

THE USE OF TECHNOLOGY IN EDUCATION

RESULTS OF A SURVEY

by

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The Use of Technology in Education

1. Introduction

1. 1 Aims of the surveys

As partner of the EUROVOLT via VLE¹ a LEONARDO DA VINCI EC funded project (2005 – 2007), the ICC – European Language Network, conducted a number of surveys regarding Vocationally Oriented Language Learning via a Virtual Learning Environment relating to the expectations and requirements of public institutions and other educational providers.

One of the main goals of the various surveys, opinion polls and interviews was to determine the benefits that distance or blended learning programmes (could) bring to companies, universities, schools, private and public institutions or organisations as well as the barriers that organisations or individuals encounter when implementing distance learning programmes. The surveys do not claim to be representative, but they reflect an overall tendency about the acceptance of and readiness for implementing e-learning in every day training and they demonstrate the hopes, fears and expectations shared by the great majority of people unfamiliar with online learning.

In order to address a wide range of people working in different areas and positions two surveys were conducted in the form of two questionnaires sent out to about 400 addressees working for Ministries, Publishing Houses, Languages Schools (private and public), Universities and Companies all over Europe.

They were carried out via www.surveymonkey.com.

The number of responses received, was disappointing. However, even though only 14% (56 out of 400) responded, the quality of responses was of high standard. Respondents to the surveys already represented a group of people with a positive attitude towards new technologies.

However, apart from the questionnaires being sent out other means of research were used. Whenever there was an opportunity, for instance at various workshops, seminars and courses, this was taken up to carry out opinion polls about people's attitude towards e-learning, their interest and their willingness to adapt new ways of learning and teaching to their course delivery.

Lyn Muilenburg's and Zane Berge's research on Barriers to distance education²) was an inspiring starting point to look more closely at the benefits rather than disadvantages or obstacles in e-learning.

¹ EUROVOLT via VLE stands for : European Vocational Oline Language Teaching and Vocational Online Language Learning via a Virtual Learning Environment www.eurovolt.net

² Muilenburg, L.Y. and Berge, Z.L. (2001). Barriers to distance education: A factor-analytic study. *The American Journal of Distance Education*. 15(2): 7-22. Barriers to Distance Education: A Factor-Analytic Study, Lin Muilenburg and Zane L. Berge

The results of all questionnaires and materials related to them are attached in the Appendixes I – VI.

In addition to the written responses a number of 1:1 interviews had been carried out and recorded on video, of which three short interviews have been picked out and been included in the overall evaluation.

2. Summary of results

One of the surveys, entitled ‘The Use of Technology in your Organisation or Company’ was addressed to stake holders, managers, heads of departments or individuals working in companies/ organisations or institutions which do not necessarily deal with languages or teaching. The other survey entitled ‘The Use of Technology in Education’ was addressed to (language) teachers in different organisations/ schools/ companies etc.

Even though the various groups were asked slightly different questions according to their background, positions and functions in their different workplaces, they can still be compared.

2.1 Companies the respondents worked for and their positions

The respondents were either self employed or worked for specific organisations, at universities and colleges, public service centres and some with commercial companies. Respondents’ positions in their field of work ranged from Language teachers or trainers to head of departments, project managers, head of press and public relations, programme and course designers, course developers, online trainers, training coordinators, head of competence centre, managing directors, principal, director of studies, head of the company. The majority of respondents completing the questionnaire *The Use of Technology in Education* stated to work in the private language school sector. Some specified the institutions they worked for:

- Community Adult Education Centre
- Prison
- Non-profit organization
- Private lessons
- Private Language School, Commercial College,
- State secondary-adult training sector (GRETA)
- Ministry of Education and Religious Affairs
- Goethe Institute
- Upper Secondary Vocational
- Adult education centre

2. 1.1 Gender and age group

The great majority of respondents in both surveys were female. This corresponds with the general situation in the area of language teaching and training.

It is not surprising that the age group of the respondents ranged between 31 and 60 with a slight tendency towards the age group between 51 and 60, considering the positions in their field of work stated by the respondents.

2. 1.2 Languages spoken by respondents

The majority of people who answered the questionnaires speak more than two languages. The average of respondents speaks at least three languages. Ranking the list of languages

spoken by respondents were English in the first place, followed by French and German, then Italian and Russian.

Depending on where in Europe the respondents worked the languages spoken varied. There were a number of respondents from Switzerland where most people speak (Swiss) German, Italian and French.

Other languages mentioned in the surveys were Portuguese, Hebrew, Lithuanian, Latvian, Finish, Swedish, Dutch and Japanese, Finish, Bulgarian, Norwegian, Arabic and Greek.

2. 1.3 Language courses provided

More than 90% of the companies the respondents worked for offered language courses. According to the respondents most language courses offered by companies were English courses, others mentioned were German, Spanish, Italian, French, Russian, Swedish, Arabic, Turkish, Greek, Chinese, Portuguese, Latvian. Some respondents just submitted the number of languages taught in their company which were a total of 22 languages in one case. However, these were not specified.

A similar result was to be found in the questionnaire completed by active language teachers from different organisations. Half the respondents were native speakers of the language they taught. The language taught by most of them was English (ca 77%). Half of the respondents stated that they teach both, vocationally oriented language courses as well as general English. None of these respondents taught vocationally oriented courses only. The levels taught ranged between A1 – C2. Only very few teachers stated that they taught A1 and B1 level only.

2. 2 Use of new technologies

It is interesting to observe that the majority of respondents (of the active language teachers from various organisations) were familiar with a great variety of technical tools. All respondents (100%) already made full use of the internet and 96.2% of emails. 56.5 % of the respondents were familiar with and/ or used online platforms or virtual learning environments, multimedia and other devices. However, the frequency of use stated shows that most of these technologies are not part of every day teaching yet. 40% of the respondents stated for example that they hardly or never use online platforms at all.

Reasons given for not using specific tools or devices were:

- Lack of practice and/ or knowledge, or expertise
- Time commitment and lack of motivation.

In comparison the respondents from companies appeared to use ICT technologies more frequently.

2.2. 1 Availability and use of e-learning platforms

The majority of the respondents who filled in the questionnaire for the use of technologies in companies stated that their company provided a learning platform. The platform most frequently used is Moodle. Other platforms mentioned were WebCT, Ingénium and FirstClass.

50 % responded that their company already delivered courses online. These courses ranged from Languages to IT technology, Social hygiene, Economy, Health and the Learn direct courses.

Only a small percentage of the teachers (25%) from various organisations stated that they were teaching online; 50% responded that their institution or organisation supports the need for running courses online.

2.3 Benefits of online training

(see online survey Appendixes II and II)

The responses naturally varied according to people's institutional and personal background. Stake holders, managers, heads of departments or individuals working in companies/ organisations regarded online training as more efficient way of learning for their clients. Some considered that online programmes would help their clients to improve their language skills. Others thought online learning would be cost saving for the company and hence an opportunity to make profit.

