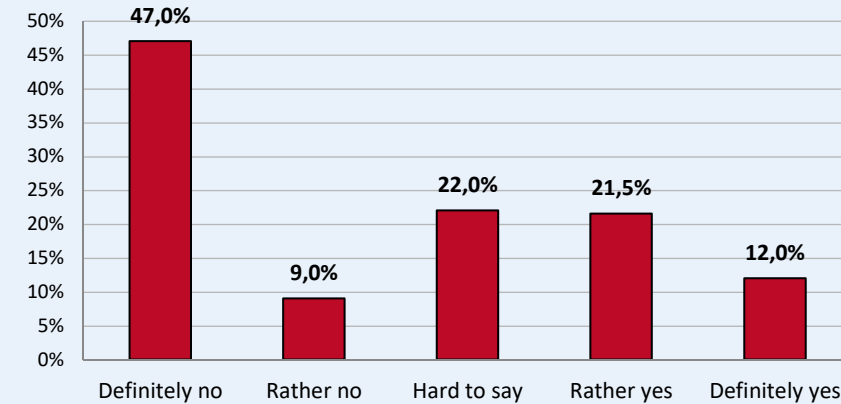


Chart II.11. Support from the school management (In your opinion, did you receive an adequate support right after the outbreak of the pandemic from your school management?)

n=200

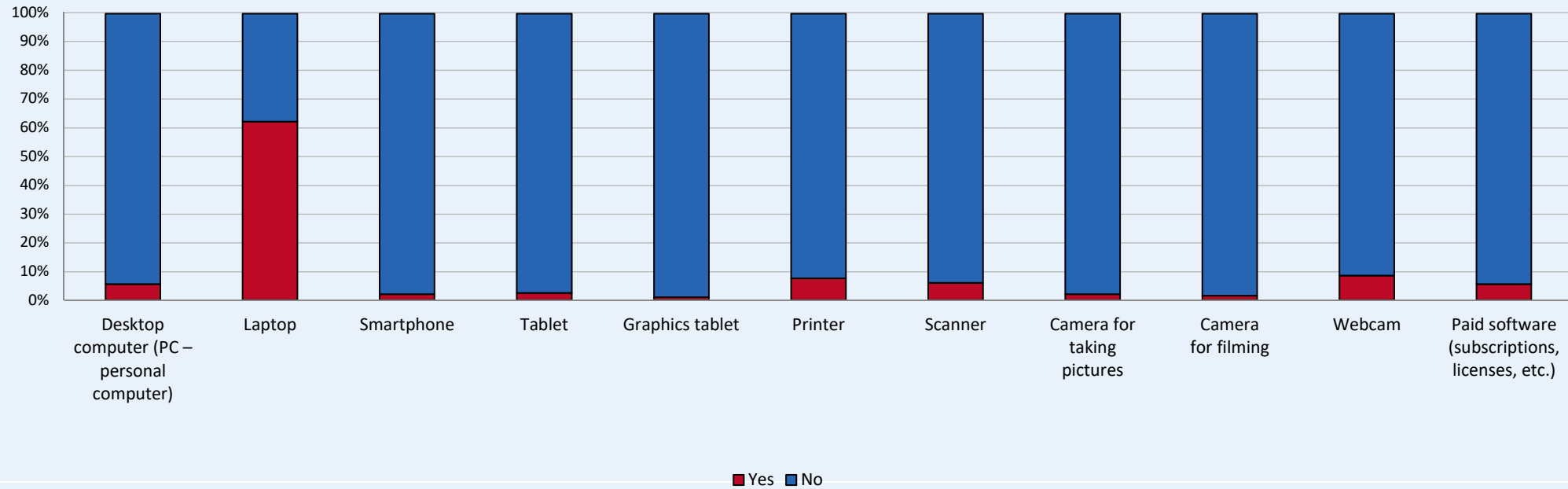
II.11. Support from the school management



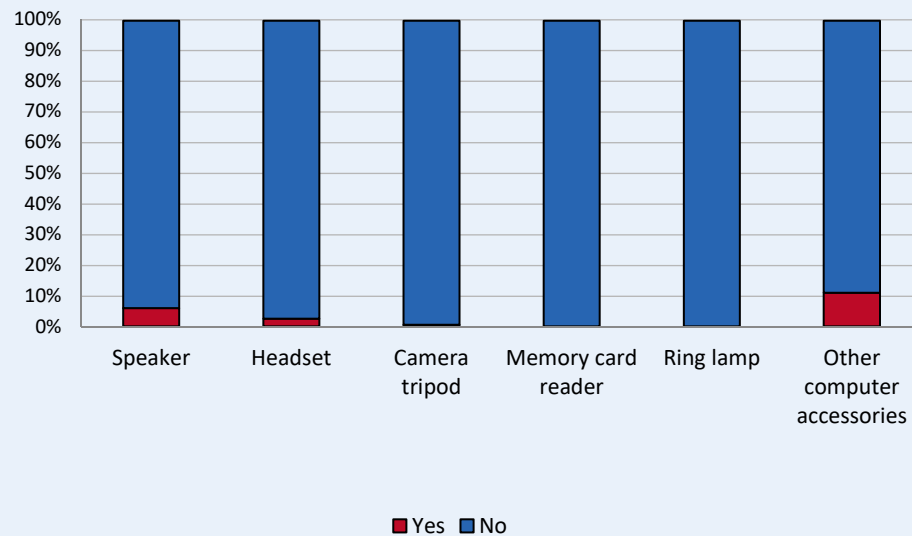
III REMOTE EDUCATION – CONDITIONING

RESULTS

III.2. Received work tools (1)



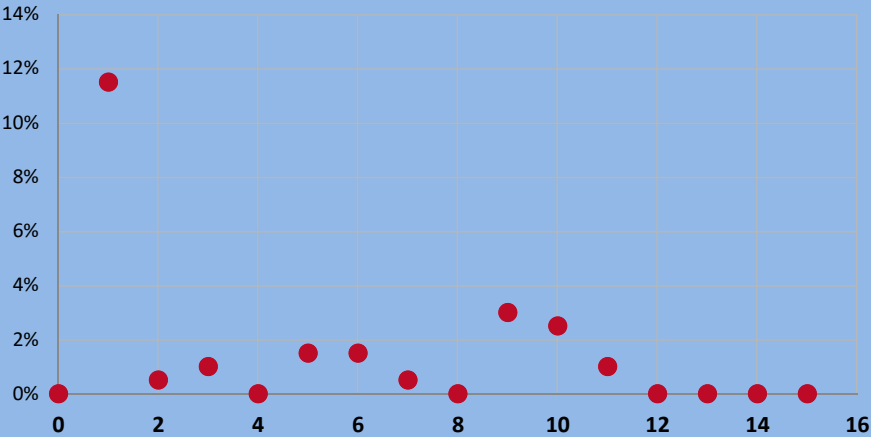
III.2. Received work tools (2)



III REMOTE EDUCATION – CONDITIONING

RESULTS

III.2.3. Number of received work tools



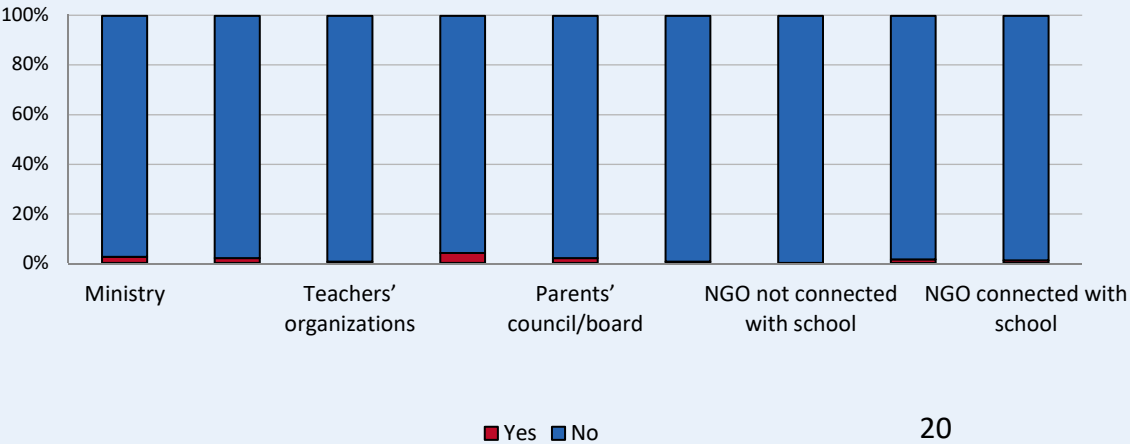
**AVG No
OF WORK TOOLS
PER TEACHER**
4,2

**MEDIAN No
OF WORK TOOLS
PER TEACHER**
2

Chart III.6. Material suport (Did you receive material support from the following entities /excluding school management/?)

III.6. Material support (excluding school management)

n=200



III.1. Place of teaching

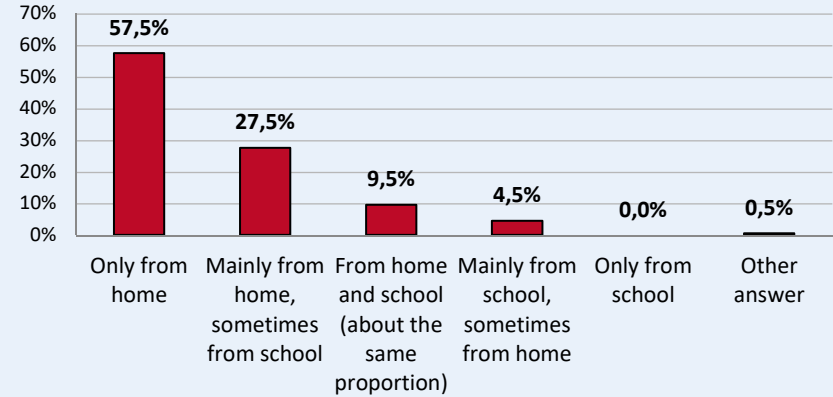
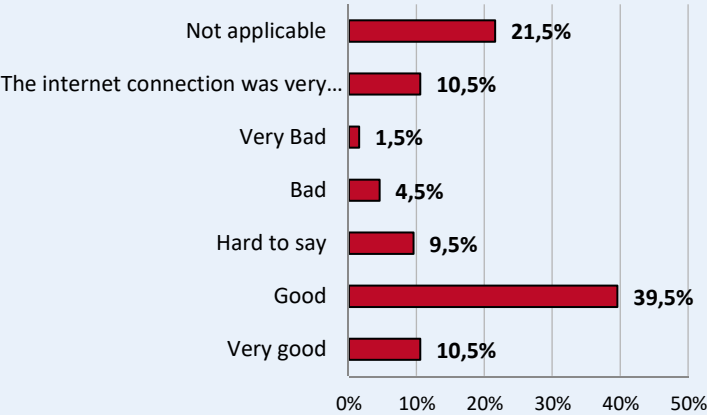


Chart III.9. Quality of the internet connection at the school

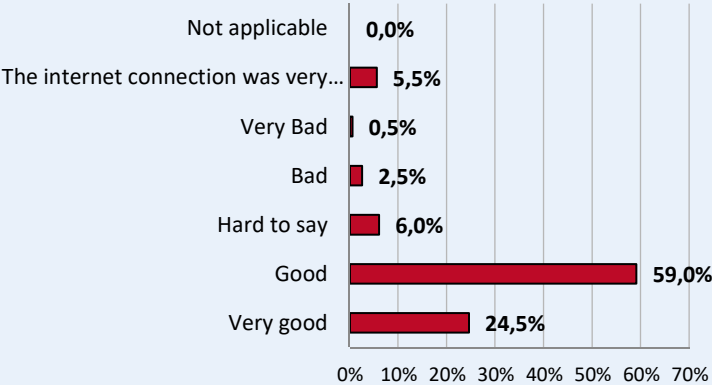
III.9. Quality of the internet connection



n=200

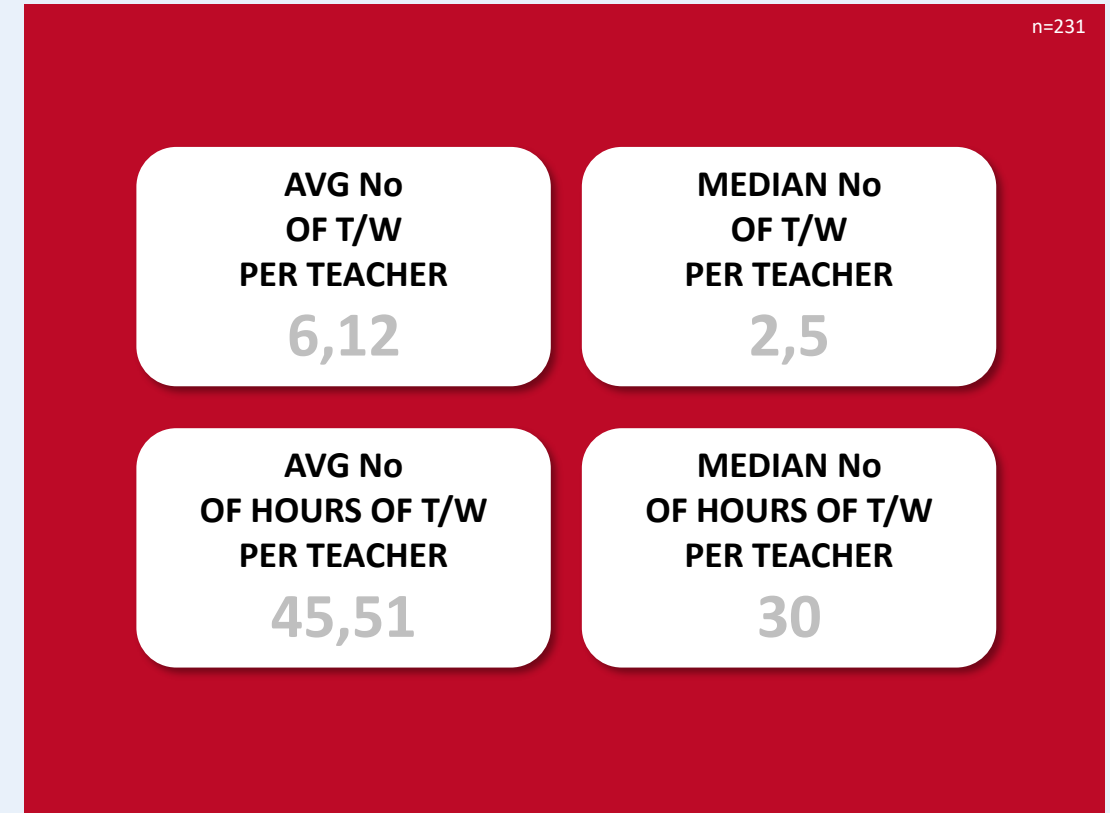
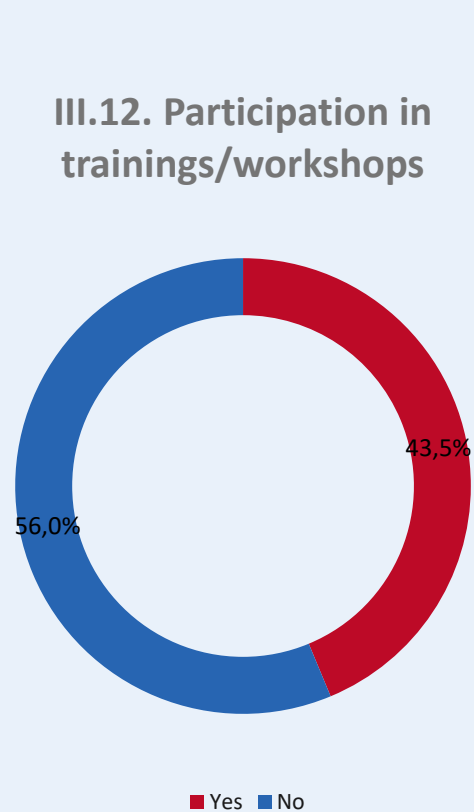
Chart III.10. Quality of the internet connection at home (or other non-school place of teaching)

