



National Interview Report- Greece

O1-A1 Need Analysis

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Interview Report Template

1. Introduction

This research conducted within the Erasmus Project “My Smart School” which aims to strengthen e-learning and distance education by supporting and educating the teachers of primary and secondary education.

3rd Gymnasium of Nikaia in the framework of MYSS Project made 22 interviews with teachers for supporting the needs analysis. The interviews were conducted through Google Forms (<https://forms.gle/SjM1ntdyQxjW2JgQ9>) and 22 answers were received.

2. Overall data

A/A	Online/ Face to face interview	Sex of interviewee (Male/Female)
01	Online	Female
02	Online	Female
03	Online	Female
04	Online	Female
05	Online	Female
06	Online	Male
07	Online	Female
08	Online	Female
09	Online	Female
10	Online	Female
11	Online	Male
12	Online	Female
13	Online	Female
14	Online	Female
15	Online	--



16	Online	Female
17	Online	Male
18	Online	Female
19	Online	Female
20	Online	Female
21	Online	Male
22	Online	Female

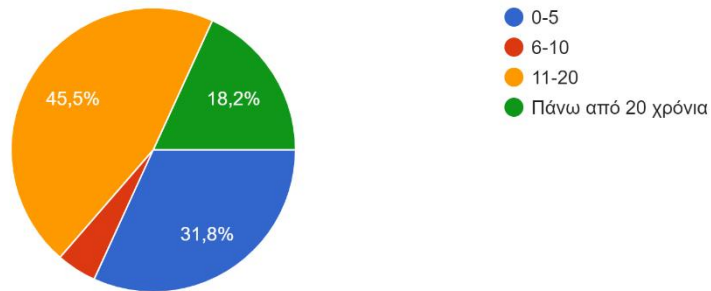


3. Questions on Interviewee background

Here is some general information about the participants in the interview, their profession and the schools they work at.

3.1. Teaching Experience

Πόσα χρόνια διδάσκετε?
22 απαντήσεις



Most of the participants are experienced, with working experience of at least 10 years and almost all of them have worked in education for more than 5 years.

3.2. Role and number of students in the school

A/A	Role in the school	Number of Students
01	Regular teacher	256
02	Teacher	300
03	Computer science professor	120
04	Philologist	280
05	Teacher	276
06	Philologist-Parallel support	250
07	Professor	278

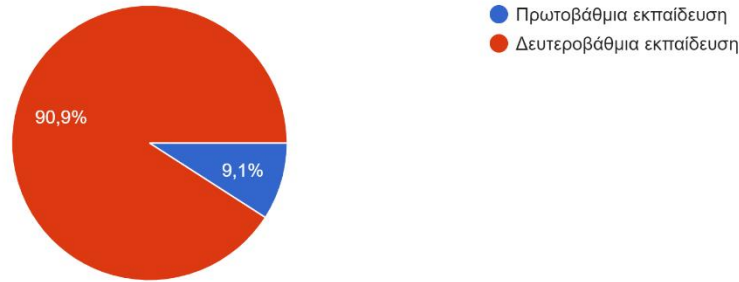


08	Principal-Teacher	255
09	Regular teacher	200
10	Parallel support in science courses	112
11	Regular teacher	130
12	Vice principal-Computer science professor	156
13	Teacher	273
14	Teacher	290
15	Philologist	
16	Teacher	
17	Professor	
18	Teacher	
19	Associate teacher	
20	Regular teacher	
21	Associate teacher	
22	--	



3.3. School Level

Σε ποιά βαθμιδα ανήκει το σχολείο;
22 απαντήσεις



The vast majority of interviewees refer to schools of secondary education.

4. Questions on Distance Learning

In this section interviewees were asked which were the insufficiencies in distance learning, which they think that were the reasons for the problems and what could have been done differently, according to their experiences.

4.1. Please share the needs that you have identified and should be addressed in order to raise the effectiveness of distance learning.