One of the greatest advantages seen by everyone seemed the flexibility of time and place, in other words, the opportunity for learners to access courses at any time from anywhere and for teachers to work from home at their convenience. Online course delivery seems a good alternative for learners who cannot attend classes at set times. (This, of course, only applies to a-synchronous courses).

Flexible teaching hours and access times could attract a wider range of clients/ students than one could reach with traditional forms of course delivery.

The possibilities of mutual exchange between students and students as well as students and teacher were seen as highly motivating and a great advantage when delivering courses online. Most respondents considered that online learning would possibly result in the recruitment of a wider range of students reaching new target groups.

Other advantages anticipated by language teachers were *learner autonomy*, *authentic materials* and *direct access to information*. The aspect of intercultural experience for trainers and students was also highlighted as great benefit in international online classes. Other advantages mentioned were that learning can be individualised, allowing the application of personal learning styles and strategies. Authentic teaching material and resources can be easily accessed and adapted to the trainees' schedule.

2.4 Problems and disadvantages encountered

A slight majority (57%) of company survey respondents did not see any disadvantages in online delivery in their institution/company. The only problems encountered were that online learning would mean lots of extra preparation work for a teacher and that learners' achievements will be closely related to their motivation.

An interesting observation was that those respondents that had little or no experience with online learning (85%) envisaged an extensive list of barriers. Whereas respondents from companies, where online learning had been established, did not see any problems.

The surveys have shown that those respondents who have no or little experience in the use of ICT are still sceptical about learning online. A lot of them fear the lack of social interaction. Some even fail to believe, that communicative language learning can be delivered online.

Quite a few teachers fear the extra amount of work they'll have to manage on top of everything else, when having to design new courses. They also fear technical problems when platforms don't work or students don't have or can't afford the required equipment.

A major problem is also seen in the poor payment of online trainers. Creating content is time consuming and costly and works best with institutional support. There seems a tendency of some managers to pay less for online courses in order to save money.

Employees often resent to work at the computer outside the office if they have to use the computer all day.

However, in spite of all resentments, those people who started an online course with initial scepticism, often report that they were taken by surprise to find how different roles are perceived and what kind of strong reactions and emotions can be triggered online.

2.5 Participation in online training

The great majority of all respondents (71% companies, 87% teachers) stated that they would participate in an online course. Reasons that might prevent people from participating were little relevance of the topic, time commitments, workloads and costs.

It is interesting that such a high percentage of respondents claimed they would take part in online training in spite of the long list of barriers articulated under the rubric of disadvantages.

3. Conclusions

As the results from the different surveys have shown, the benefits of learning online are well recognised by those who have already taken part in online courses or are open to this way of learning. However, they have also demonstrated, that this way of learning does not appeal to everybody and this has to be considered and respected when offering and designing online courses.

Most important, however, is to provide a learning environment with guidance/ facilitation by a creative tutor/teacher to keep students engaged and motivated.³

A successful online course also needs the online tutors to be properly trained and motivated. They need to have experienced online training as a student themselves in order to understand the subtleties of this exciting medium.⁴

Thus, Online Trainer Qualification and Certification becomes more and more important. The EUROVOLT via VLE course is an excellent example for such qualification.

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³ Schneider, C. ((2004) The Challenges of Online Language Learning . In: Global Educator www.globaled.com

⁴ Prendergast, G., (2003). Keeping Online Student Dropout Numbers Low. In GlobalEducator

Appendix I

Accompanying letter

Dear Colleague,

I'm contacting you for help on research that the ICC is conducting in conjunction with the EUROVOLT via VLE project. This research is connected with the uses of technology in education.

Please find below links to two surveys that we have set up. The first survey is aimed directly at language teachers in Europe, who teach adults (both general and specific language) in schools, private or state schools, universities or companies. It focuses on the uses that technologies are being made of in language classrooms.

The second survey is fairly similar, but aiming at stake holders, heads of departments, managers, directors etc. working in companies / institutions or organisations, which do not necessarily deal with languages. We are interested in finding out why people might be sceptical or not interested in the use of technology.

The questions in both surveys are straight forward and there are only about 20 items or even less to be answered (most multiple choice ones!).

Please choose the questionnaire that is most appropriate for you.

If you are a language teacher, please open the link below to fill in the survey.

http://www.surveymonkey.com/s.aspx?sm=IMMOqB3NA6_2b5q2OKn2ibig_3d_3d

If you are a director of a company, head of department, manager etc. working in a company / institution or organisation, which does not necessarily deal with languages, please click on the link below to fill in the questionnaire.

http://www.surveymonkey.com/s.aspx?sm=oXjNUd8PiHtkdKykwfRwRg_3d_3d

We'd appreciate your support and would be grateful if you could pass this message on to other colleagues.

If there are any queries, please don't hesitate to contact us.

Thanks in advance.

Your ICC Team

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Appendix II Results of Online Survey

The Use of Technology in your Organisation or Company

The following survey was carried out via www.surveymonkey.com
25 people started the Survey, 22 (88%) completed all questions.

1. In this section we'd like you to answer some questions about yourself and your organisation/ company.

Which country are you originally from? 25 answered questions, 100 %

Austria (2), Belgium, Finland, Germany (11), Ireland, Latvia, Lithuania, Netherlands, Spain, Switzerland (2), United Kingdom (2), Venezuela

Where/ in which country do you work in? 25 answered questions, 100%

Austria, Finland, France, Germany (10), Ireland, Latvia, Lithuania, Netherlands, Spain, Sweden, Switzerland (4), United Kingdom (2)

Which company do you work for? 24 answered questions, 96%

Self employed Specific organisations, Universities and Colleges, Public service centres and some commercial companies.

Briefly describe your field of work: 23 answered questions, 92 %

- Language Teacher and Head of Languages (6)
- Language trainer, Coach, Facilitator Leadership Programmes
- Head of Competence Centre for foreign languages
- Logistic project manager
- Managing adult courses (without teaching)
- Press and PR
- Language Training and international projects
- Programme design, learning project management responding to teachers' needs
- Overall curriculum responsibility for the teaching of Modern Languages on our Adult Education Programme
- Delivering Online Learning
- Set design
- Export
- Language Quality Management
- Adult Education
- Consultant
- Language courses
- Examination commissioner

What is your position in the company? 23 answered questions, 92%

- Head of competence centre
- Project manager (2)
- Head of the company
- Deputy of the school
- Managing director
- Head of languages (3)
- Head of PR
- Director (4)
- Assistant Principal
- Manager (3)
- Head of Department
- Consultants (3)
- Consultant for further education 'lifelong learning'

What is the working language in your organisation/company? 25 answered questions, 100%

German/English, German (13), mostly Dutch, Swedish, English/German/French, English (3), Lithuanian, Latvian + a corresponding foreign Language (English in this case), Spanish, French, Finnish

How many languages do you speak and which? 25 answered questions, 100%

One

Not specified (2)

Two

German, English (3)

English, little Swedish

English, French

Three

Not specified

German, English, French (3)

German, English, Russian (2)

English, French, Hebrew

Four

German, English, Italian, French

German, English, French, Spanish

English, German, French, Italian (3)

Dutch, German, English, French

Lithuanian, English, Russian C1, German A1

Latvian, English, Russian, French

Five

Not specified

English, French, Italian, Spanish, Portuguese

Dutch, English, German, French, Italian

Six

German, English, French, Spanish, Italian, Arabic A1

3. Your gender: 25 responded questions, 100%

24% of the respondents were male, 76% female.