III.10. Quality of the internet connection at home



n=200

Chart III.12. Participation in trainings/workshops (*Did you participated in any trainings/workshops related to remote education?*)



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.1.1. Devices or accessories used for the preparation of teaching materials, conducting online lessons, etc. – part 1

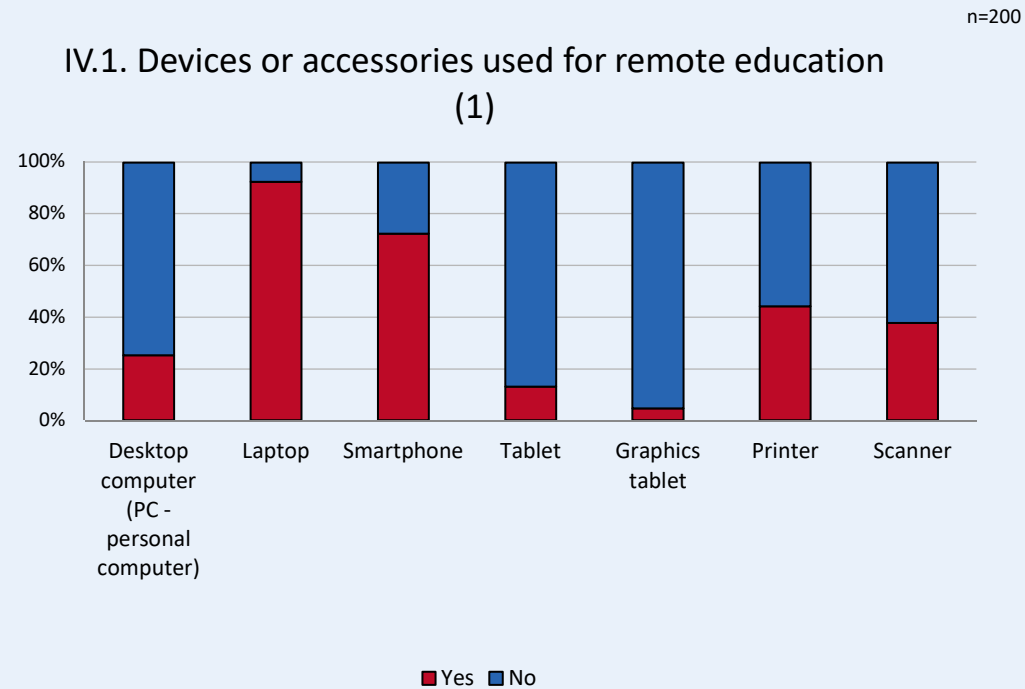
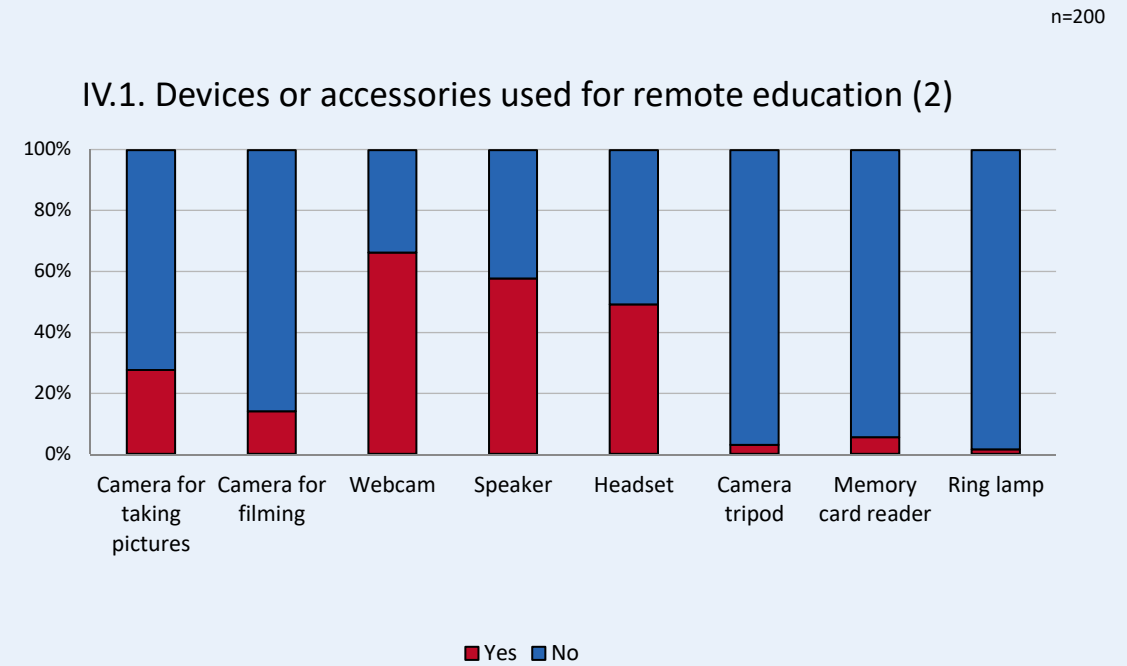


Chart IV.1.2. Devices or accessories used for the preparation of teaching materials, conducting online lessons, etc. – part 2



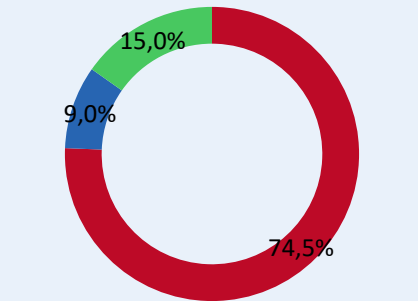
IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.2. Materials used for remote teaching

IV.2. Materials used for remote teaching

n=200

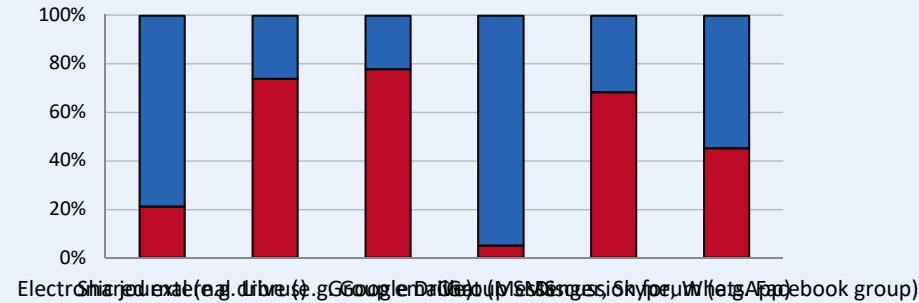


- I use my own and ready-made materials
- I prepare materials by myself
- I use ready-made materials

Chart IV.5. Communication channels to send/provide students with class materials, homework, information related to the organization of activities, etc.

IV.5. Communication channels to send/provide students with class materials etc.

n=200

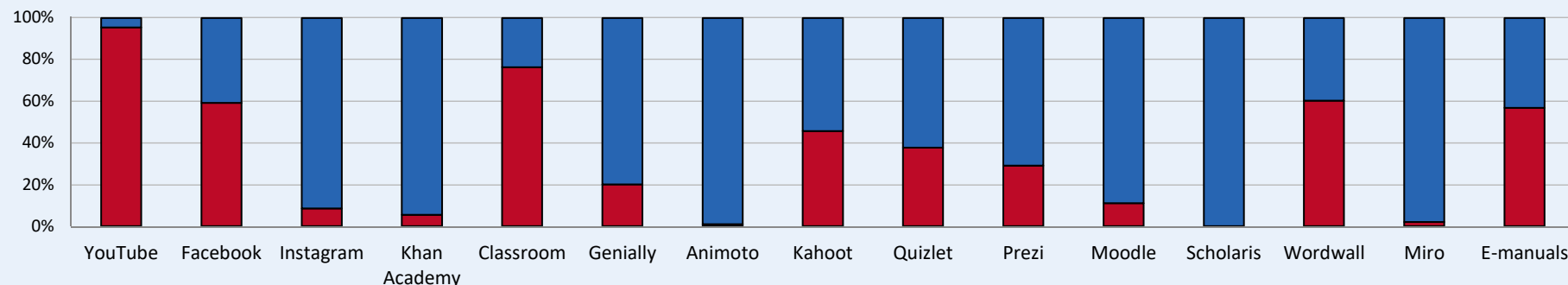


- Yes
- No

Chart IV.25. Websites, social networks, applications, etc. as an aid in creating lesson scenarios, a source of teaching materials or teaching aids, etc.

n=200

IV.25 Websites, social networks, applications in remote education



- Yes
- No

IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.3.1. Evaluation of sources of information and necessary teaching materials – part 1

n=200

IV.3. Sources of information and necessary teaching materials (1)

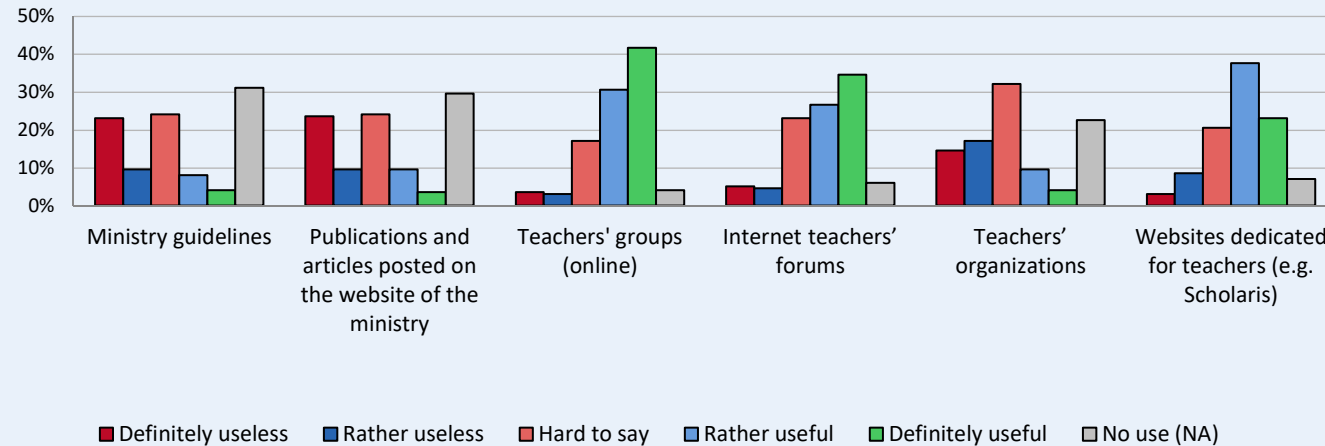
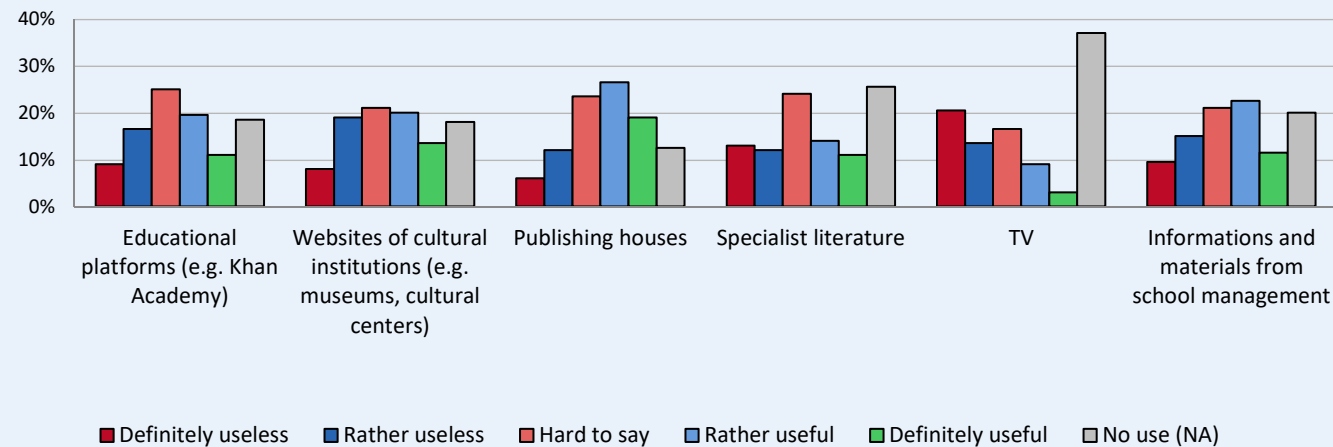


Chart IV.3.2. Evaluation of sources of information and necessary teaching materials – part 2

n=200

IV.3. Sources of information and necessary teaching materials (2)



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.7. Exchanging materials instead of live lessons (How often do you exchange /or have exchanged, during remote education period/ materials with students /provide teaching materials and collect homework/ as a substitute for lessons /instead of live lessons/?)