A/A	Responses
01	Students' lack of motivation
02	Better internet connection, easier access through computers, longer teaching hours
03	Better technical equipment, development of digital skills
04	Responsibility, familiarization with distance learning material
05	Techniques
06	Methods for active participation
07	Training



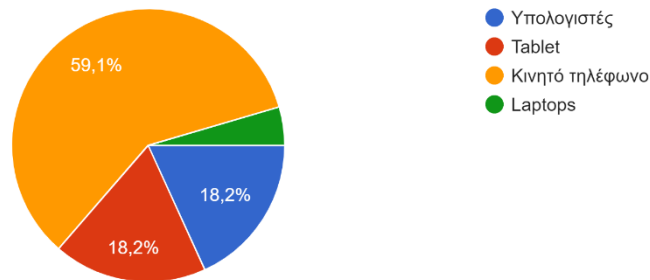
08	Computer, tablets
09	Familiarization with distance learning
10	Different approach
11	Identification of students, repositories for the teachers, less continuous teaching hours
12	Better logistical support
13	Logistical support, teachers training
14	Overcoming technical issues, teaching material
15	Lack of students' concentration, not doing their homework
16	Better digital support, more interactive teaching
17	Better internet connection, teaching material
18	Assimilation of distance education to real education
19	Teachers training, technical support, teaching material
20	Meeting needs: technical support, computer operating, teaching material
21	Technical and educational training
22	Educational training

Most interviewees agree that the main problem is lack of logistical support, like good internet connection and computers, and the necessary training material, like suitable platforms, development of digital skills, tools and methods for both students and teachers. They also note the need to adapt teaching hours to distance education that cannot be the same. There are only 2 who concentrate on students' willingness and participation. But 3 of them emphasized on the value of education in person, face-to-face, and highlighted the importance to make distance learning as much similar as we can to real school teaching.



4.2. In your experience, what types of hardware devices are most commonly used by students for distance learning?

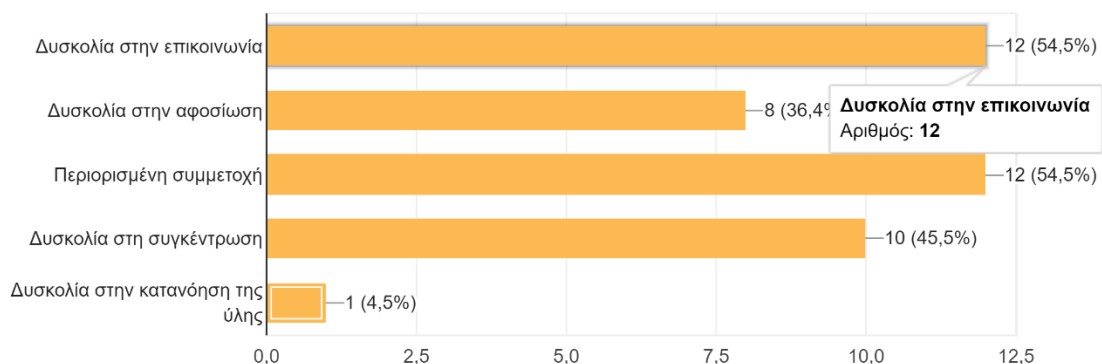
Από την εμπειρία σας, ποιοι τύποι συσκευών χρησιμοποιούνται συνήθως από τους μαθητές για εξ αποστάσεως εκπαίδευση;
22 απαντήσεις



We can mark here according to the chart that, oddly enough, half of students use their mobile phones for distance learning and much less a computer or laptop, which are considered as necessary.

4.3. Which were the most serious problems that you faced during the e-learning process in terms of pedagogy (you can choose more than one)?

Ποιά ήταν τα πιο σημαντικά παιδαγωγικά προβλήματα που αντιμετωπίσατε κατά τη διάρκεια της εξ αποστάσεως εκπαίδευσης; (μπορείτε να επιλέξετε παραπάνω από ένα)
22 απαντήσεις



The majority of the teachers, when asked about the main pedagogical problems, agreed that the most serious issues were the difficulty in communication and lack of

participation. Problems of limited students' engagement and concentration are following. Very few noted as serious problem the difficulties in carrying out objective and reliable tests.

So, we can conclude that the main problem is how to make distance education to function and how to gain students' interest, attention and participation.