The age group ranged between 20 and 60 of which 41.7% of the respondents were between 51 and 60 years old.

4. Your age group: 24 responded questions, 1 skipped question)

4. Your age group						
	20 - 30	31 - 40	41 - 50	51 - 60	60 and more	Response Count
Tick your age group	8.3% (2)	25.0% (6)	20.8% (5)	41.7% (10)	4.2% (1)	24
	<i>answered question</i>					24
	<i>skipped question</i>					1

5. Does your company/organisation provide language courses? 25 responded questions, 100%

No 24 % (6)

Yes 76% (19)

Courses provided:

- Large variety of courses
- 10 European Languages
- Language Examination Training
- Spanish, Italian, French, Russian, English
- English for specific purposes
- Every language that is asked for
- French, English, German and Spanish
- German, English, French
- Adult education (2)
- 17 languages
- Retail products as well as products courses
- General and specific programmes.
- English, German, French, Italian, Spanish, Latvian courses mainly for adults
- Part-time language courses to adults.

6. How many language courses do your organisation/ company offer per year? 19 answered questions, 6 skipped questions

1-10 courses	26.3% (5)
11-30 courses	5.3% (1)
31- 50 courses	10.5 % (2)
More than 50 courses	57.9 % (11)

Which languages are the courses offered in, please specify:

- German, English, French, Spanish, Italian, Greek, Dutch, Polish, Swedish, Danish, Russian, Portuguese, Turkish
- English
- Spanish, Italian, French, Russian, English
- English, Swedish
- English, Dutch, French,
- Mostly English, German, Spanish, French, Italian, Arabic,
- French as a foreign language, English, German and Spanish
- German, English, French
- In the respective target languages (2)
- English, German, French, Italian, Spanish and 12 other languages from Arabic to Turkish
- English, French, Spanish, Italian, German, Turkish, Greek, Russian, Chinese
- 22 languages this year,
- Latvian, English, German, Italian, Spanish, French
- French, German, Spanish, Italian, Greek, Portuguese, Turkish, Russian
- Online Language Trainer Training

7. Does your company/ organisation provide a learning platform? 25 answered questions, 100%

No 40 % (10)
Yes 60 % (15)

Platforms named:

Moodle (8), Ingénium, ich-will-lernen.de, in-house via intranet, customized intranet platform, FirstClass

You and Technology

8. Please click on the appropriate response for tools that are used in your company/organisation. 22 answered questions, 3 skipped questions

	Often	Sometimes	Seldom	Never	N/A	Response Count
Internet (re)search	90.9% (20)	9.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	22
e-mails	86.4% (19)	9.1% (2)	0.0% (0)	4.5% (1)	0.0% (0)	22
Whiteboard	36.4% (8)	40.9% (9)	4.5% (1)	18.2% (4)	0.0% (0)	22
Wikis	5.9% (1)	23.5% (4)	35.3% (6)	29.4% (5)	5.9% (1)	17
Blogs	6.3% (1)	25.0% (4)	37.5% (6)	31.3% (5)	0.0% (0)	16
Online platforms (Virtual teaching/learning environments)	13.6% (3)	50.0% (11)	22.7% (5)	9.1% (2)	4.5% (1)	22
Multimedia	57.9% (11)	26.3% (5)	21.1% (4)	0.0% (0)	0.0% (0)	19
Videos	38.1% (8)	52.4% (11)	9.5% (2)	0.0% (0)	0.0% (0)	21
CD-ROM	52.6% (10)	31.6% (6)	5.3% (1)	10.5% (2)	0.0% (0)	19

Other, please specify: Designers of online learning programmes (1)

9. Does your organisation/ institution/ company already deliver courses online? 22 answered questions, 3 skipped questions

No 54.5% (12)
Yes 45.5% (10)

What courses are they and how many?

- Teacher Training
- Literacy, elementary training
- Technology, business English, economy, health, approx. 120 courses
- IT technology
- Languages
- Social hygiene (10 every year)
- Learn direct courses
- 9 - not specified

10. Which benefits does or could online learning bring to your company/ organisation/ institution? 16 answered questions, 9 skipped questions

The following benefits were specified:

- Blended learning
- Flexibility of time reaching more participants
- New target groups, individual tutoring
- Prestige excellent service for participants
- Would be helpful for crash courses, consultant training
- More practice, more information, exchange for students
- None, people are spending too many hours in front of the screen.
- Suppleness, reactivity, cost saving
- More effective training for people working in business.
- Recruiting wider variety of students.
- We tried before with ICC courses for teachers, but it didn't work. Right now we only invest in blended learning.
- Online programmes- help our clients to improve languages.
- Could have more students
- Flexibility for learners to access courses at a time and place which suits them. An alternative to learners who cannot attend classes at set times.
- Makes a profit

11. Do you consider any disadvantages for your organisation/company/institution in providing courses or other ways of communication online? 14 answered questions, 11 skipped questions

- High maintenance
- Expensive
- No (8)
- Extra work
- Yes. Many of our employees live from group courses.
- Plenty of preparation work for a teacher
- Learner's achievement will be closely related to their self-motivation.


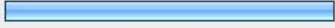

12. Would you take part in an online train the trainer course? 21 answered questions, 4 skipped questions

Yes 71.4% (15)
No 28.6% (6).

13. What would prevent you from joining? 14 answered questions, 11 skipped questions

- Lack of time in my opinion the personal contact is extremely important to learn a foreign language.
- Depends if topic is relevant to me
- Expensive costs for the course
- Not applicable to my role
- Work load at present
- Time restraints (4)
- Already delivering online trainer course
- Money (3)
- I do not teach
- Too late - retiring shortly

14. Does your company/organisation provide the infrastructure to set up online courses?

		Response Percent	Response Count
yes		52.4%	11
no		33.3%	7
N/A		14.3%	3
<i>answered question</i>			21
<i>skipped question</i>			4

Appendix III Results of Online Survey /Teachers

The Use of Technology in Education

The following survey, entitled **The Use of Technology in Education** was carried out via www.surveymonkey.com
31 started the survey 26 (83.9 %) completed the survey.