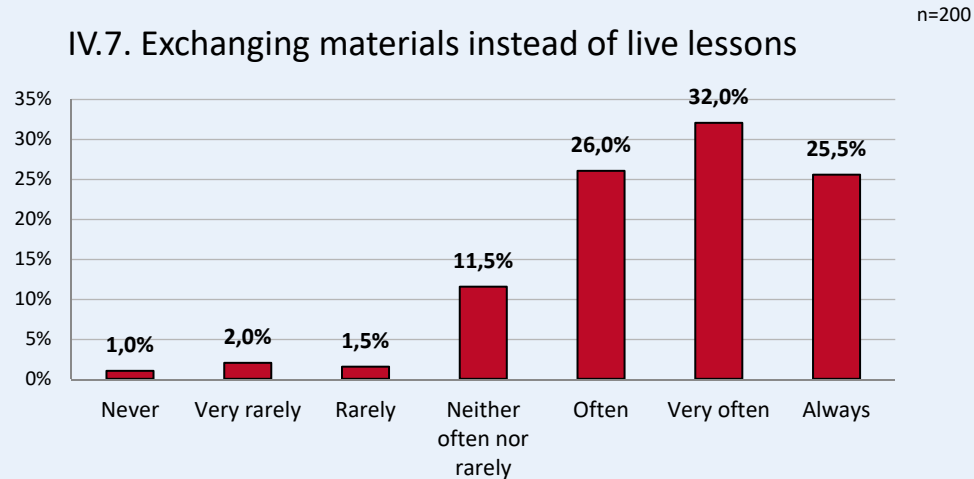


Chart IV.8. Conducting lessons by videoconference (Have you been conducting, during remote education period, lessons by videoconference /e.g. via Teams, Zoom, Meet/?)

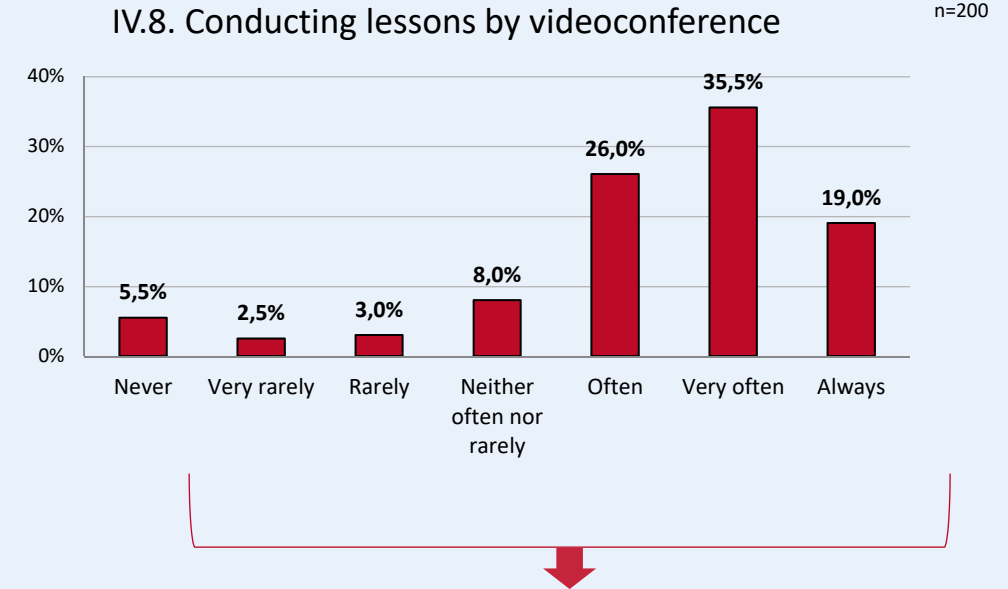
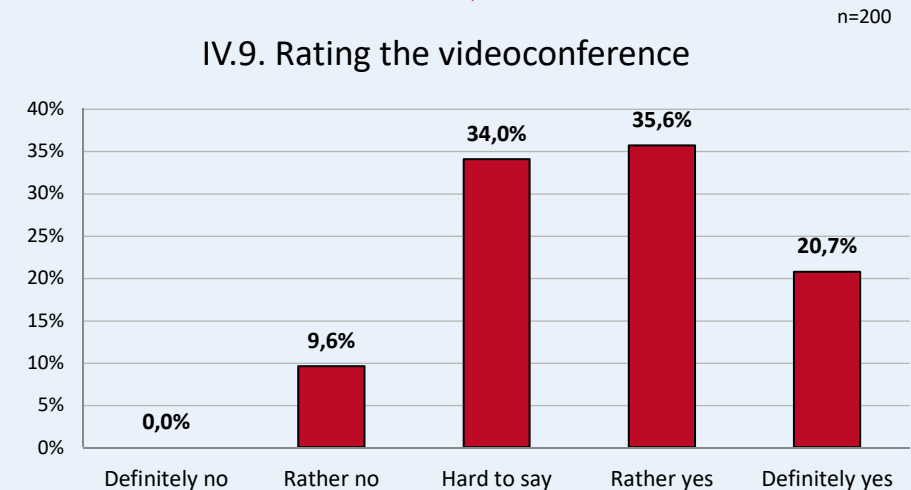


Chart IV.9. Rating the videoconference as teaching method (How do you rate this method /videoconference/? Can it be considered as effective /fulfills its role in the teaching process?)



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.11. Duration of online lessons

IV.11. Duration of online lessons

n=200

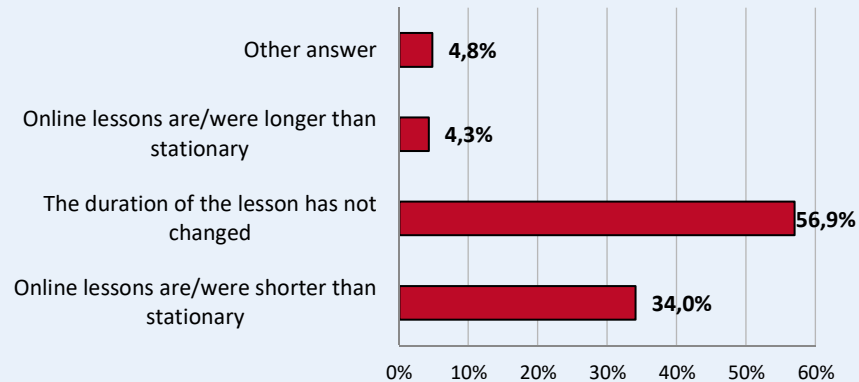


Chart IV.12. Timetable of online lessons (Has the number of your lessons changed during the pandemic /during online education period/?)

IV.12. Timetable of online lessons

n=200

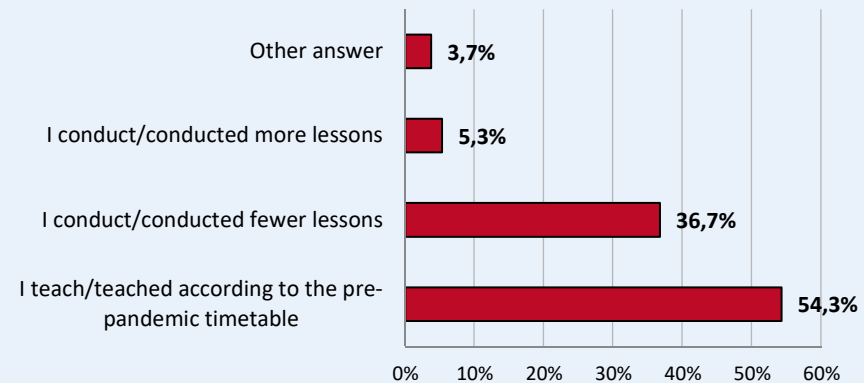
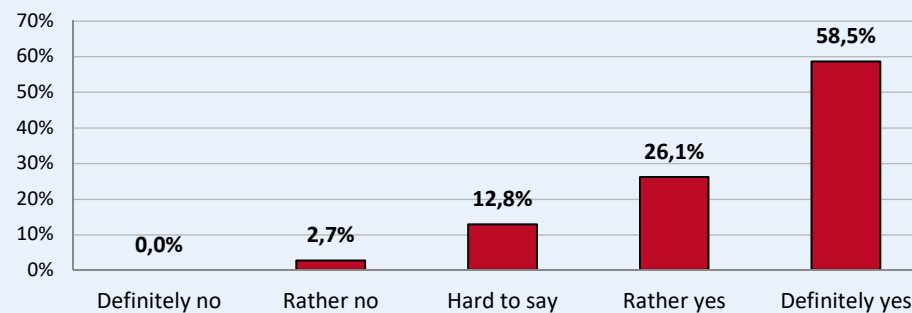


Chart IV.13. Preparation of teaching materials for remote lessons

IV.13. Is the preparation of teaching materials for remote lessons is generally more time-consuming than the preparation of materials for classroom lessons?

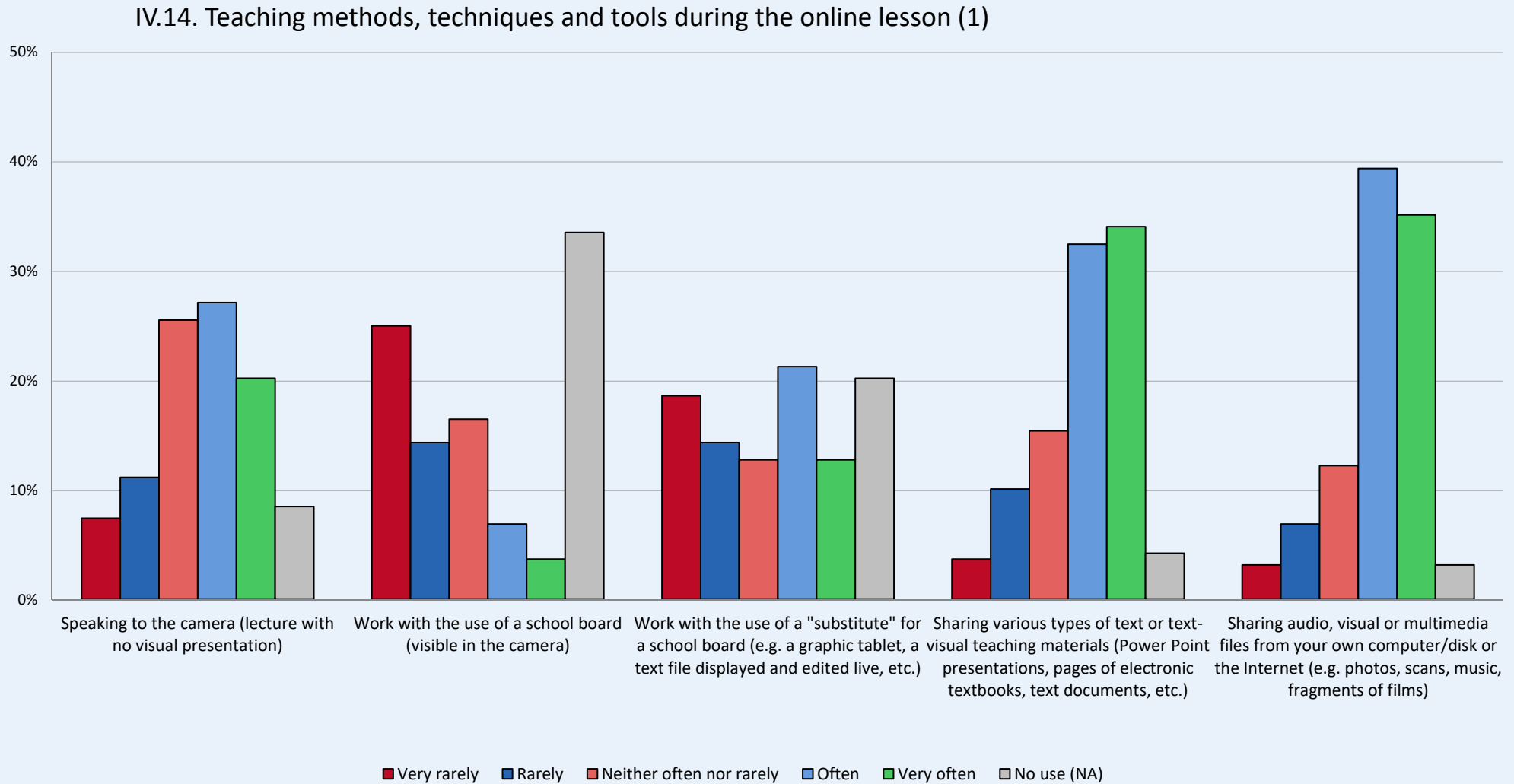
n=200



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.14.1. Teaching methods, techniques and tools during the online lesson – part 1