4.4. Which were the digital tools that you used? How effective were they?

A/A	Responses
01	E-books, applications (GeoGebra): not very effective
02	Google docs, App Inventor, e-class, WebEx
03	E-class, google drive, padlet
04	Interactive material, whiteboard: effective
05	E-class, photo-tree
06	E-class, photo-tree
07	WebEx: totally not effective
08	WebEx, e-class: effective enough
09	E-class, chat
10	E-class, google forms, Google docs, whiteboard: effective enough
11	WebEx, e-class, Google, blogs/webmail, Edpuzzle, kahoot, padlet: effective
12	E-class, e-me, padlet: effective enough
13	E-class, WebEx, Nearpod, quizlet, quizizz, kahoot, Prezi, crossword Labs, Pixton: effective enough
14	Education platforms
15	WebEx, e-class: effective
16	Whiteboard, Microsoft one note, e-class
17	Camera
18	Jumpshare, Google forms: effective enough
19	Digital platforms



20	Education platforms and applications
21	WebEx, e-m
22	--

Most interviewees used accessible platforms, applications and tools to make teaching process more interactive and efficient. Those who utilized technology to the fullest agree that it was effective, and they succeeded in getting their students' attention. Only two state that it was not effective at all. (We also keep in mind that a lot of them did not answer to this part of the question.)

4.5. Which were the technical problems that you encountered and with which solutions (if any) did you come up?

A/A	Responses
01	Network errors, charging
02	Communication, noise jamming
03	Bad internet connection
04	Bad internet connection
05	Noise jamming, slow network
06	Noise jamming, slow internet connection
07	Network errors
08	Bad connection, noise jamming
09	Heavy platforms to be supported by old computers
10	Bad internet connection
11	Slow internet, platforms errors, noise jamming
12	Bad internet connection and network
13	Bad internet connection
14	Bad internet connection and network
15	No problems
16	Bad internet connection, platforms errors



17	Bad internet connection
18	Noise jamming
19	Bad internet connection
20	Bad internet connection
21	Technical issues
22	Bad internet connection and network, students' difficulties in operation

Almost all interviewees seem to have faced technical mainly problems, because of the internet connection and network errors, either by them or by their students. Those problems could not be solved individually, as they stem from central systems of internet and platforms. Only two of them say that they had to adjust themselves and their computers in order to adapt and help their students, too. Only one refers that did not face any problems.

4.6. Which technical solutions and functionalities do you think that a digital tool and/or platform should provide to the teachers?

A/A	Responses
01	I don't know
02	Free and fast internet connection
03	Information in case of technical problems
04	User friendly and easy for students to understand
05	Better digital resources
06	More functionalities for a more friendly and more interactive lesson
07	Education for its use
08	Training for the users
09	Stable, light, easy to use, diagnosing problems, capability of adjusting different to each student
10	Digital enriched material provided by the Ministry
11	Everything



12	User friendly and easy to use. Internet connection hasn't to do with the platforms
13	Easy for students to understand
14	Stable internet connection, verification for those who connect, capability to choose functionalities for each session
15	A lot of alternatives
16	Pure sound
17	Modern cooperation, with or without videos
18	Capability of using cameras without lost internet connection
19	Providing detailed information about students' status
20	Easy to use, user friendly, sufficient tools
21	Easier sharing and saving
22	--

Interviewees' answers concerning proposed technical solutions vary significantly. In general, all need facilitations to work properly. Most refer to the need of digital resources to be user friendly, easy to use and to be easily understood by their students and by them as well. There are those who concentrate on internet connection and faster access which ensures pure sound and capability of using cameras as well, but also one states that internet connection is not something to be solved generally. Two note the need to train and educate the users in advance or one notes that information about how to overcome technical problems at least need to be provided. The rest of them agree that each platform should provide more tools and methods and themselves to have more choices which and how to use them. For example, two ask for methods to check up on their students while teaching, others more tools and functionalities to use separately for each student or each session, one easier sharing and saving. Finally, one notes that everything should be reformed and two that they need whole better digital material and resources provided.