Background Data

1. In this section we'd like you to answer some questions about yourself and the institution/company you teach for.

29 answered question, 2 skipped question

Which country are you originally from?

Austria (5), Brazil, Bolivia, Czech Republic, Great Britain (3), France (2), Germany (2), Greece (2), Ireland, Italy, Latvia, New Zealand (2), Switzerland (5), Ukraine

Where/ In which country do you teach?

Austria (4), Czech Republic, France, Germany (3), Greece (2), Italy, Japan (live online), Mexico, Latvia, Switzerland (11), Ukraine, Worldwide

How many languages do you speak? Please specify

(6) German, English, French, Italian, Spanish, Slovak
(5) English, French, German, Italian, Spanish
(4) English, German, Spanish, Italian
(4) English, German, Italian, French
(4) Ukrainian, Russian, English, German
(4) French, English, German, Spanish
(4) German, English, Bulgarian, Norwegian
(3) Italian, English, German
(3) German, English, French
(3) German, English, French
(3) Greek, English, French
(3) German, English, Spanish
(3) Greek, English, French,
(3) German, French, English
(3) French, English, Spanish
(3) German, English, French
(3) Latvian, English, Russian
(2) English, French
(2) Portuguese, Italian
(2) English, German
(2) English, French
(2) German, English
(2) English, German, Spanish
(2) English, Swiss German
(2) German English
(2)
(2)
(1) English

How many years have you been teaching English?

2 years
 4 years
 7 years (2)
 8 years (2)
 10 years
 11 years
 14 years
 15 years (3)
 16 years
 20 years (5)
 22 years
 25 years (2)
 26 years
 27 years
 28 years
 30 years (5)
 32 years (2)
 35 years

2. Your Educational Background:

25 answered question, 6 skipped question

Upper Secondary	8.0 % (2)
Grammar School	12.0% (3)
University degree	84.0% (21)
Degree in adult education	28.0 % (7)

Other please specify (7)

M.Ed. PhD candidate
 Swiss Teaching Diploma
 University Degree
 Proficiency Training in London + 5 years of professional bank training
 M.Ed. in ELT
 Med in TESOL
 MA

3. Your gender

28 answered question, 3 skipped question

female	85.7 % (24)
male	14.3% (4)

4. Your age group

28 answered question, 3 skipped question

4. Your age group						
	20 - 30	31 - 40	41 - 50	51 - 60	60 and more	Response Count
Tick your age group	7.1% (2)	25.0% (7)	21.4% (6)	42.9% (12)	3.6% (1)	28
	<i>answered question</i>					28
	<i>skipped question</i>					3

5. The institution / company you work for

20 answered question, 11 skipped question

Private language school	60.0% (12)
State University	35.0% (7)
Private University	5.0% (1)
Further Education College	20.0% (4)
Company	25.0% (5)

Other please specify: (10)

- Community Adult Education Centre
- Prison
- Non-profit organization
- Private Language School, Commercial College, privately, Cambridge Oral Examiner
- State secondary-adult training sector (GRETA)
- Also private lessons for pupils, students, but mainly adults to prepare for exams
- Ministry of Education and Religious Affairs
- Goethe Institut
- Upper Secondary Vocational
- Adult education centre

6. Additional further training you have taken part in.

17 answered question, 14 skipped question

- Online Tutor Training
- Training in English for technical purposes, EUROLTA- EUROVOLT
- DILIT-International House, Rome: Teacher Training
- Regular seminars throughout Switzerland
- Cambridge Seminars on ESOL Exams; Cambridge Oral Examiners Coordination Meetings; Migros - -
- Club school seminars on adult education
- RSA Dip TEFL Post Graduate Diploma Applied Linguistics. Various training courses for VLEs that are used with different groups of trainees, and for IT
- in most of the pedagogical trainings, which were being offered by the Volkshochschule within the last 3 years. In spring 2007 (March to June) participated in the LANCELOT pilot training for live online tuition in the virtual classroom.
- Dip.TEFLA
- Postgraduate Certificate of Education. Numerous workshops, seminars, conferences connected with English language teaching.

- 92-hour Teacher Training course at the British Council ELT specific seminars in Lancaster, Britain and the British Council Participation in an Arion programme on Technology in Schools 3 ½ year long post graduate studies on ELT at the Hellenic Open University, leading to M.Ed.
- elearning blended learning culture communication skills
- SVEB refresher course
- Workshops and seminars on teaching adults, provided by the State
- Summer course Chicago Seminars-English Teachers Associations ETAS
- SVEB/ EUROLTA
- Emerson College, England and several courses
- WW Lehrgang Level 2 (2003-2005, Diploma)

7. Which subject(s)/ language(s) do you teach?

Language

26 answered the question, 5 skipped the question

English	76.9 % (20)
French	11.5 % (3)
German	3.8 % (1)
Italian	3.8 % (1)
Portuguese	3.8 % (1)

Subject

- Education **66,7% (4)**
- Biology **16,7% (1)**
- Transportation Technology **16,7% (1)**
- **Other please specify: (7)**
 - Research Methodologies
 - German (mainly conversation and business & banking)
 - Culture communication skills – methodology and didactic of language learning
 - German as a foreign language / English
 - English as a second and third language
 - Literacy

8. Is the language you teach your mother tongue?

26 answered the question, 5 skipped the question

Yes	42.3% (11)
No	57.7% (15)

7 responded German was there mother tongue

- 1 Swiss German
- 1 Czech
- 1 Latvian
- 3 Greek
- 1 English
- 1 Spanish
- 1 Ukrainian, Russian

9. Which CEFR level(s) do you teach?

Levels

11 answered question, 20 skipped question.