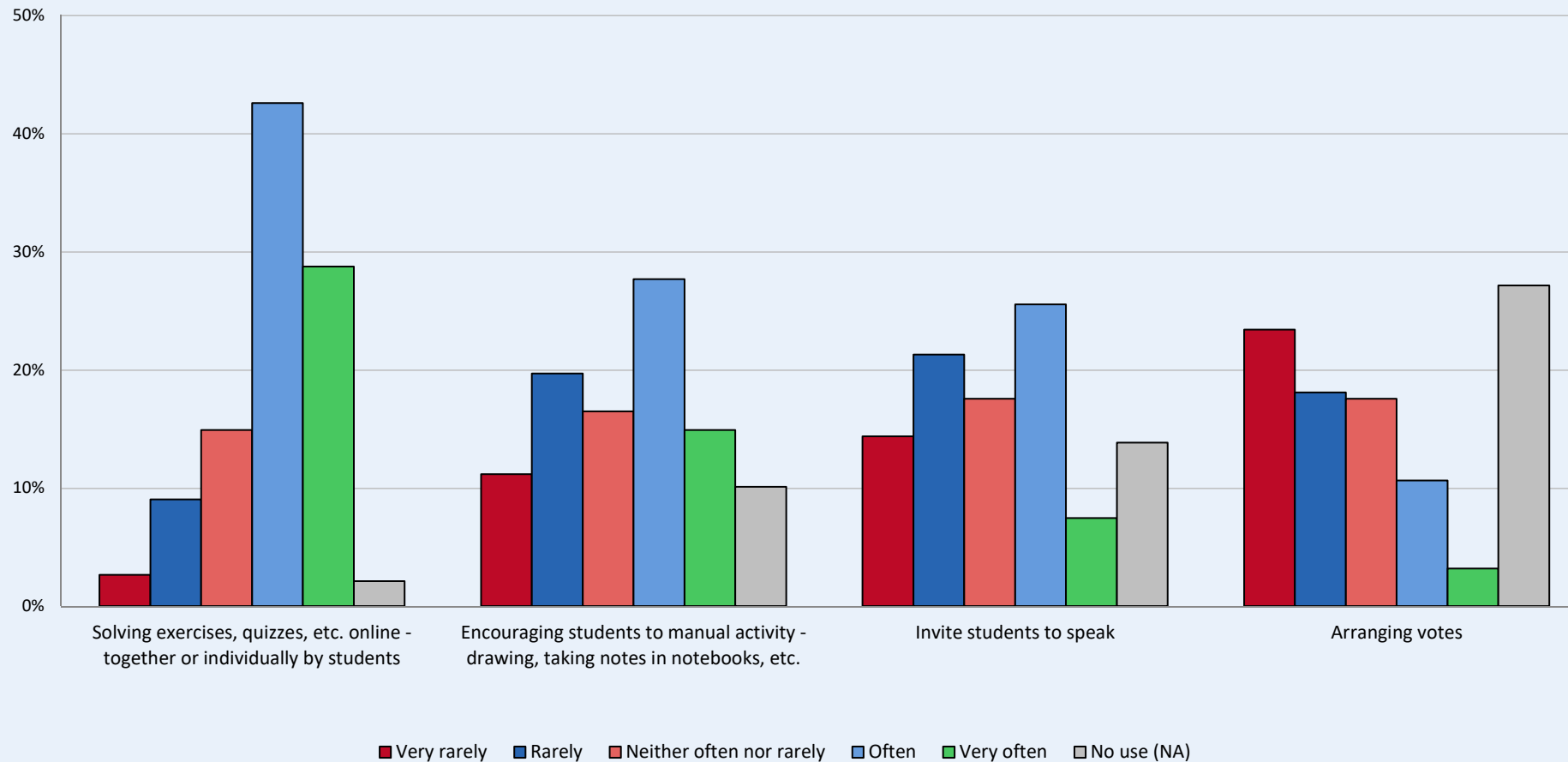
IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.14.2. Teaching methods, techniques and tools during the online lesson – part 2

n=200

IV.14. Teaching methods, techniques and tools during the online lesson (2)



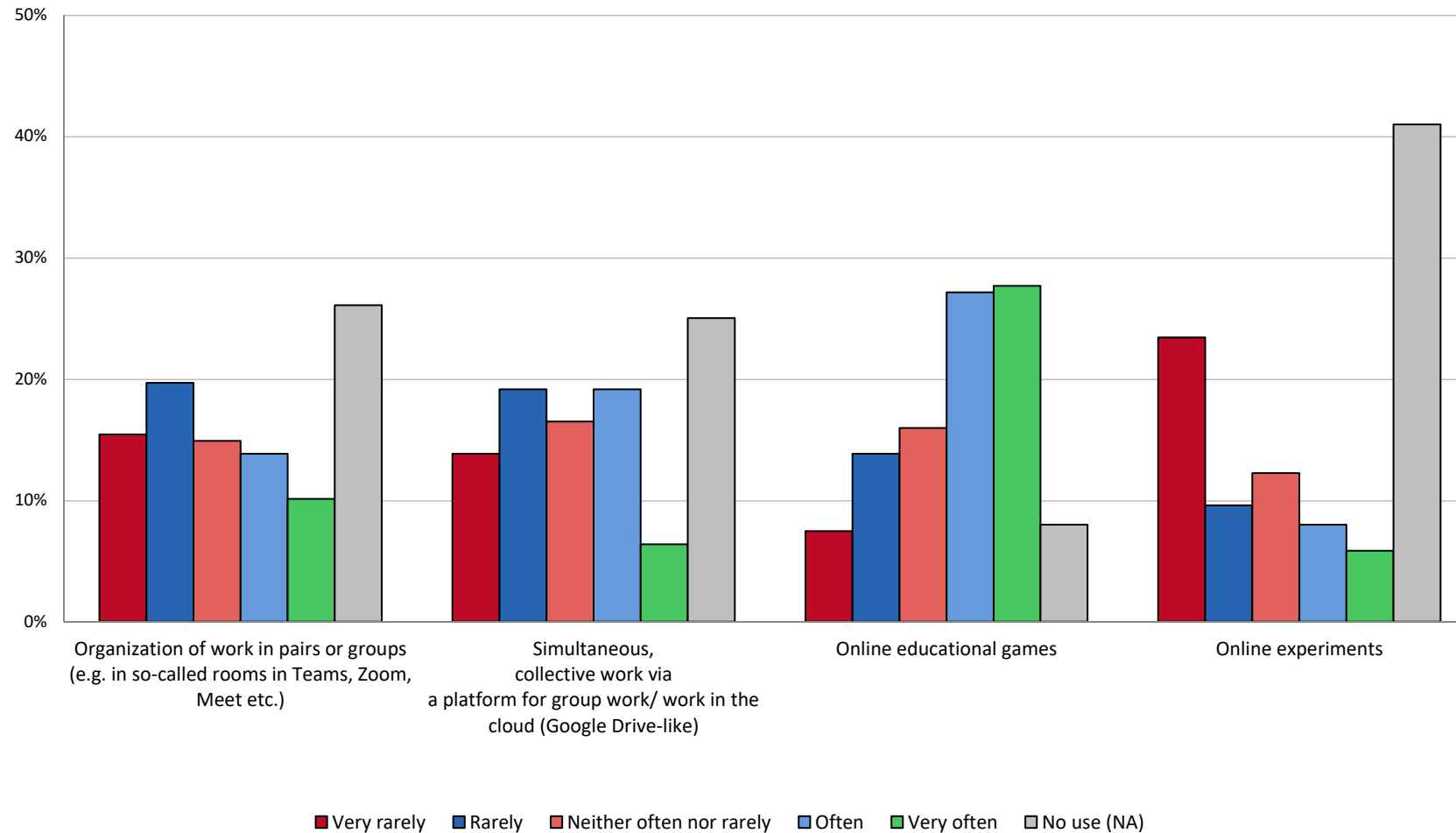
IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.14.1. Teaching methods, techniques and tools during the online lesson – part 3

IV.14. Teaching methods, techniques and tools during the online lesson (3)

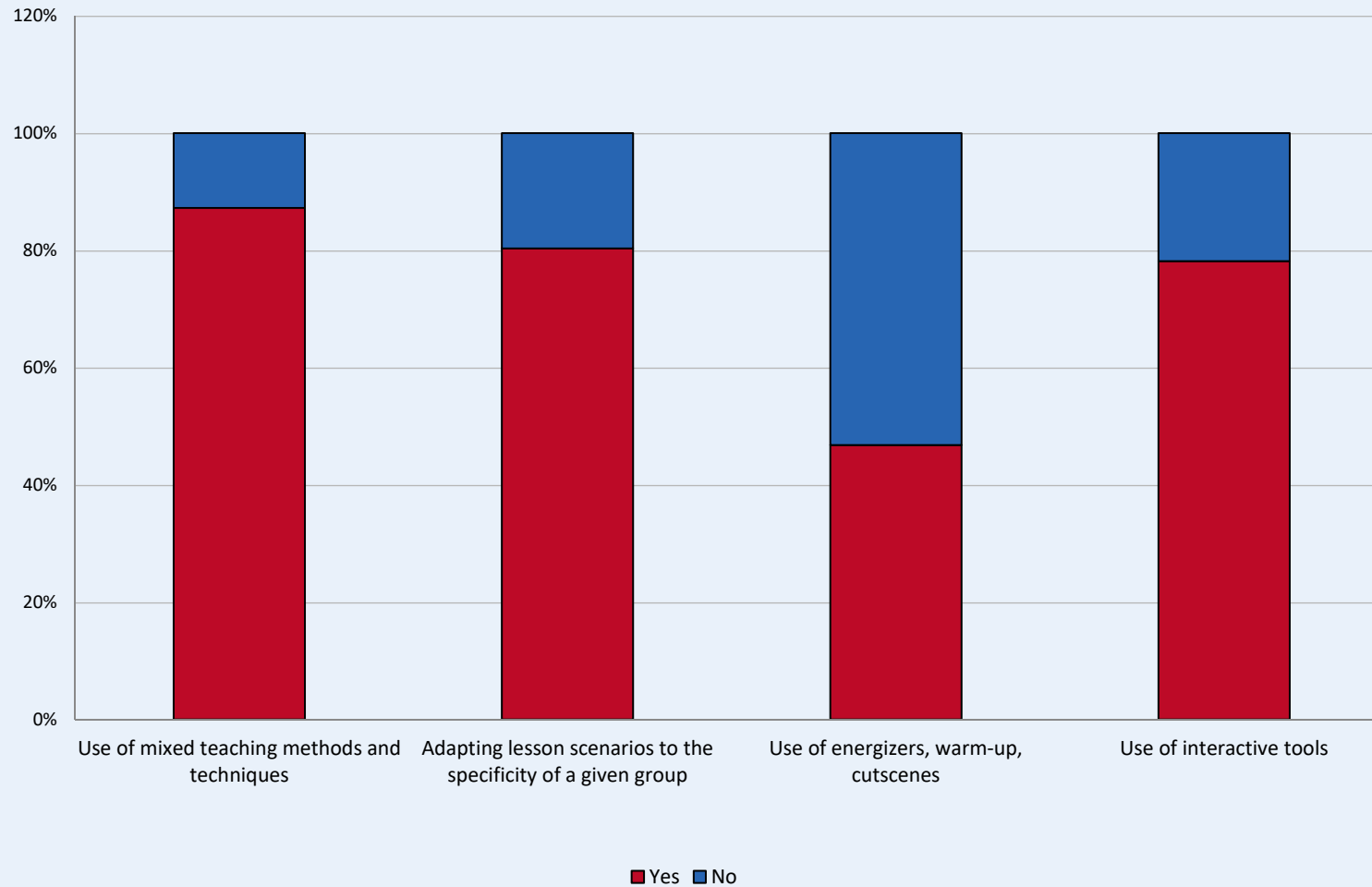
n=200



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

IV.15. Keeping students' attention



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.16.1. Difficulties during online lesson - part 1 (Do the following factors make your remote teaching difficult /or have made, during remote education period/?)

n=200

IV.16. Difficulties during online lesson (1)

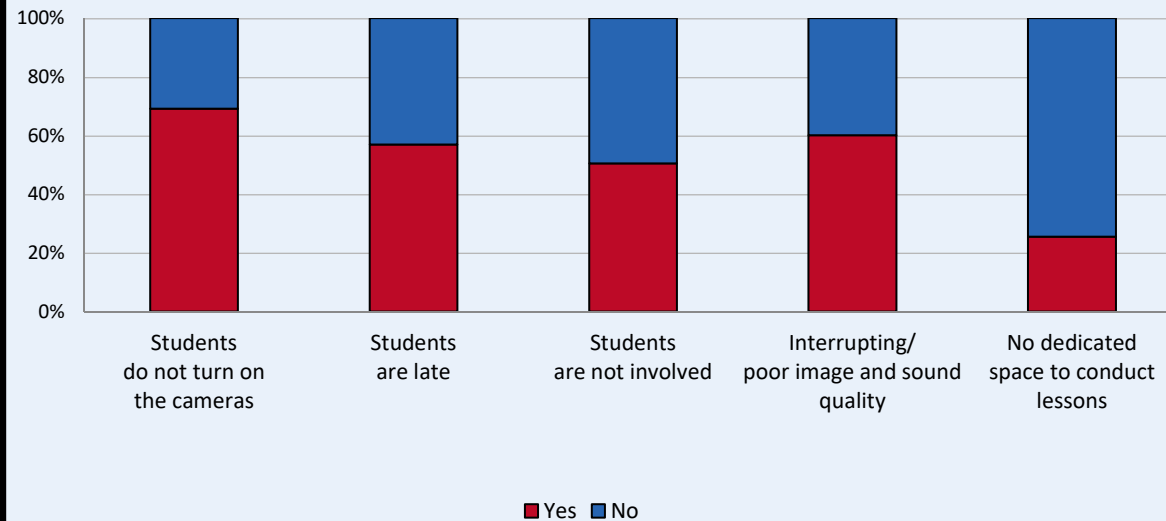
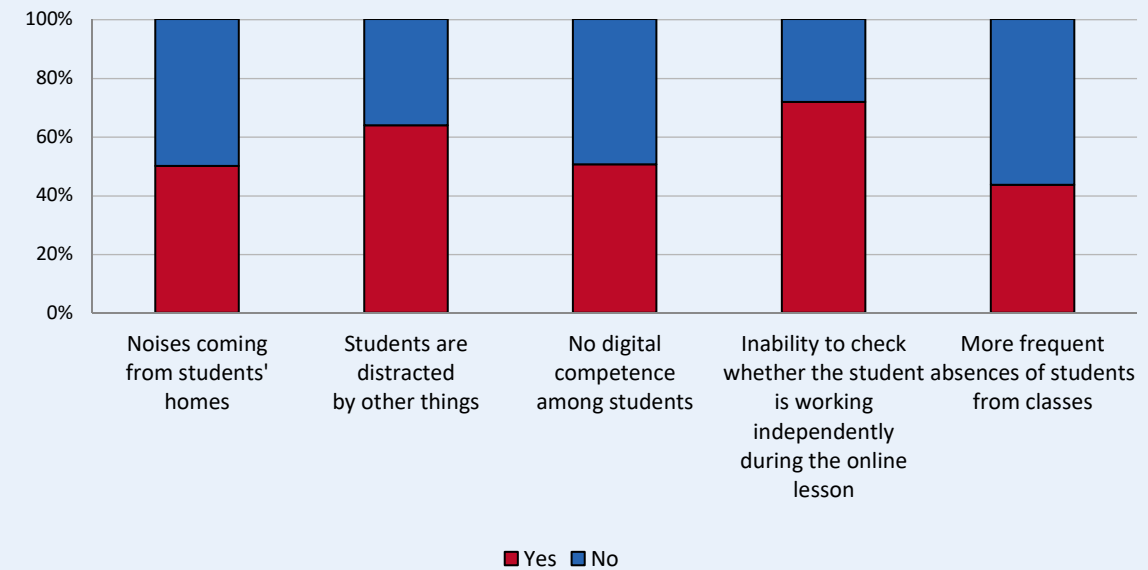