4.7. Did you offer emotional support to your students during the pandemic? If yes, please share with us your approach.

A/A	Responses
01	Yes. Talking with students for their concerns



02	Yes. We tried to concentrate on the positive aspects of distance education
03	Yes, inside and out of digital learning
04	--
05	No
06	Yes, through conversation and encouragement for depressure
07	Yes, enough
08	Yes
09	Yes
10	Yes, through discussion and communication for all the issues
11	Yes. I tried to make their homework more interactive and communicate through e-mail
12	Yes, all the time
13	Yes, I tried to make the atmosphere warm and friendly with a lot of activities to mobilize them and they responded
14	Yes, it was necessary
15	Yes. Discussion concerning our everyday life and the organization of their time
16	Yes, it was part of our routine
17	Yes. Conversation on their unpleasant experience.
18	Yes, a lot of times, based on the main argument of common good
19	I tried to encourage their participation in class in order to abstract them from any other problem
20	Conversation, reorganizing their priorities, reminding them that quarantine and distance learning is only temporary
21	I tried to be pleasant and talk to them during lesson and with each one separately about problems that came out and gave them some solutions
22	A lot of interactive games which helped them express themselves

It is very encouraging that almost all interviewees tried to support their students during the pandemic. They either communicate with them and their concerns during and except the class or through teaching, exercises and activities tried to abstract them and provide them a class as normal as possible.



4.8. Do you think that involving parents in the educational framework is important? How do you usually engage them?

A/A	Responses
01	Yes, communication through e-mails
02	It is important to keep up with their children's progress and communicate with both children and teachers
03	Usually, they help anyway
04	Through activities in which they can take part
05	We talk about how to motivate students to study more
06	When there are learning disabilities
07	No
08	Yes, to motivate them to participate more in class and study more at home
09	Supplementary and limited
10	Only to keep up with their progress and behavior and to motivate them to participate more
11	It is important for students to have supporting environments. I tried to communicate through e-mails
12	No
13	It is good to get informed about our work, to keep up with students' progress and provide them calmness. But the learning process relies on the relation between students and professors.
14	Yes, I am trying to involve them, especially for young students
15	In secondary education it is not necessary and can even damage the freedom that students feel in class to express what they want
16	I don't involve them
17	I don't involve them
18	Very important, to share their children's experiences
19	Sometimes parents are very interventional and that is non good



20	Informing them regularly about their children's presence
21	It is important as far as emotional issues are concerned. They have to get informed and support students to attempt their goals
22	It is important and they need to be convinced that we are in the same team

Interviewees' answers concerning parents' involvement vary. We can notice three approaches. One approach is that parents should participate in the process. One other is that they just should be informed, support only emotionally their children and provide them a calm environment but nothing more, so as not to intervene and damage their sense of freedom. Finally, there are those who support equally that there is no need to get involved and intervene at all, as learning process relies on the relation between students and professors, and they can damage it.

5. Questions on Competences, Skills and Knowledge

In this section interviewees are asked of what competences are needed to adapt themselves and their students both practically and emotionally in the new era education. They actually share their opinions and make their propositions and amendments and in the end they also evaluate themselves.

5.1. Which are the Competences, Skills and Knowledge required for approaching online lessons (for example digital skills, interactive communication, knowledge on motivation etc.). If possible, providing a few examples would be quite useful.

A/A	Responses
01	Good knowledge of software used in distance learning
02	Digital skills, different types of communication with students
03	Operating digital resources, methods of mobilizing students
04	Concentration, willingness
05	Mobilizing students, use of ICT, communication
06	Digital skills, ability to get their attention, participation and communication
07	Digital skills, mobilizing students



08	Digital and communication skills, use of ICT
09	Digital skills
10	To be educated and trained in advance about the whole distance learning process, ability to find solutions
11	Familiarization with ICT, interactive material to encourage participation
12	Digital skills
13	Digital skills
14	Digital, educational skills, communication
15	Knowledge of ICT, more digital learning material
16	Everything mentioned above
17	Capability of solving technical problems
18	Digital skills
19	Digital skills
20	Digital skills, interactive educational methods-models for distance learning
21	Knowledge of ICT, digital skills, capability to adapt
22	Usage of every capacity of e-class

Most interviewees agree that digital skills and basic knowledge of ICT are the foremost required for distance education. A lot of them also refer to the communication they need to build with their students and the knowledge of methods to get their attention and make them get engaged and participate. One also notes the need for properly platforms and digital learning materials, while one highlights the value of willingness and concentration on their goals.

5.2. Which are the Competences, Skills and Knowledge required for a reshaping a training curriculum to the needs of the 21st century (for example curricula with blended learning approach, knowledge over innovative interactive tools etc). If possible, providing a few examples would be quite useful.