All Levels (4)
 A2-B1-B2
 A1-C2
 A2,B1,B2,C1,C2
 A1, B1
 A1, B2
 A1,B1
 From children beginners to CAE and BEC Higher
 From A2 to C1
 German (to C2), English (to B2)
 A1,A2,B1,B2,C1
 A to C1
 B2,C1
 Intermediate and advanced
 Beginners to intermediate
 A2,B1,B2
 A1, A2, B1,B2
 A2,B2,C1
 A1,B1
 A2, B2
 A1-C

10. What do you teach?

26 answered the question, 5 skipped the question

General languages 46.2% (12)

Vocationally oriented languages 3.8. % (1)

Both 46,2 % (12)

I teach a non-language subject in another language 3.8 % (1)

Please specify the language you teach your subject in. - Business Communication
English (3)

You and Technology

11. Please click on the appropriate response for each activity and/or technological device/tool in the list

	I don't know it	I know it, but I don't use it.	I use it.	Response Count
Internet (re)search	0.0% (0)	0.0% (0)	100.0% (26)	26
e-mails	0.0% (0)	3.8% (1)	96.2% (25)	26
Webquests	23.8% (5)	23.8% (5)	52.4% (11)	21
Whiteboard	8.7% (2)	26.1% (6)	69.6% (16)	23
Wikis	41.7% (10)	25.0% (6)	33.3% (8)	24
Blogs	17.4% (4)	60.9% (14)	26.1% (6)	23
Online platforms (Virtual teaching/learning environments)	13.0% (3)	30.4% (7)	56.5% (13)	23
Multimedia	4.3% (1)	26.1% (6)	69.6% (16)	23
Videos	0.0% (0)	20.0% (5)	80.0% (20)	25
CD-ROM	0.0% (0)	17.4% (4)	82.6% (19)	23
			Other (please specify) <input type="button" value="view"/>	1
			answered question	26

26 answered question, 5 skipped question

One respondent added 'PowerPoint presentations'

12. How often do you use the technical device/ tool in the list? Please click on the appropriate response for each activity.

24 answered question, 7 skipped question

	daily	weekly	monthly	seldom	never	Response Count
Internet (re)search	70.8% (17)	25.0% (6)	4.2% (1)	0.0% (0)	0.0% (0)	24
e-mails	83.3% (20)	12.5% (3)	0.0% (0)	0.0% (0)	4.2% (1)	24
Webquests	22.2% (4)	16.7% (3)	11.1% (2)	16.7% (3)	38.9% (7)	18
Whiteboard	40.0% (8)	20.0% (4)	0.0% (0)	10.0% (2)	30.0% (6)	20
Wikis	15.0% (3)	20.0% (4)	0.0% (0)	0.0% (0)	65.0% (13)	20
Blogs	0.0% (0)	5.3% (1)	10.5% (2)	10.5% (2)	73.7% (14)	19
Online platforms (Virtual teaching/learning environments)	20.0% (4)	15.0% (3)	25.0% (5)	5.0% (1)	35.0% (7)	20
Multimedia	21.1% (4)	31.6% (6)	10.5% (2)	26.3% (5)	15.8% (3)	19
Videos	13.0% (3)	26.1% (6)	17.4% (4)	26.1% (6)	17.4% (4)	23
CD-ROM	28.6% (6)	33.3% (7)	0.0% (0)	19.0% (4)	19.0% (4)	21
Give reasons for not using specific tools or devices. view						9
answered question						24

Give reasons for not using specific tools or devices:

- Lack of practice
- I don't know 'Wikis' and I don't like 'Blogs'
- Lack of knowledge
- Videos are too old
- No time and unsuitable for my teaching style
- Lack of expertise in them
- A matter of time
- Not used to
- Lack of expertise, experience, motivation

13. Which advantages do you see for yourself and/ or for your institution in delivering courses online?

20 answered question, 11 skipped question

- New target groups, individual tutoring
- Very flexible, very suitable for using videos and other multimedia materials, students can be in contact with the language/ subject they learn every time they need to.
- Learner autonomy, authentic materials, direct access to information...
- Access to customers who have little time
- Advantage for young learners and those with good learning background, interactive, authentic, up-to-date, interesting, new way of learning (not only from a book)...

- more resources can adapt to trainee's schedule. The fact of using and having to master the machine and the technology can sometimes take peoples minds off the complexity of the target language, which can be beneficial
-
- flexibility in time management and place - teacher's mobility (no public or private transport) - best and up to date online material (latest version) - intercultural experience for trainers and students - international
-
- classes (worldwide teaching & students from all over the world, which stands for different dialects, levels and cultures
-
- I can use these technologies to build news exercises (ex : Hot potatoes), to do songs or exercises with an on-line help for the learners.
- Cost-effectiveness - Flexible delivery of knowledge regardless of time constraints - Individualised learning allowing the application of personal learning styles and strategies. Self-assessment ; ICT literacy
- Availability of a variety of courses
- Creating a lively and natural context for language teaching – saving time
- Being able to stay at home taking courses at times which are convenient for me (weekends/evenings)
- Not that many at present
- None
- Application of new pedagogical concept, for example blended learning, autonomous learning; reach new target groups
- I can and do deliver courses worldwide

14. Do you consider any disadvantages in online course delivery?

19 answered question, 12 skipped question

- No
- Technical problems
- None, if the course is well planned
- Lack of social interaction
- Not everyone is able to manage the computer and internet. Not everyone has a computer at all. Not all the students feel comfortable while doing self-study using a computer. ==> Not necessarily a good idea for each and every course.
- I think that when you are learning a language you should be able to talk to a qualified teacher.
- Nothing compensates face to face contact. – perhaps a blended course can compensate in part for the lack of teacher time. Sometimes – seen by managers – as a way of saving money, as online tutoring is not paid as well as teaching (at least not where I work).
- Romanians and Germans compared: lesson fees depend on students' living standards, which separates rich countries from poor countries!! Also some countries/governments offer refunds for language courses, but not for live online trainings abroad?!?! Well equipped computers with fast internet connection and broad bandwidth are necessary, but could not be afforded by learners from poor countries.
- If learners have support when working in forums to build workgroups etc. there is no disadvantage. The organisation offering such training needs to consider all problems that might occur in advance. Otherwise the learner might be left alone with problems.
- Yes – for most people language is a face-to-face experience, and many of my students attend classes for the social contact. Additionally, when they don't understand something, they like to ask straightaway and like to be able to react immediately to their difficulties. Online delivery means a delay in this.
- A lot more work for the teacher and not more payment.
- Absence of face-to-face teaching and learning conditions does not encourage interaction and collaborative work. Learning is supposed to be a socially-constructed procedure according to Vygotsky.- Risk of technological malfunctions.
- Yes – wider audience
- It lacks the authenticity of the face-to-face interaction
- There are many people who love a classroom atmosphere
- Still, lack of personal contact.

- Manly technical problems with platforms. Creating content is time consuming and costly and only works best with institutional support.
- No. I use computer supported collaborative learning.

15. Would you take part in an online training course?

23 answered question, 8 skipped question

Yes 87.0% (20)

No 13.0% (3)

16. If not, what would prevent you from taking part?

5 answered question, 26 skipped question

- I don't know, lack of time
- I prefer direct contact with students
- Probably that I was teaching when the course was on offer
- I have already done one, costs, lack of time
- Time

17. Does your organisation/institution/company already deliver courses online?

23 answered question, 8 skipped question

No 73.9% (17)

Yes 26.1% (6)

What courses are they and how many?