Chart IV.16.2. Difficulties during online lesson - part 2 (Do the following factors make your remote teaching difficult /or have made, during remote education period/?)

n=200

IV.16. Difficulties during online lesson (2)



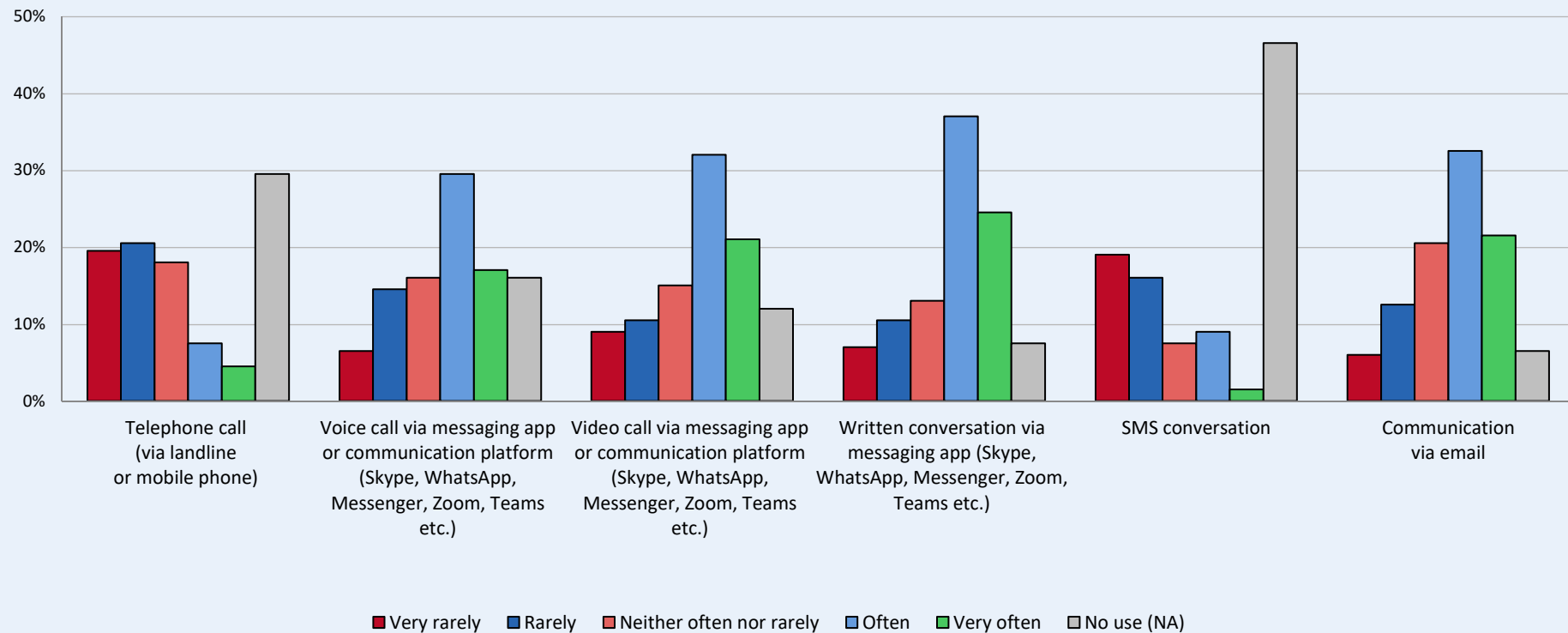
IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.18. Channels of individual contacts with students (How often do you communicate /or have communicated, during remote education period/ with students individually via following tools?)

n=200

IV.18. Channels of individual contacts with students

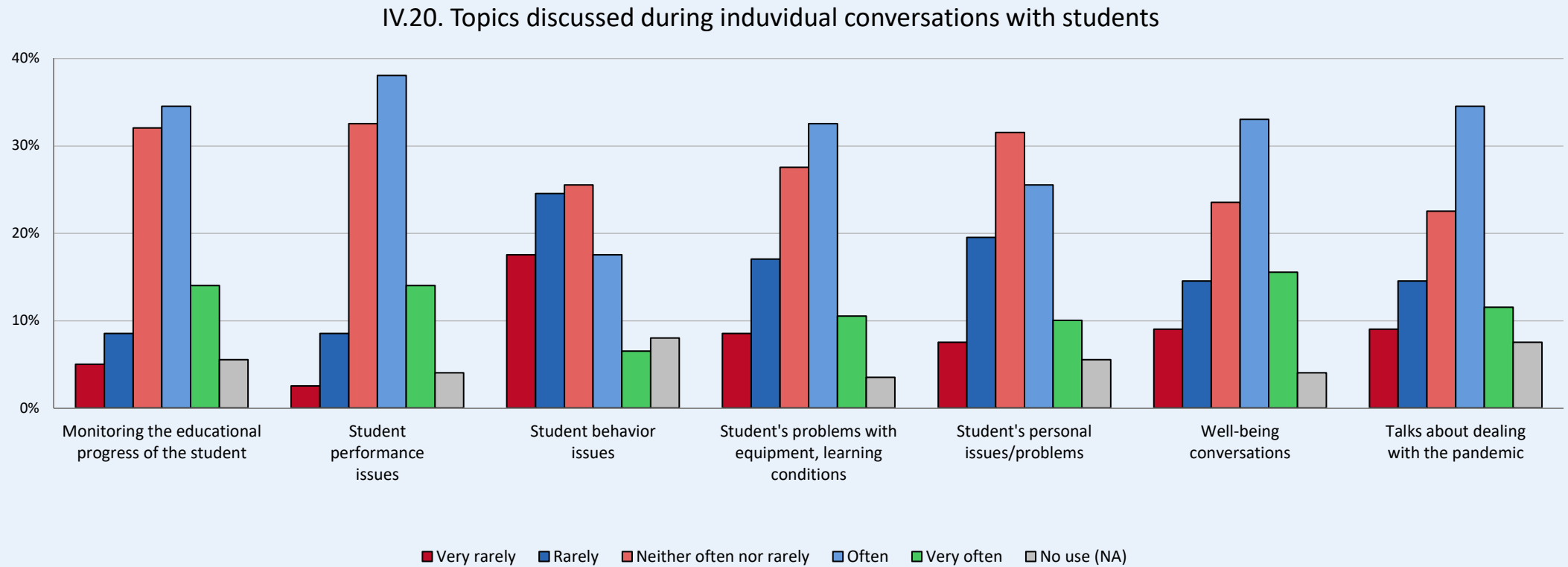


IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

RESULTS

Chart IV.20. Topics discussed during individual conversations with students (How often the following issues are or were the subject of individual conversations/conversations with students?)

n=200



IV. REMOTE EDUCATION – ORGANIZATION OF THE TEACHING PROCESS

Chart IV.22. Optional activities after class (Do you organize optional activities or do you have any other extracurricular online interactions with a group of students/class?)

IV.22. optional activities after class

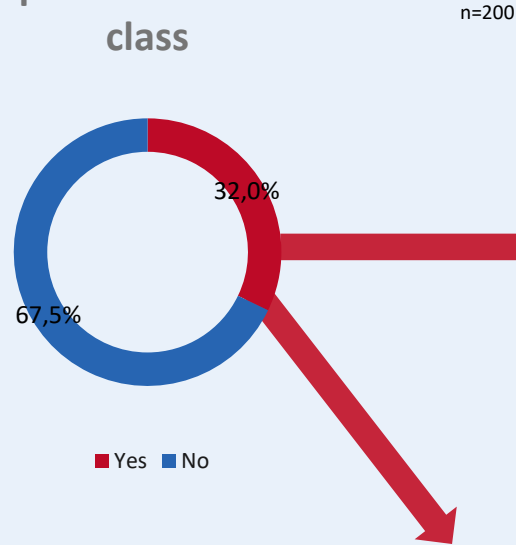
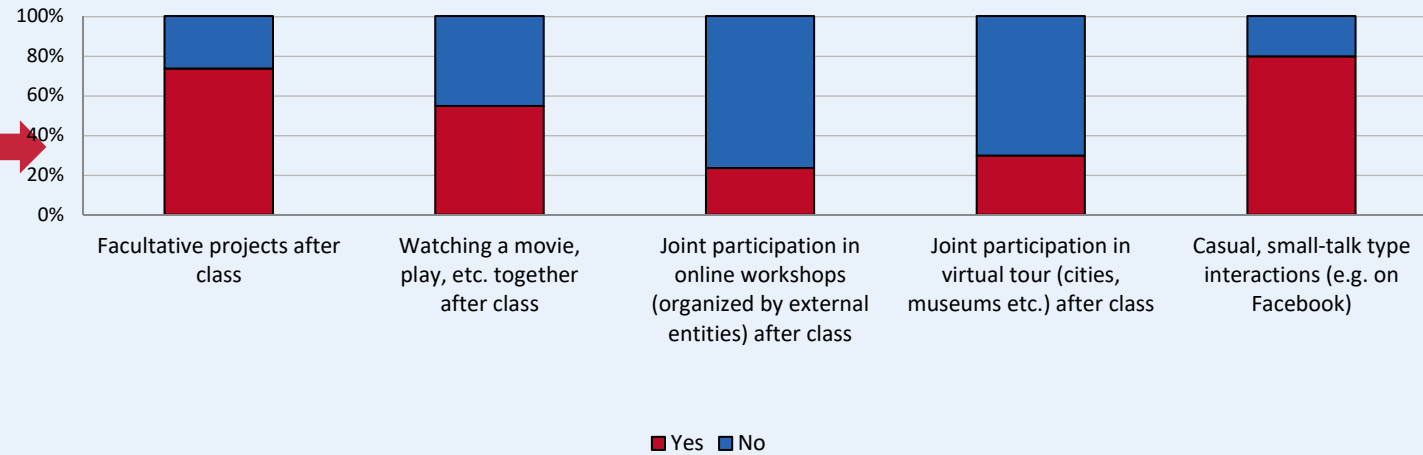


Chart IV.23. Kinds of optional activities organized after class

IV.23. Kinds of optional activities



IV.24. Communication channels for optional activities

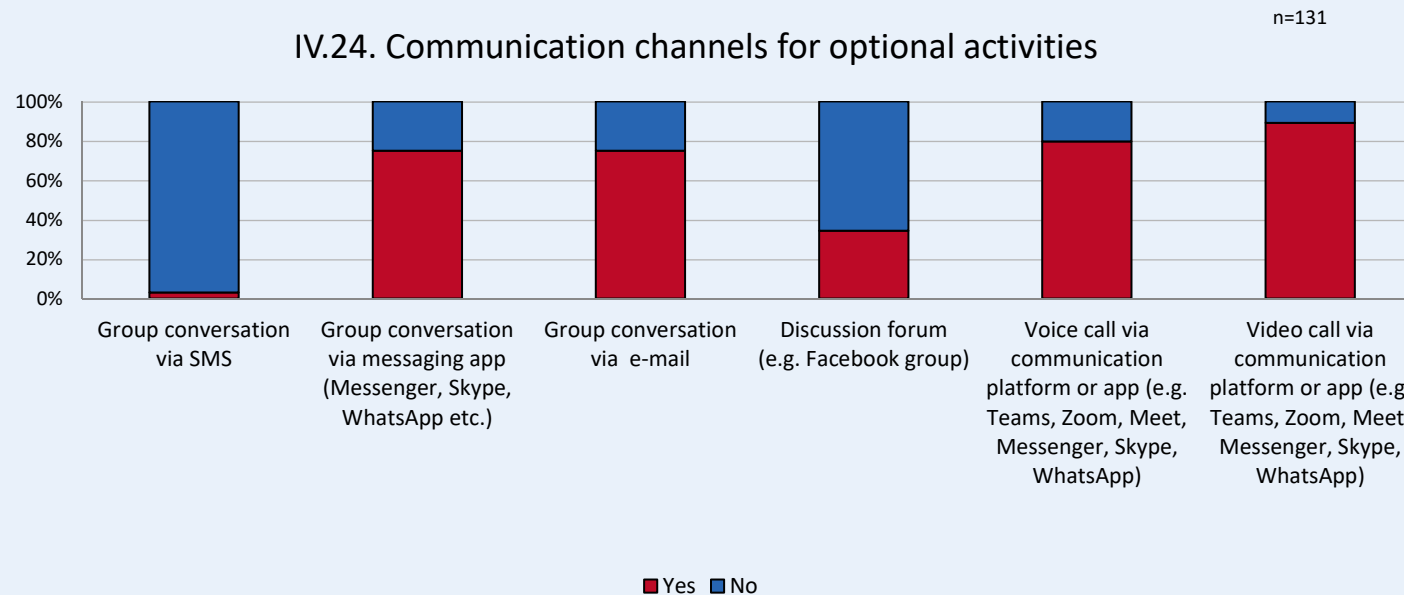


Chart IV.24. Communication channels for optional activities organized after class