A/A	Responses
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01	Adjustment of curriculum in digital technology
02	Curriculum with mixed learning approaches
03	A new approach to curricula and teacher training in new digital educational tools
04	Willingness and encouragement of students
05	Blending learning
06	Knowledge of digital tools, training courses for managing the difficulties of pupils at a distance, acquisition of teaching skills for students with disabilities or multicultural variety, use of alternative ways of resolving conflicts
07	New modernized curricula with more freedoms for teachers
08	Blending learning, ICT
09	Upgraded new curricula
10	Use of interactive tools, a multiplicity of educational software, sound use of ICT, and certainly asynchronous communication and e-portfolio of students
11	The object, the curriculum and the knowledge to be more comprehensive
12	Blending learning
13	Mixed learning approach, the use of interactive tools which requires training and implementation in the educational process, organization, digital skills, new ways to approach the learning process, providing innovation, co-operative with teachers but also all learning process factors, empathy
14	Upgraded new curricula
15	Reconfigure the material, more freedom for the teacher to select the material and tools
16	Years of experience
17	Better knowledge of interactive tools
18	Blending learning, co-teaching
19	Mixed methods learning with use of tools of distance learning
20	Studies with mixed learning, combining effective traditional learning activities using distance learning methods, strategies and tools
21	Curricula with mixed learning approach to teach the school community to use innovative interactive tools



22	All tools to have a Greek menu and computer lesson teach students to use all learning tools
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Most of the interviewees agree that the first thing that should be done is the adjustment of curricula to the needs of modern education and they propose mixed/blending-learning to be applied. New methods are necessary to cover modern students' needs. They propose the proper usage of means and tools of distance learning to regular education process. That's why some of them suggest that students should be taught in computer lessons and training them how to use them and one notes to choose platforms which provide Greek menus in order to be easier to use. Some concentrate to the role of themselves and suggest it is important professors to have experience and knowledge of ICT, have been trained in co-teaching and mixed learning, on the one hand, and willingness, capability of adaptation and methods to encourage students, on the other hand.

5.3. Which are the Competences, Skills and Knowledge required for providing emotional support (for example psychological competences, communication skills, etc.). If possible, providing a few examples would be quite useful.

A/A	Responses
01	Basic knowledge of students' psychology
02	Psychology and communication skills
03	An existing good relationship with students and positive school atmosphere
04	Communication and understanding
05	Empathy and positive hearing
06	Knowledge of understanding and managing children's emotions, dealing with stressful situations, enhancing self-employment and self-esteem of students
07	Psychology and communication skills
08	Empathy, positive hearing and communication skills
09	Psychology and communication skills
10	Knowing students' profile to approach them properly, communication skills to be trusted, learning when to address to a psychologist and follow his/her advice



11	Direct contact
12	Willingness and communication skills
13	Empathy, patience, communication skills, imagination
14	Psychology and communication skills
15	Capability of hearing, communication skills, avoiding exposure of personal issues
16	Communication skills and empathy
17	Proper approach to make students talk about their concerns
18	All the above
19	Communication skills, psychology, empathy and positive hearing
20	Use of anthropocentric learning theories: use of experiences, positive hearing, understanding their needs, adopting positive outlook
21	Training teachers in psychology
22	Questionnaires/ Access to online interactive tours of museums, libraries and theaters.

Most interviewees agree that the basic skills are psychological and communication skills. They need to understand and be trusted by students in order to help them. Almost all agree that they need to show empathy, patience, to be available and have direct contact, to hear to students' concern and have the ability to solve their problems and help them adopt positive outlooks. It is referred that teachers should be trained in psychology regularly. Also, one suggests that they have to be careful and not expose students but create a positive atmosphere in schools. One interviewee highlights the importance of the art and the role that online interactive tours of museums, libraries and theaters, which can boost their emotional support.

5.4. Which are the Competences, Skills and Knowledge required for properly involving parents in the educational framework (for example communication skills, knowledge on active engagement of parents, on motivating parents etc) . If possible, providing a few examples would be quite useful.