- English for technical purposes, 2 courses, Italian
- Portuguese language
- Online tutoring to prepare candidates for exams with some face-to-face and virtual platforms
- They intend to.
- Test training – technical training – specific topics
- Blended university entry exam courses, appr. 15 per year, blended language courses
- Eight

18. Does your institution/ organisation support the need for running courses online?

22 answered question, 9 skipped question

yes 54.5 % (12)

no 45.5 % (10)

19. Under which circumstances (costs/efforts/time) would you join an online teacher training course? Please fill in:

20 answered question, 11 skipped question

- Provided grants to cover the costs
- I would join it if I was interested in it
- 1 hour per week
- All circumstances have to be considered
- If effort and time are reflected in payment
- I'm very keen on online courses and would join an online course at any rate. I'm a certified eModerator
- If it did not take up too much of my valuable time and if it did not cost me much. I would also need to see that there would actually be a job afterwards.
- If the course could be during my working hours – if the aims/ objectives sound interesting/ useful
- The course must be affordable for teachers in terms of little income. When I attended the online teacher training course, the main problem was, how to get family, kids and some teaching organised. I welcome the idea of working from home (without a car, traffic jams, and

- being stressed from getting the kids well looked after- especially in the evenings) young families are always short of money, aren't they?
- I'm doing a Master online. Under travel problems (training is in France, I 'm living in Switzerland) and working pressure it's not possible to do something else
- Not prepared to pay for the course myself. I am willing to do some homework. I am not willing to travel more than 1 hour by car to a course location. I am not willing to do the whole thing from home on my computer- I crave social input.
- Under any circumstances, particularly if I could continue my training and did not have the time constraints due to work obligations. Definitely I would join one according to the level of interest in the course content according to my personal needs
- If the language school sponsored me.
- I wouldn't expect it to cost much. I would expect flexibility in time.
- Not too expensive and not too time consuming.
- Four to six hours a week and not more than 500 Pounds
- It would have to result in an international degree. It would have to be useful for my daily work. It would have to be paid for (at least partly) by my employer. No more than 2-3 hours a week (including homework)
- Time
- Interesting contents, learn new skills, enough time and financial support from my institution, internationally recognised diploma.
- No, because my company pioneered online trainer courses and we deliver them world wide to Universities, Colleges, Government Departments and Industry

Christel Schneider, Dipl.-Päd., ICC

Appendix IV

Befragung von Teilnehmenden der Jahreskonferenz des BVV EUROLTA Nürnberg, 20. Oktober 2007

Den Konferenz -Teilnehmenden wurden die folgenden Fragen vorgelegt:

1. Haben Sie schon einmal mit einer Lernplattform gearbeitet?

Wenn ja: mit welcher?

Beschreiben Sie kurz Ihre Erfahrungen damit

2. Setzen Sie in Ihren Kursen neue Technologien ein (Internet, Webquests, Whiteboard, Blogs, Wikis, Multimedia etc.)

Wenn ja, welche?

3. Welche Vorteile sehen Sie für Ihre Institution/ für Ihren Unterricht in der Online Vermittlung oder einem Blended Kurs?

4. Würden Sie an einem Online Teacher Trainingkurs teilnehmen?

Wenn ja: unter welchen Bedingungen?

Wenn nein: Was würde Sie davon abhalten?

Auswertung der Befragungsergebnisse

Erfahrungen mit Lernplattformen

Die Auswertung der Teilnehmer- Antworten ergaben, dass der überwiegende Teil der Teilnehmenden keine oder nur wenig Erfahrungen mit dem Umgang von Lernplattformen hat bzw. Kurse online geführt hat. Als vorwiegend genutzte Technologien/ Medien wurden Internet-(Recherchen) Webquests, Wikis und Blogs genannt. Einige gaben an, dass weniger sie selbst als ihre Kurs-Teilnehmer/innen sich der neuen Technologien wie Blogs und Wikis oder Internetrecherchen bedienen.

Als genutzte Lernplattformen wurden genannt:

- Moodle
- Lernplattform des Instituto Cervantes
- Destinazione Italia

In einem Fall wurde der Einsatz von Webquests als misslungen beschrieben, eine Begründung dafür gab es nicht.

Vorteile

Es wurden eine ganze Reihe an Vorteilen, die das Online Lernen mit sich bringt, benannt Als beachtlich ist hier hervorzuheben, dass trotz der anfänglich geäußerten relativ geringen oder gar keiner Erfahrung mit Online Lehren/ Lernen die Vorteile gegenüber den Nachteilen bei weitem überwogen.

Besonders positiv beim Einsatz von neuen Medien wurden hervorgehoben:

- die Authentizität von Texten wie Zeitungen, Bild und Audio Material im Internet (Wikis und Blogs)
- Förderung der Lernerautonomie
- Zeitliche und räumliche Flexibilität, besonders bei Firmenkursen

- Selbstbestimmtes Lernen und individuelles Lernen (besonders im Bereich von Hochschulen)
- Unterstützung von Life Long Learning gerade beim Fremdsprachenlernen
- Ein MUSS um auf dem Markt bestehen zu können (besonders im Bereich Firmenkurse)
- Stimulierend und motivierend durch Möglichkeit individueller Recherchen
- Förderung des Austauschs der Teilnehmenden untereinander
- Jugendliche werden im besonderen Maße angesprochen

Nachteile

Als Hinderungsgrund für die Online Arbeit wurden Befürchtungen wie *Unpersönlichkeit* und *Kontaktarmut* und das *Fehlen der sozialen Komponente* sowie *mangelnder Austausch unter den Teilnehmenden* benannt. Auch wurde befürchtet, dass die *Fertigkeiten Sprechen* und *Interaktion* zu kurz kämen. Es ist davon auszugehen, dass die TeilnehmerInnen, die diese Befürchtungen geäußert haben, noch keine Erfahrungen mit kollaborativen Online Lernprozessen sowie den verschiedenen Kombinationen von Lernsoftware, synchronem und asynchronem Lernen sammeln konnten.

Als Gründe für den NICHT – Einsatz neuer Technologien wurden *Persönliche Abneigung* mit dieser Lernform und *fehlende Ausstattung in der Einrichtung* oder *keine Notwendigkeit* genannt. Mangelnde Selbstdisziplin wurde als Problem bei der Teilnahme an Online Kursen benannt.

Eine Reihe von Teilnehmern bekundeten großes Interesse an der Teilnahme an einem Online Kurs. Dieses kam besonders in persönlichen **Gesprächen** zum Ausdruck.

Kriterium für eine mögliche Teilnahme waren, dass der Kurs bezahlbar ist (unter 1000 EUR) und zeitlich flexibel (asynchron) stattfindet.

Der Wunsch, mehrere (2 oder 3) Module des EUROLTA Kurses online zu unterrichten wurde mehrfach geäußert.