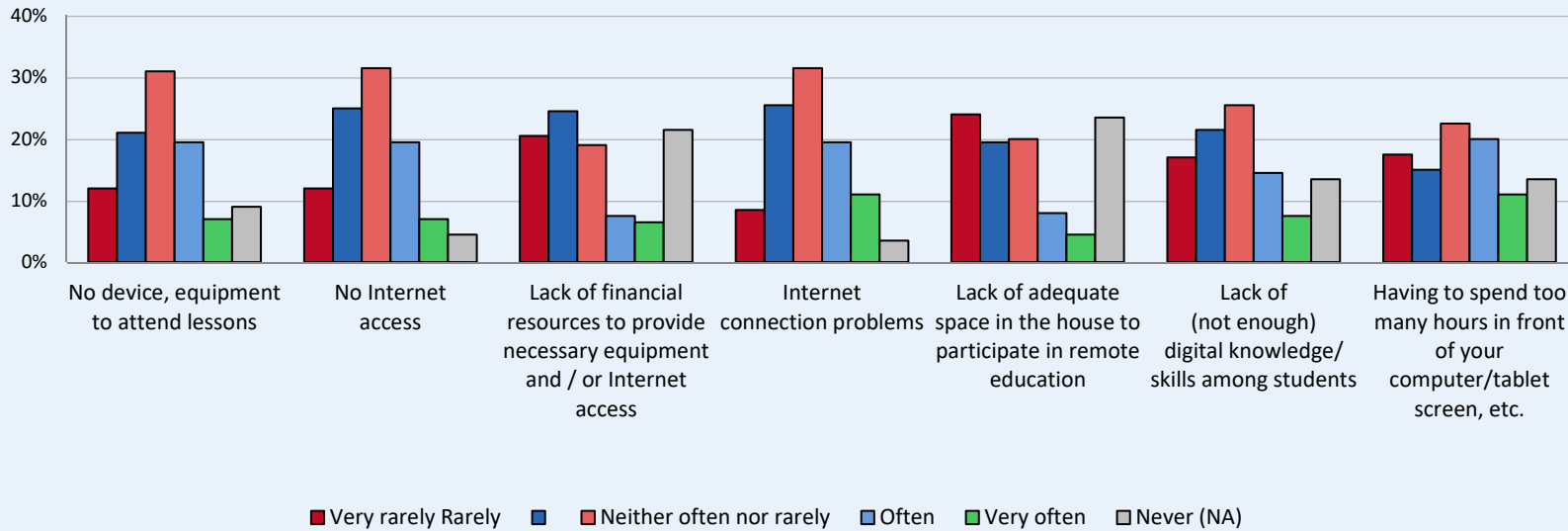
RESULTS

V. REMOTE EDUCATION – STUDENTS’ PERSPECTIVE

RESULTS

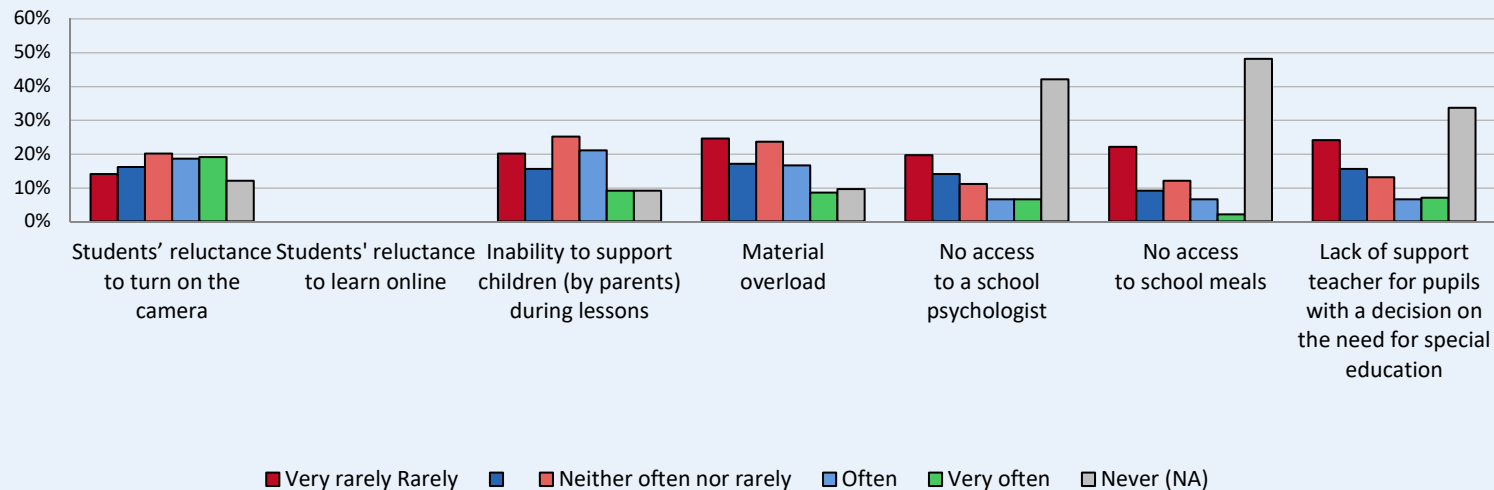
V.1. Problems reported by students and/or their parents (1)

n=200



V.1. Problems reported by students and/or their parents (2)

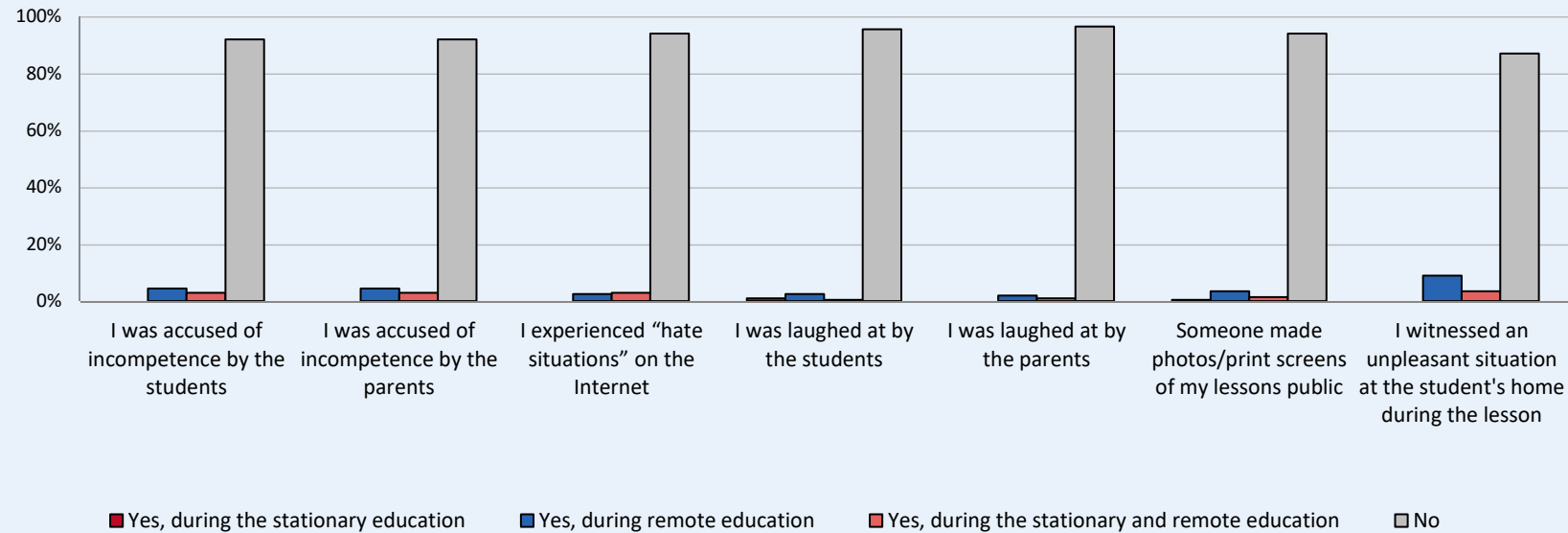
n=200



V. REMOTE EDUCATION – STUDENTS' PERSPECTIVE

RESULTS

V.4. Unpleasantness experienced by teachers



V.3. Losing contact with students

n=200

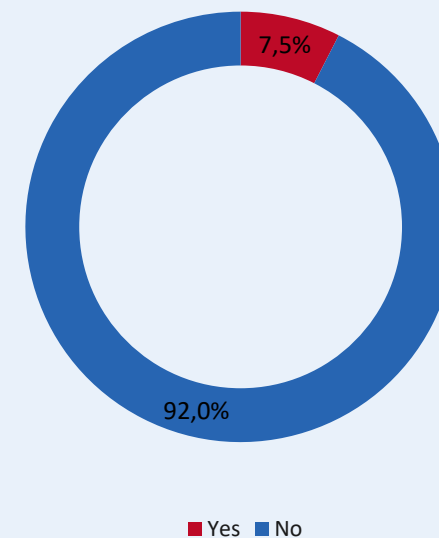


Chart V.5. Losing contact with students
(Have you lost contact with any students and have not been able to establish it until today?)

VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.1. Competences for remote education in the moment of filling the survey

n=200

VI.1. Actual competences for remote education

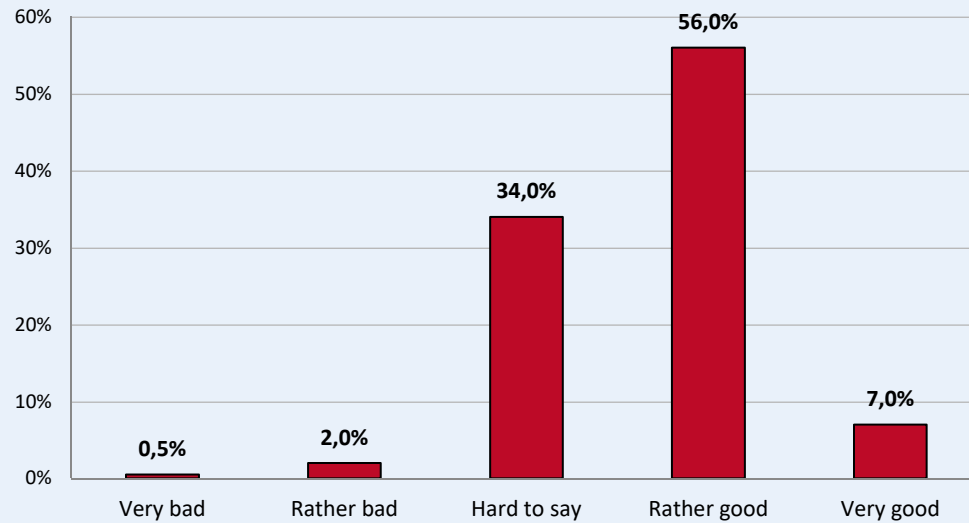
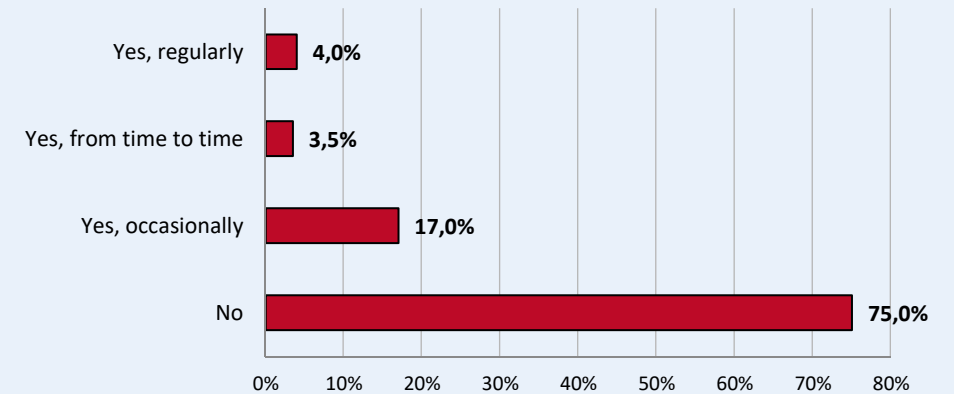


Chart II.2. Competences for remote education at the beginning of the pandemic.

n=200

II.1. Educating remotely before the pandemic



VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

VI.2. Liking remote education

n=200

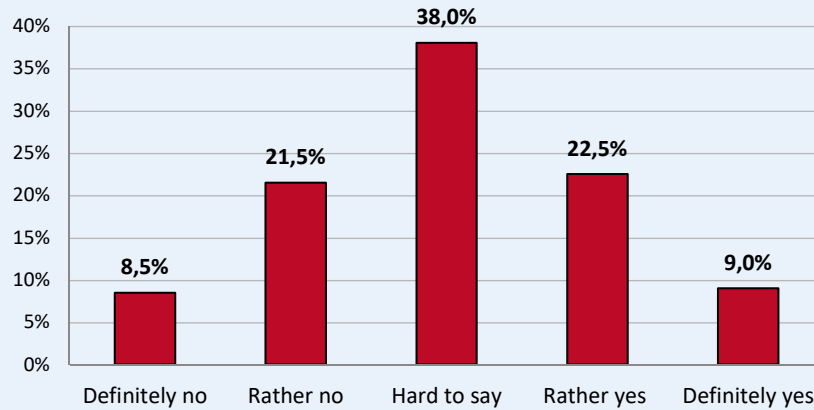


Chart VI.2. Liking remote education (*Do you like conducting remote education?*)