A/A	Responses
-----	------------------



01	Basic knowledge of parents' psychology
02	Communication skills and their interest in their children's participation
03	Parents' interest
04	Parents' willingness for participation and communication
05	Good communication based in trust
06	Communication skills, acceptance of parents' participation in school activities, decision-making and school management, encouragement for voluntary activities and assistance for access to social services
07	Parents should permit their children to take every initiative
08	Communication, parent advocate groups
09	Encouragement
10	I would be pleasant to use their e-mails and feel questionnaires
11	Psychological support provided be schools
12	I disagree to involving parents
13	Communication skills, respect, acceptance, cooperation
14	Parents' communication skills to get involved properly
15	I don't think it is required
16	Knowing their role
17	In secondary education there is no need to be involved
18	Highlight from the educational community of the importance of parents' participation in the learning process
19	Communication skills, knowledge of psychology, empathy, positive hearing
20	Communication skills
21	Be familiar with the basic operating procedures of the school unit, to be regularly informed about changes, destinies, obligations, progress, to participate with suggestions at assemblies
22	An hour of teleworking with parents to inform and discuss any problems

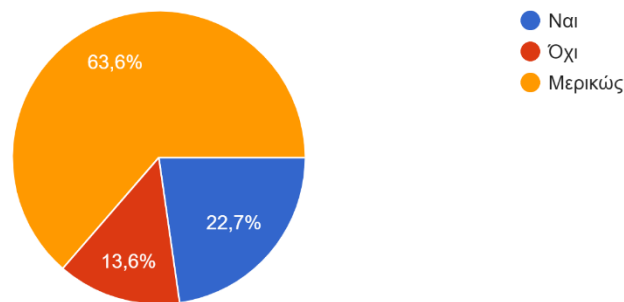
Most interviewees once again concentrate on the psychology and communication skills needed along with willingness so as parents to participate in the process. They highlight that participation depends on their interest and some of them also underline that they



must know their role, what they should and they should not do and leave initiatives up to their children in order to participate properly and be helpful. About five interviewees suggest their participation in educational community, parent advocate groups, teleworking with parents in order to be incorporated properly and to exist a regular communication and contribution. There are also those who declare their objection to parents' involving and they state that in secondary education it is not even necessary.

5.5. Do you consider yourself properly trained to cope with the above-mentioned issues?

Θεωρείτε τον εαυτό σας επαρκώς εκπαιδευμένο για την αντιμετώπιση των παραπάνω προβλημάτων
22 απαντήσεις

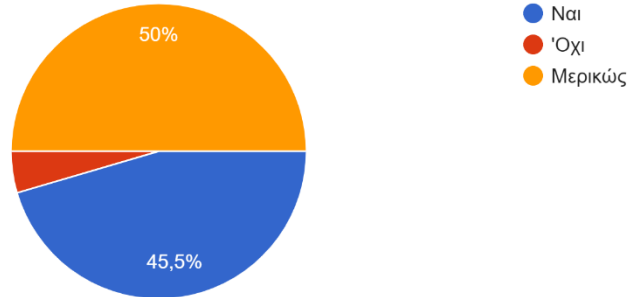


The majority answered that they are partially trained. Around only a quarter of interviewees feel completely trained to cope with the issues of distance education, while the rest of them answered that they are not at all.

5.6. Do you consider yourself digitally literate to conduct distance learning?



Θεωρείτε τον εαυτό σας καταρτισμένο σε τεχνικό επίπεδο να διεξάγει εξ αποστάσεως μάθηση;
22 απαντήσεις



Half of them consider themselves partially digitally literate and almost the other half completely digitally literate.

5.7. Which skills do you think that you are missing?

A/A	Responses
01	None
02	Psychology
03	Knowledge of all the available tools
04	More technical competences
05	Patience
06	More practical exercise
07	More technical competences
08	Technical competences
09	Psychology skills
10	Adaptation
11	Digital education
12	Knowledge of the active participation of parents in the learning process
13	Experience
14	None
15	Knowledge of better use of technology



16	Technical competences
17	Experience
18	Digital skills
19	Solving technical problems
20	Use of specialized mathematical content software
21	Verifying information
22	--

About 11 out of 22 interviewees answered that they lack digital skills and knowledge of either technical tools, software and platforms or how to apply them and overcome difficult situations. Digital education and training are what they suggest for themselves. The rest of the answers vary. Two noted that they lack psychological skills and other two experience. One noted that he/she doesn't have patience, one adaptation skills, one knowledge of how to involve students' parents and one, finally, how to verify information. Two of them seem sure to not miss any qualification.

6. Questions on Experience sharing- Best practices

In this section interviewees had to answer based on their experience through the pandemic about the most critical elements, to make an evaluation of virtual learning along with their suggestions.