Fazit

80 % der Befragten stehen dem Online Lehren und Lernen sehr positiv gegenüber. Sie sind zu einer entsprechenden Fortbildung bereit, wenn sie bezahlbar ist und sie würden selbst auch gern Teile der selbst durchgeführten Fortbildung in einer Mischform von Online und Präsenzphasen durchführen. Besonders im Zusammenhang mit EUROLTA wurde eine Online Variante des EUROLTA Teacher Training Frameworks als sehr vorteilhaft gesehen, wenn dadurch auch Teilnehmer/innen über die Landesgrenzen hinaus angesprochen werden können.

Christel Schneider
21.10.07

Gesammelte TN Antworten:

1.Haben Sie schon einmal mit einer Lernplattform gearbeitet?

9 Teilnehmer/innen haben mit nein geantwortet.

Als Erfahrungen wurden folgende angegeben:

- Zwei Jahre Erfahrung: Master Spanisch lehren als Fremdsprache WNET Plattform
- Kurs Online – Spanisch Fortbildung Instituto Cervantes- Plattform
- ich habe schon an einem Trainingskurs teilgenommen

- ja, mit Moodle. Erfahrungen :Lehrerfortbildung für ausländische DeutschlehrerInnen im Blended learning Setting.
- Ja, ich habe mit ‚Destinazione Italia‘ gearbeitet. Positive Erfahrung.
- Ja, ‚Destinazione‘ Italia. Sehr positiv, obwohl die LP noch nicht endgültig abgeschlossen wurde
- **jein**, mit e.virtuellem Klassenzimmer, funktionierte 2-3 Wochen
- zur Zeit tätig im Online Projekt Lehrkräftequalifizierung DAZ/FIF Rheinland-Pfalz. Funktion: Autorin, Präsenz Tutorin. Erfahrung: hochinteressant, da Vergleich mit Präsenzs Schulungen.

2. Setzen Sie in Ihren Kursen neue Technologien ein (Internet, Webquests, Whiteboard, Blogs, Wikis, Multimedia etc.)

- multimedia, video
- leider nur als Hausaufgabe, manchmal email
- multimedia, video, sehr positiv
- ja, Internet. Sehr gute, da die Teilnehmer sehr daran interessiert sind und aktuelle Informationen bekommen.
- Ja, webquests etc. phonetic in this programme – Sprachenzentrum Erlangen
- Internet, blogs, whitebord, webquests, multimedia
- have to in modern company teaching. – often TN are in other countries – (business trips) we can continue course.
- Ja, LPs, Internet authentische Texte (Zeitungen usw., blogs!) etc. Sehr positive Erfahrungen mit den Lernenden (gegenwärtig nur Hochschule), große Resonanz, Selbstlernen/ Autonomie gefördert!
- Ja, Arbeit mit Internet
- Entwickelt die Selbständigkeit der Teilnehmer
- Sehr begrenzt eher TN (Leo, Wiki, Internet fits to look up info)
- Jein, die Tn selbst benutzen Wikis, versuchte Webquests gelingen nur teilweise.

Wenn nein: Warum nicht?

- normally no equipment available.
- nein
- nein, bisher keine Notwendigkeit, etwas Abneigung

3. Welche Vorteile sehen Sie für Ihre Institution/ für Ihren Unterricht in der Online Vermittlung oder einem Blended Kurs?

- Große Vorteile:
Lernautonomie, viel mehr Lernstoff für Lernende, freie individuelle Entwicklung,
- keine Nachteile
- It is a must in today’s market . No so much ‘out time. Some don’t want to come to normal class, only online, then practice is missing.
- Blended Kurs unterstützt den kontinuierlichen Lernprozess – gerade beim Fremdspracherwerb.
- In der Erwachsenenbildung sind ausreichende (Zeitfaktor) Präsenzphasen wichtig (auch bei Studenten) Vorteil: zeitliche Unabhängigkeit. Nachteil: mangelnde Selbstdisziplin – Lernerautonomie.
- Vorteil für Leute, die nicht regelmäßig kommen können.
- Vorteile, wenn die TN noch in ihren Herkunftsländern sind. Vorteil, da die TN inhaltlich schon auf den Kurs vorbereitet werden können.

- Vorteile: individuelles Lernen möglich, Nachteile: Fertigkeit Sprechen und Interaktion kommt zu kurz, soziale Komponente.
- Vorteile: Selbstständigkeit, stimuliert eigenes Recherchieren. Nachteile: fehlt vielleicht Zusammenhalt, menschliche Nähe. Fehlt Austausch unter TeilnehmerInnen.
- Ergänzung von Präsenzunterricht, homework, chatting contact among participants, consolidation – Nachteile: working on PC = too much. I'm NOT a PC-freak! But interested in it for BU
- Vorteile: Unabhängigkeit (räumlich/zeitlich)
- Viele solche Angebote wurden bisher mangels Interesse b.d TN abgesagt. Scheint im DaF Bereich zu funktionieren. KL bilden sich z.Z. selbst auf diese Weise fort.
- Vorteile: man erreicht auch TN, die geographisch entfernt sind. Man erreicht TN, die vorwiegend mit dem PC arbeiten. Man erreicht besonders Jugendliche. Auch maßgeblicher Pool and Bild und Textmaterial
- Nur den Vorteil der Überwindung von größerer Entfernung.

Nachteile:

- Nachteil: fehlender persönlicher Kontakt
- Nachteil: technische Voraussetzungen nicht flächendeckend vorhanden. Persönlicher Kontakt fehlt.
- Welche Nachteile? Austausch (persönlich) fehlt, unpersönlich

4. Würden Sie an einem Online Teacher Trainingkurs teilnehmen?

- 4 Äußerungen ja
- ja nur asynchron
- ja, vor allem weiter Fortbildung für EUROLTA TRAINERINNEN, wenige Kosten, 3 Monate/ Kurs. Beides synchron und asynchron
- eventuell einfach um die Erfahrung zu haben. Kosten müssten unter 1000 EUR liegen. Zeitaufwand: max 8-10 std pro Woche. Synchron und asynchron – beides.
- Ja, when cost and time constraints not too much sind. And that is asynchron
- nein
- ja, unter der Bedingung, dass sie nicht sehr kostspielig ist.
- aus praktischen Gründen eher asynchron
- ich habe schon an einem Trainingskurs teil genommen.
- Im Moment läuft ein Spanisch-online Kurs an der Universität Erlangen Nürnberg.
Vorteile: man kann jeder Zeit lernen

Nachteile :man braucht stärkere Selbstmotivation

Appendix V

Resultat einer Umfrage aus einem Online Kurs

Gruppe A

In einem Online Trainer Kurs auf der Lernplattform von Abacus Learning Systems von 21. Oktober 2005 bis 12. Januar 2006 OLTD_KL wurden von einer Lerngruppe der Fachhochschule Osnabrück zusammenfassend folgende Vorteile von eLearning benannt:

1. sinnvolle Ergänzung und Unterstützung der Präsenzlehre durch online Medien
2. Text bzw. Informationsbasis für Lern- und Arbeitsprozesse, frei zugänglich für Lehrende und Lernende
 - Spart Papier, Zeit
 - Texte sind jederzeit abrufbar und wiederbeschaffbar bei Verlust.
3. Möglichkeit bei räumlicher Distanz und bei verschiedenen Tagesrhythmen problemlos in Kontakt und Austausch zu bleiben.
 - dieser Vorteil verringert sich, wenn sich die Lernenden problemlos F2F sehen können - da eine F2F Situation in der Regel als produktiver angesehen wird.
4. Vorteil gegenüber F2F-Lernprozessen ist die Produktion und damit auch direkt Archivierung von Textdokumenten.
5. Vorteil gemeinsame Textdokumente zu erstellen und damit ggf. lange Diskussionen über Formulierungsfragen abzukürzen.
6. neue Qualitäten des Lernens (bzw. Chancen), die F2F-Kommunikation nicht so einfach bieten. Online-Phasen im Blended Learning (zum Austausch und zur Erarbeitung gemeinsamer Dokumente) drehen sich zentral um die gemeinsame Wissensproduktion bedeuten also einen Wechsel zu einem "aktivem Lernparadigma".
7. - Lehrinhalte werden transparenter (jeder kann die Materialien/Inhalte/Ziele) des anderen abrufen
8. Neue Lehr und Lernformen können die Effektivität der Hochschule steigern. Nicht zuletzt auch im Hinblick auf den zunehmenden Wettbewerb zwischen Hochschulen durch Umsetzung vom Master-Programm mit eLearning Elementen
9. Durch eLearning kann Raum für Problem orientiertes Arbeiten geschaffen werden. Viel Zeit geht heute für die wichtige Vermittlung von etabliertem Fachwissen verloren. Die erforderliche Zeit für das eigentliche Arbeiten mit den Inhalten ist dann nicht mehr verfügbar. Hier erhoffe ich mir durch Online Lernen einen Rollentausch des Lehrers. Die Vermittlung des erforderlichen "Grundwissen" würde ich gerne Online auslagern wollen. Die so gewonnene Zeit für die Lehrenden sollte für das Arbeiten mit diesem Grundwissen genutzt werden.
10. Die Lehre kann verbessert werden, wenn der Lehrende auch an dem Stoff seines Unterrichts interessiert ist, also eine Art partizipatives Lernen stattfindet, d.h. eLearning kann den Kooperationsgedanken bei den Studierenden zu verstärken.

Dies kann gelingen durch entsprechende Content-Angebote mit begleitender/unterstützender Funktion für berufsbegleitende Studiengänge (Zusammen lernen zur gleichen Zeit an verschiedenen Orten)

11. Wiederverwertbarkeit von Lehrinhalten und Zusammenbauen in Modulbaukästen.

Die Lerner können selbst entscheiden, wann und wo sie die Lehrinhalte abrufen wollen bzw. sich aktiv beteiligen möchten.

Hierbei ist anzumerken, dass die Teilnehmer dieser Gruppe – aus verschiedenen Fachrichtungen – bereits mit eLearning durch ein vorangegangenes Projekt vertraut waren und ihre Kenntnisse im Bereich der Methodik und Didaktik vertiefen wollten.

Gruppe B

Bei einer weiteren Gruppe desselben Kurses handelte es sich um Dozentinnen und Dozenten des Instituts für Aus-, Fort- und Weiterbildung NORD der Psychatrium Gruppe. Die Teilnehmenden hatten bislang noch an keinen Online Maßnahmen teilgenommen.

Folgende Vorteile sieht diese Gruppe in der Online Lehre:

A1. Es lassen sich bestehende Ausbildungskurse durch ein zusätzliches Medium (e-learning) bereichern.

Frage F1 Denken Sie hierbei an die Ergotherapie- oder Pflegeausbildung?

Antwort zu F1: Sowohl als auch. Ich denke, in allen Ausbildungsgängen gibt es Unterrichtsinhalte, die für das e-learning geeignet sind. z.B. Staatsbürgerkunde, Berufskunde, Hygiene, Anatomie, usw. wobei ich immer für ein gemischtes System plädieren würde.

A2. Es können e-learning geeignete Kurse ohne den Aufwand, den Präsenzveranstaltungen beinhalten, angeboten werden

A3. Nach einem einmaligen Aufwand zur Erstellung eines e-learn-Programms, können solche Programme ohne weiteren Aufwand kostengünstig angeboten werden.

Frage F2: Glauben Sie, dass der Aufwand so etwas zu gestalten wesentlich geringer ist?

Antwort zu F2: nicht unbedingt, aber (zu Punkt 2) statt Klassenräume genügt vielleicht der Computer-Heim Arbeitsplatz zu Punkt 3 auch wenn die e-learnprogramme ständig aktualisiert werden müssen, können sie doch mehrfach und in (fast) gleicher Form für verschiedene Ausbildungsgänge benutzt werden.

Kommentar K1: den Punkten 1. und 2. stimme ich zu. Zu 3. denke ich, dass auch e-learn-Programme immer wieder überarbeitet werden müssen.

Antwort zu K1: Ihrer Einschränkung zu meiner Aussage 3 kann ich grundsätzlich zustimmen, auch Unterrichtsvorbereitungen sollten ja immer wieder aktualisiert werden. So auch die e-learning Angebote, wobei die Aktualisierung aber auf der Grundlage einer fertigen Basis erfolgen kann.

B1. Erweitert den Kundenkreis im Fort- und Weiterbildungsbereich

B2. Ein neues Medium, um Unterrichtsinhalte zu vermitteln.

Antwort zu B2: zum neuen Medium, um Unterrichtsinhalte zu vermitteln: ich denke, dass dadurch auch das eigenständige lernen gefördert werden könnte - dieses Ziel wird uns ja immer wichtiger.

B3. Unsere Institution kann eine Vorreiterrolle einnehmen.

C1. Online-Lernen ist unabhängig vom Ort - kann auch außerhalb des angestammten Arbeitsplatzes stattfinden!

C2. Durch die 1 : 1-Betreuung ist online-Lernen sehr individuell und intensiv.

C3. Zeitliche Unabhängigkeit!

3 Vorteile des online Lernens für das Institut NORD

D1 Erweiterung des Fort- und Weiterbildungsangebotes

D2 Einbeziehen von online-Lernen in die Ausbildungen

D3 und somit auch das eigenständige Lernen der Schüler zu fördern

Kommentar: ich wäre gespannt, wie sich das e-learning in die Ausbildung integrieren lassen könnte und ob die Schüler damit wirklich eigenständiger lernen.