VI.3. Effectiveness of remote education

n=200

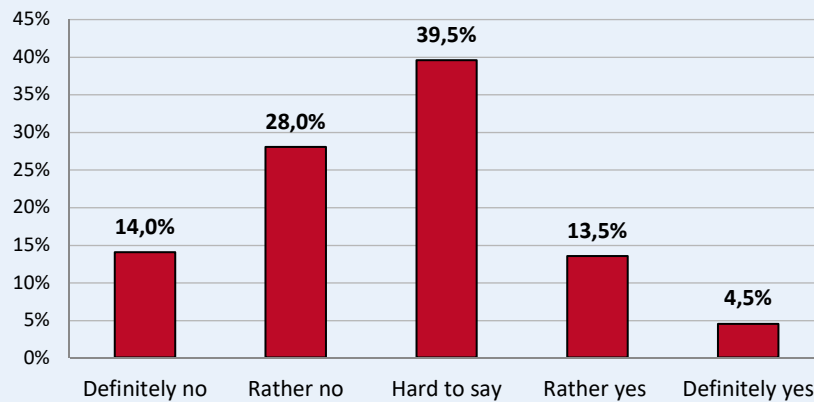
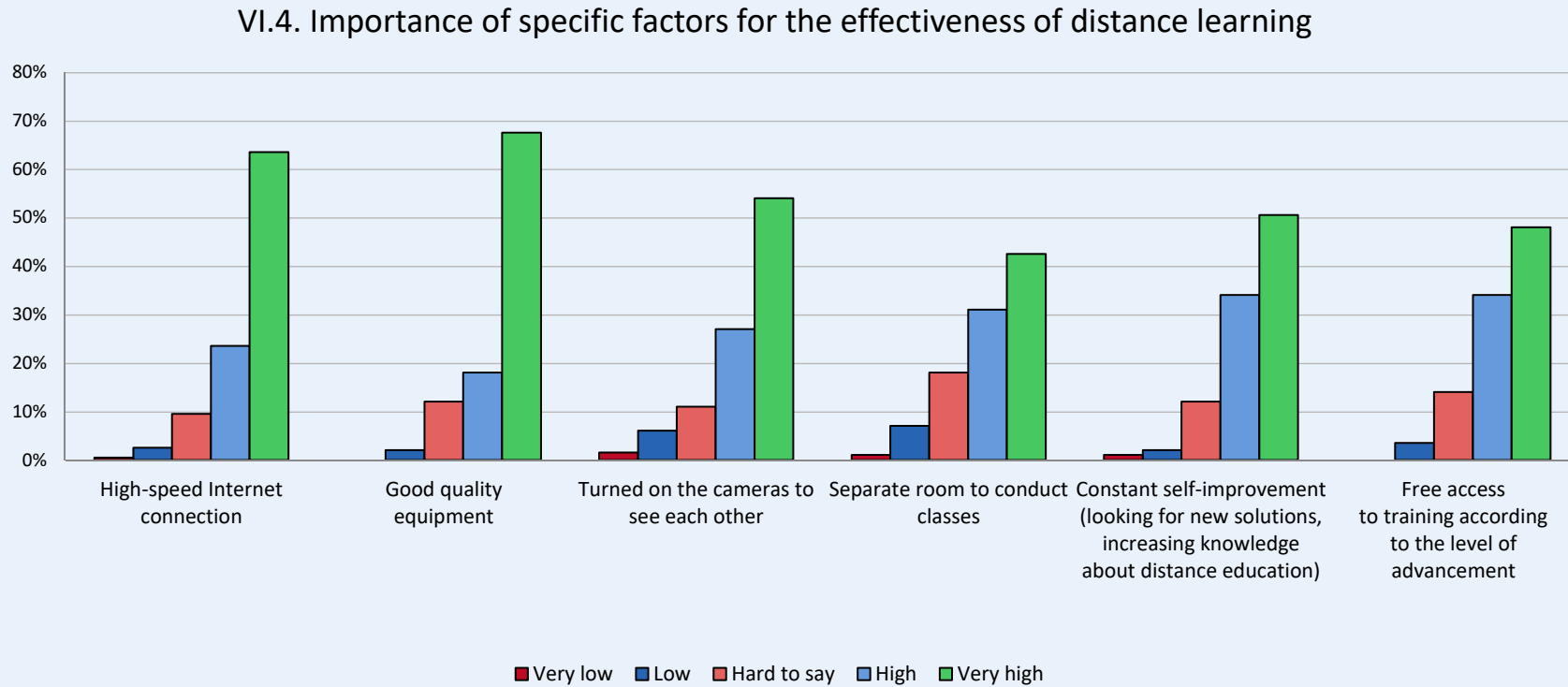


Chart VI.3. Effectiveness of remote education (*Do you think remote education can be effective?*)

VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.4. Importance of specific factors for the effectiveness of distance learning

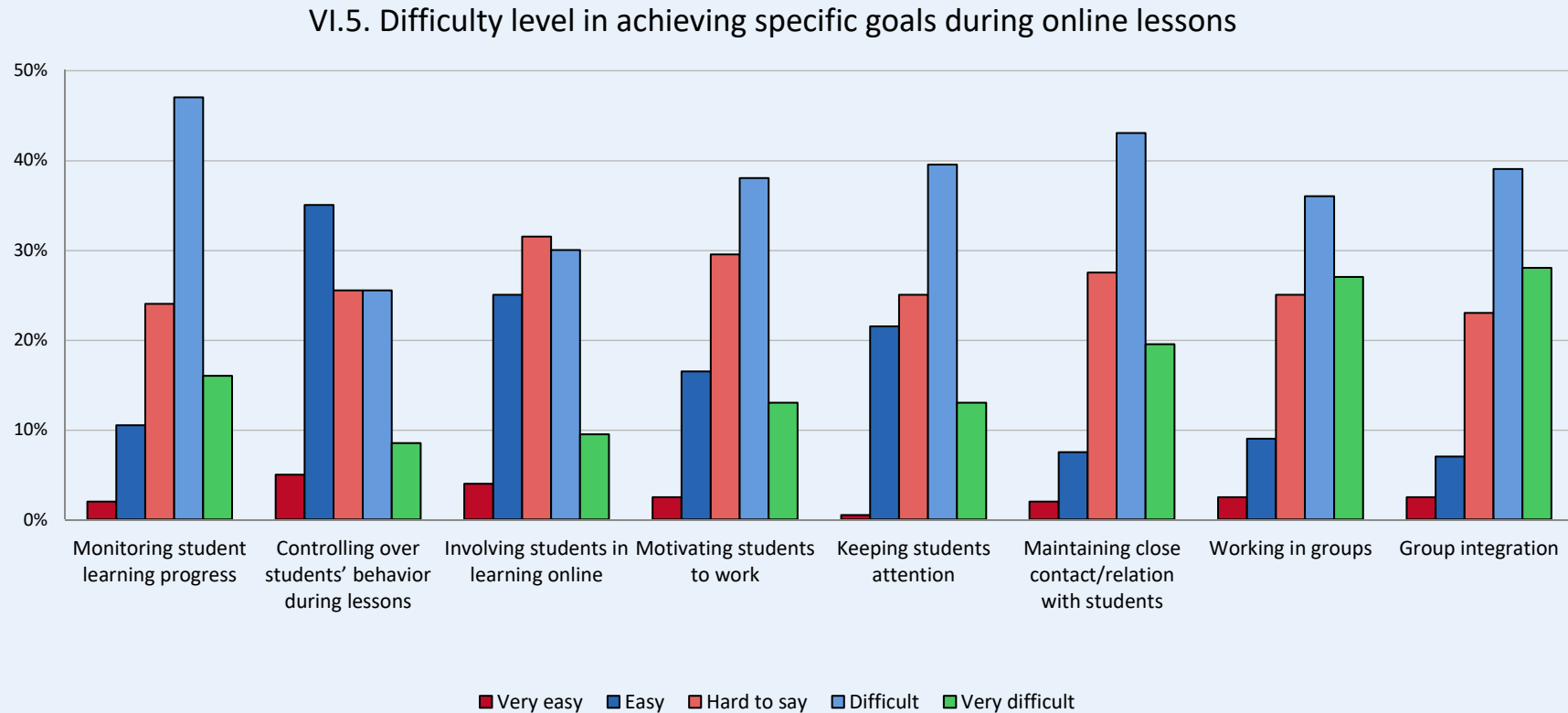


VI. REMOTE EDUCATION – CONCLUSIONS

RESULTS

Chart VI.5. Difficulty level in achieving specific goals during online lessons

n=200



WHAT TOOLS

Chart VI.6. Plans of using chosen online tools during the stationary learning process (*Do you plan to use the chosen online tools during the stationary learning process?*)

n=200

VI.6. Plans of using chosen online tools during the stationary learning process

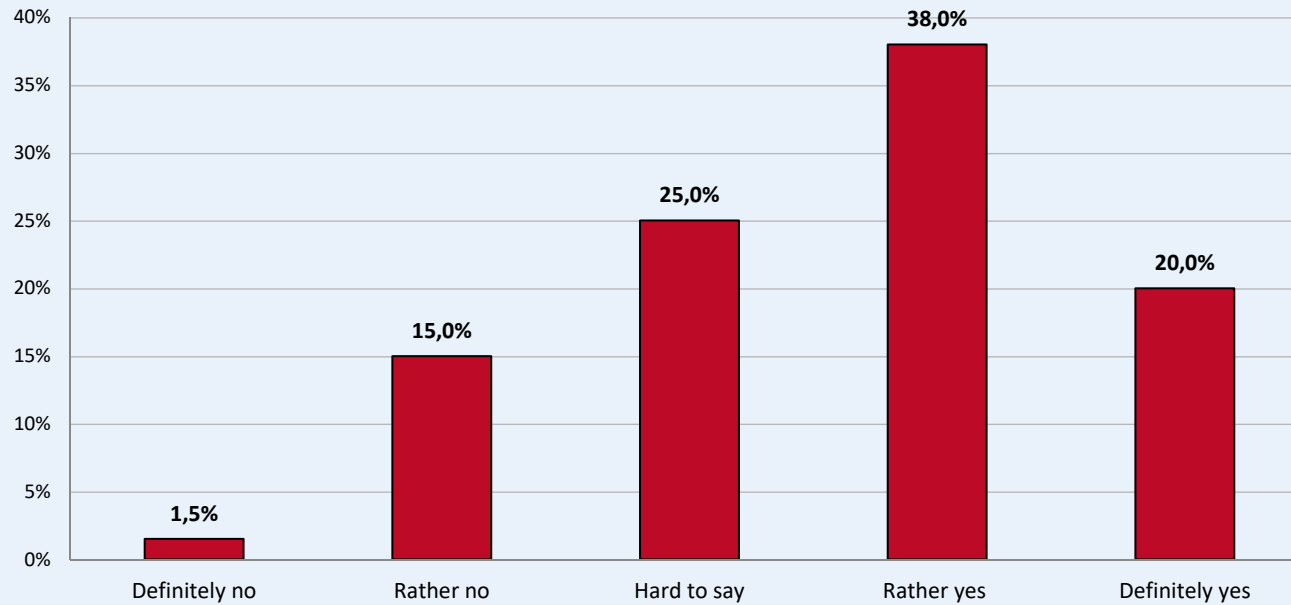




Chart D.1.1. Challenges, problems, difficulties (Are/was the issues listed below a challenge, problem or difficulty for you?) – part 1

n=8

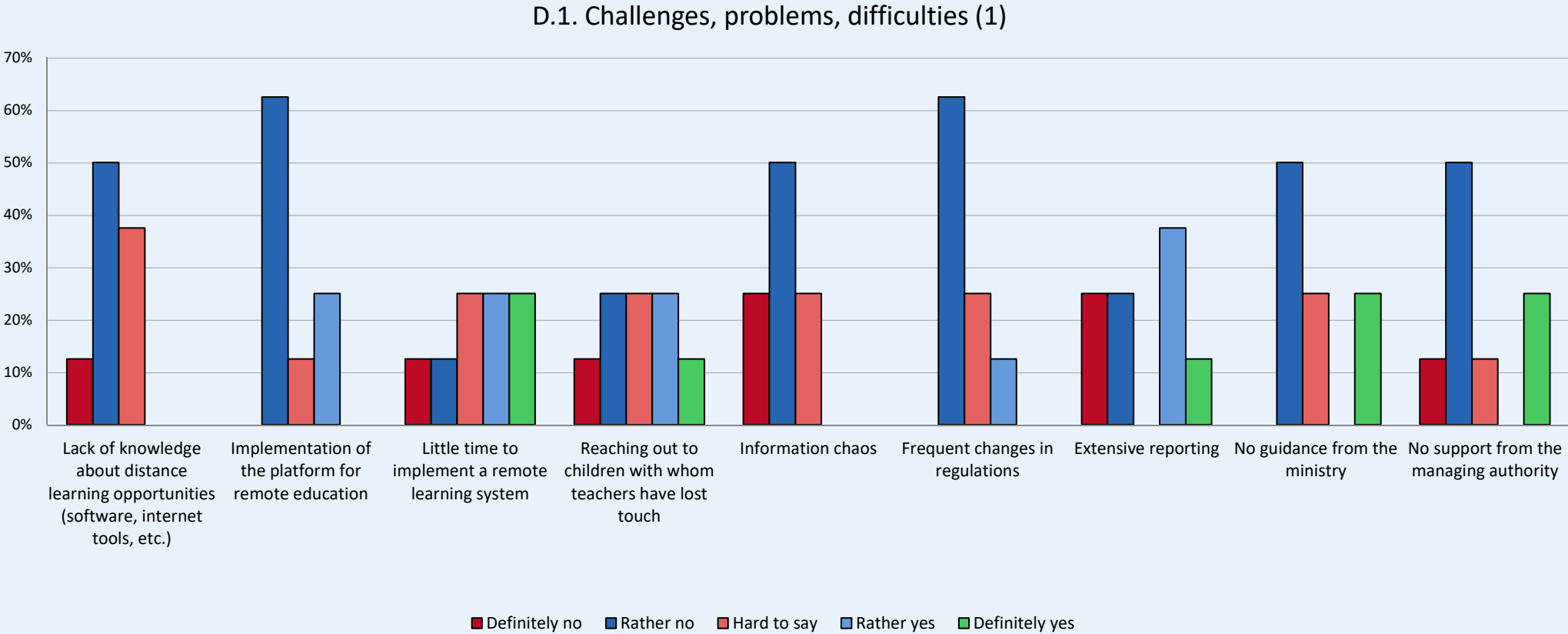




Chart D.1.2. Challenges, problems, difficulties (Are/was the issues listed below a challenge, problem or difficulty for you?) – part 2

n=8

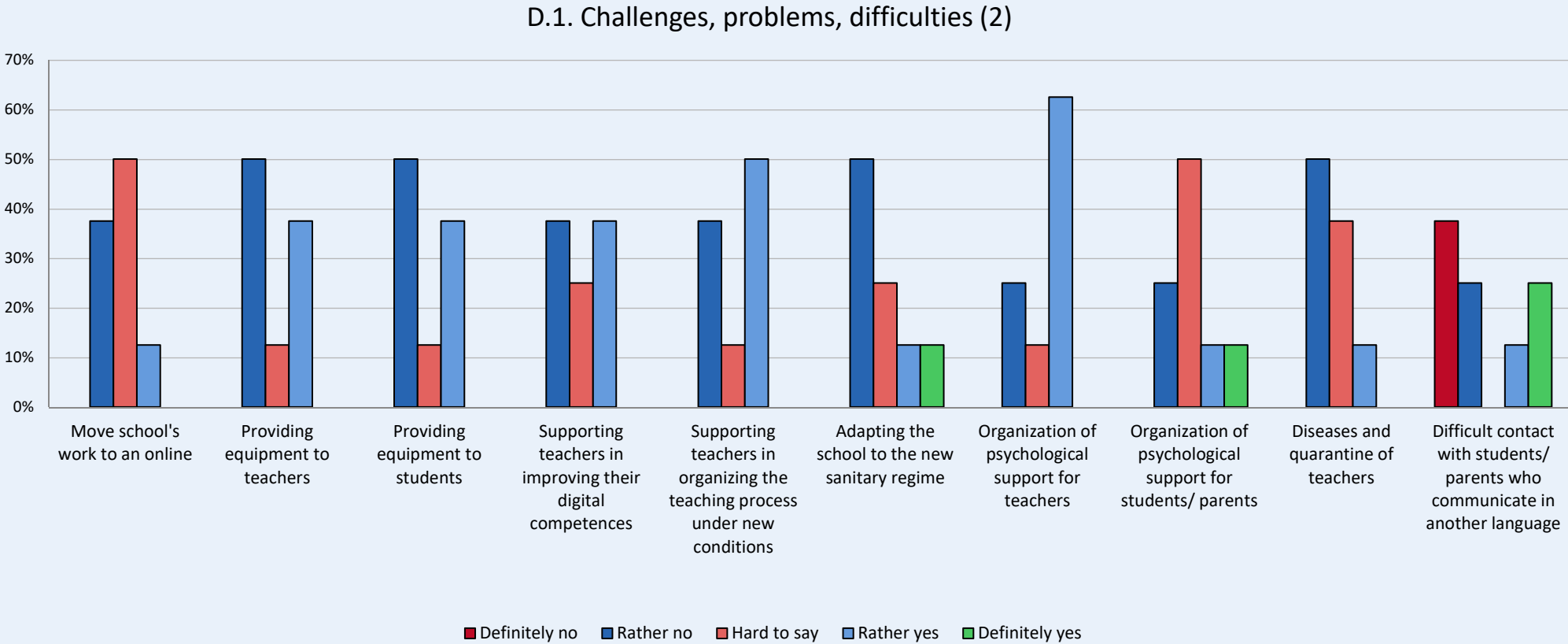
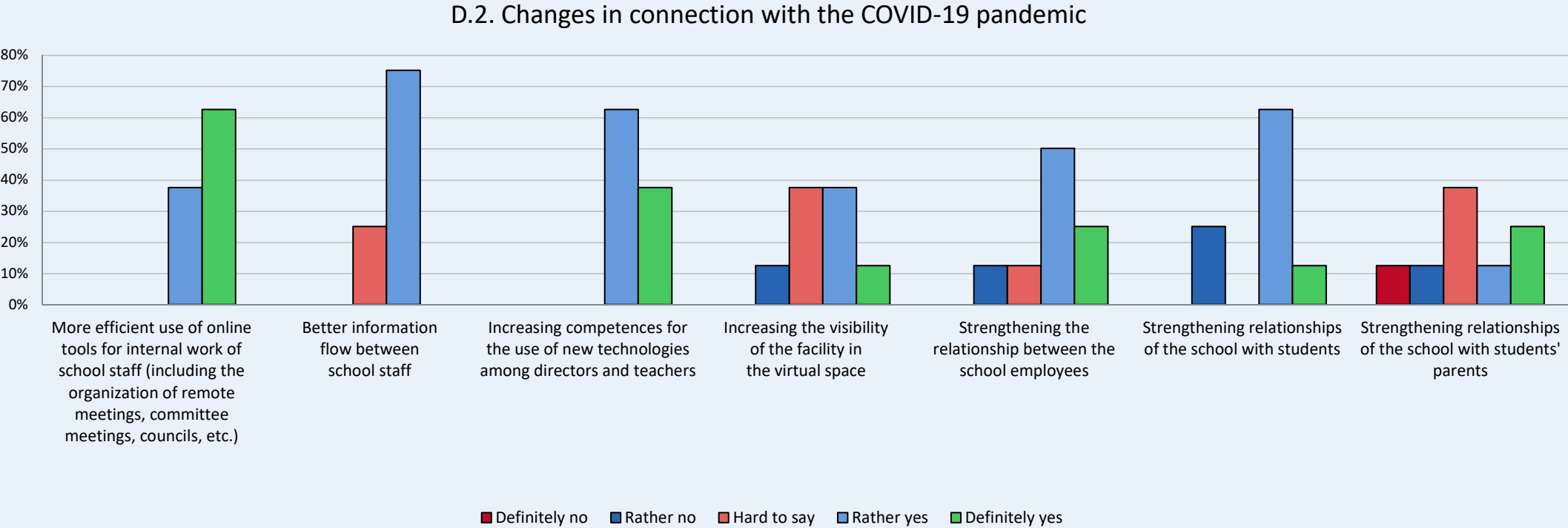




Chart D.2. Changes in connection with the COVID-19 pandemic (Have you noted the following changes that may have happened in connection with the COVID-19 pandemic?)

n=8



D.4. Educational platform implemented by the school

n=8

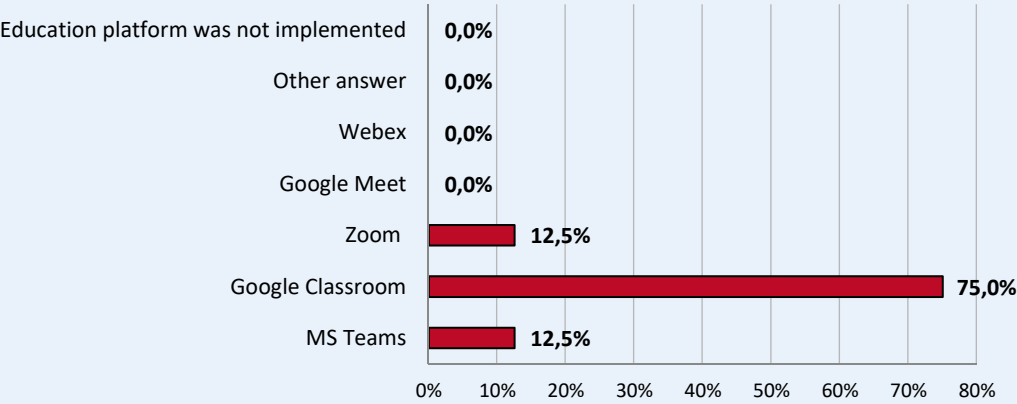


Chart D.4. Educational platform implemented by the school

D.5. E-journal implemented by the school

n=8

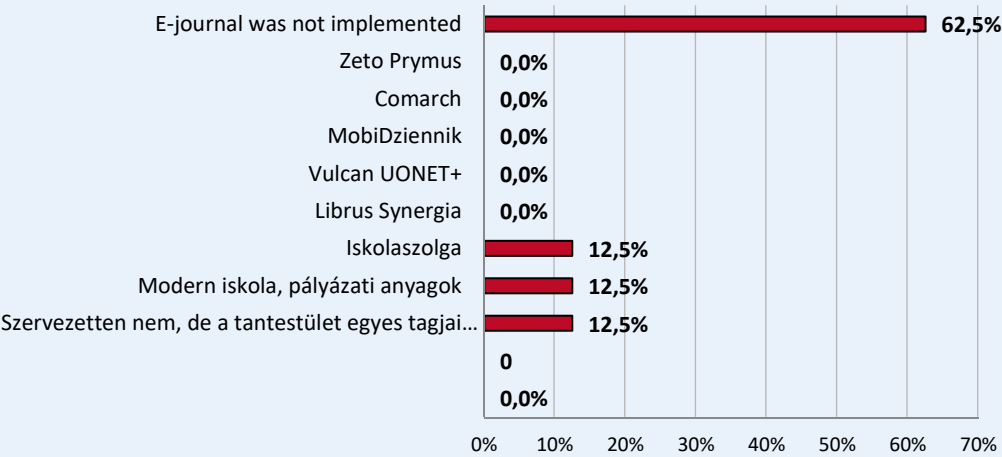


Chart D.5. E-journal platform implemented by the school



D.6. Financing of the equipment needed for remote education for teachers

n=8

RESULTS

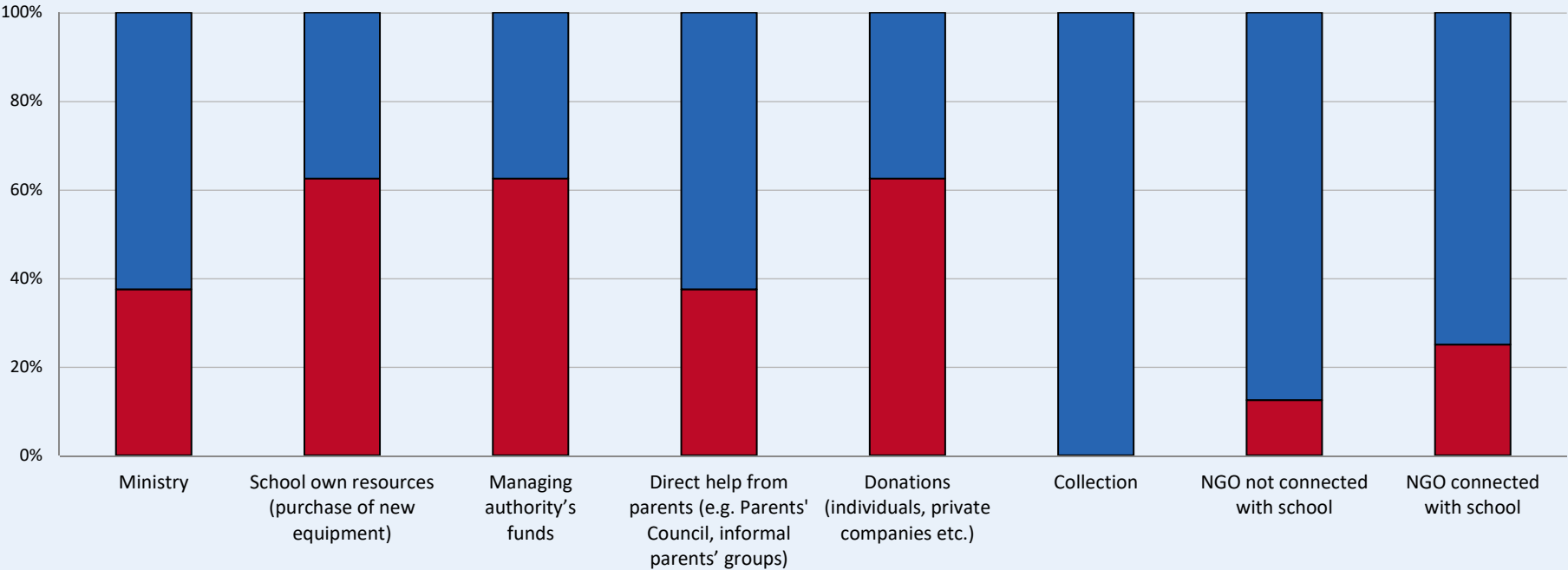


Chart D.6. Financing of the equipment needed for remote education for teachers of the school

D.8. Financing of the equipment needed for remote education for students

n=8

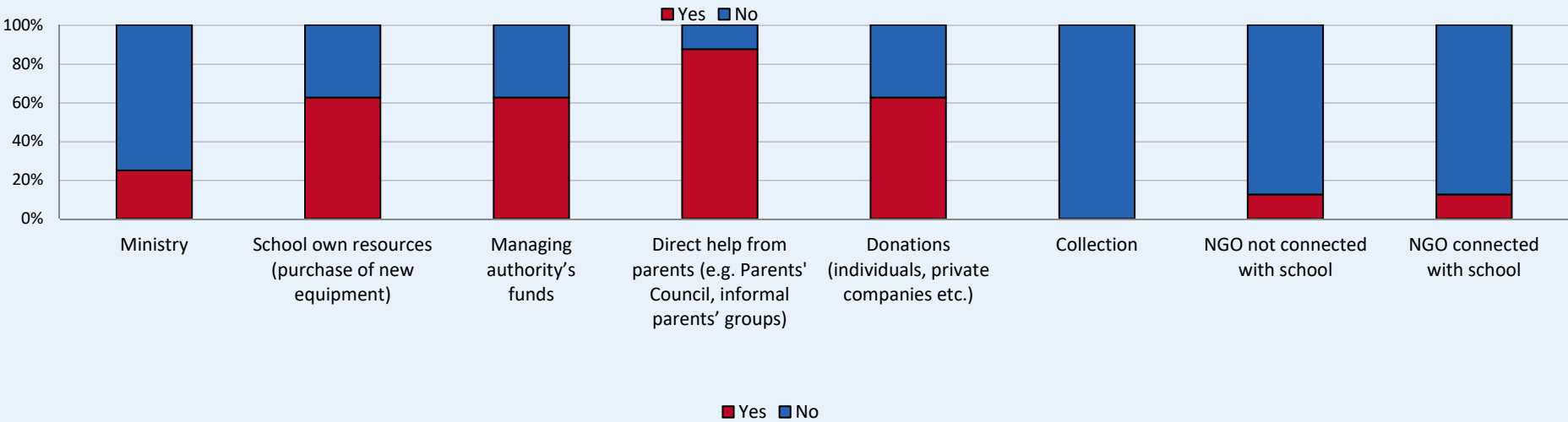


Chart D.8. Financing of the equipment needed for remote education for students of the school



Chart D.10-13. Equipment and trainings

n=8

RESULTS