6.1. Based on your experience during the first wave of the pandemic, which were the elements and components that proved to be critical for the success of distance learning?

A/A	Responses
01	Knowledge of using the platforms
02	Self-confidence
03	Participation
04	Students' needs for technological recourses



05	Internet connection, access to platforms
06	The implementation of creative activities to attract interest
07	The students' and teachers' immediate response
08	Internet speed
09	The new challenge
10	Teachers' role and the contribution
11	Parents' role when existed
12	It was not successful
13	Friendly atmosphere, variety of activities
14	Students' knowledge of technologies
15	Organization which permitted access to digital tools
16	Will of participation
17	Immediacy, students' mobilization to participate
18	Modern teaching
19	Mainly technical issues and problems with the noise
20	Alertness and lack of logistics
21	Teachers' adaptation to the new reality
22	Knowing all possibilities of WeBex

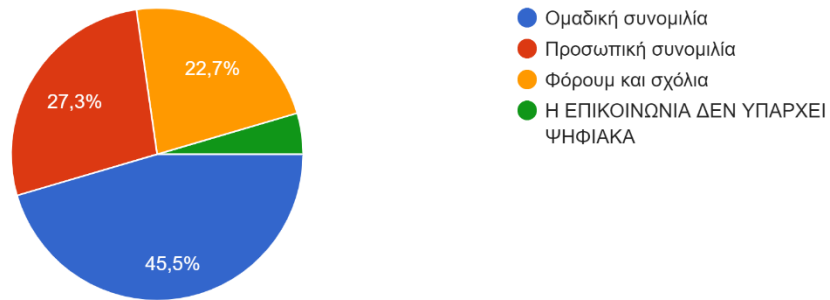
7 of interviewees answered that the most critical elements were the technological supplies, technical and digital issues and the access to logistics. Two noted that students' participation played the most significant role, while two put the main responsibility on teachers and one noted that it had to do with the response to both of them. Concerning the students, it is also noted that the acquisition of the necessary ICT knowledges or technological supplies was critical. Concerning the teachers, they noted that the teaching methods played a significant role. One mentioned the role and contribution of parents and one self-confidence. Fortunately, only one answered that it was a total failure.



6.2. Based on your experience, how will you improve communication with students during virtual classes?

Με βάση την εμπειρία σας, πώς θα βελτιώνετε την επικοινωνία με τους μαθητές κατά τη διάρκεια των εξ αποστάσεως μαθημάτων;

22 απαντήσεις



Most interviewees would improve communication with students through group conversation. Around a quarter of them suggested more private conversation with their students and another quarter communication through forums and comments in chat rooms. Only a few noted that there is no digital communication.

6.3. Do you have any best practices to share at pedagogical level and at technical level?

A/A	Responses
01	Continuous reference to students at individual level
02	Adapting the lesson to students' needs
03	Teaching scenarios
04	--
05	Efforts to establish confidence
06	Implementation of collaborative activities and creating concept maps in as many lessons as possible
07	Yes
08	No
09	Yes, mainly in pedagogical level
10	We all used almost the same practices

11	No
12	Education in person
13	Selected tools based on experience and opportunities for collaborative activities
14	No
15	It was useful when students had the opportunity to discuss and communicate with each other. A useful tool was also the chat because students could write their questions or comments without to interrupt
16	Yes, through teaching scenarios which combine different types of teaching
17	Discussion with students who are not actively participate
18	Creating students' e-portfolio
19	At technical level and the communication through chats
20	Constant search for new digital tools that serve the teaching objectives
21	Use of a digital graph. Short communication with 6-7 students at each instructive hour to promote the new material, test of work, etc.
22	An interactive lesson and not a lecture

Each interviewee made different suggestions according to their experience. Most of them concentrated on methods to make teaching more attractive and interactive for students. Their proposals aim to give advice on how to attract students' attention, make them participate more and communicate with each other. Less of the proposals had to do with technical issues and the adjustment to digital recourses. One highlighted that the only suggestion to be made is going back to education in person.

7. Questions on Training Preferences

7.1. What kind of training material do you consider to be the most effective?

Last but not least, the interviewees were asked for their preferences after the overall evaluation of distance education.



Ποιο είδος εκπαιδευτικού υλικού θεωρείτε το πιο αποτελεσματικό;

22 απαντήσεις

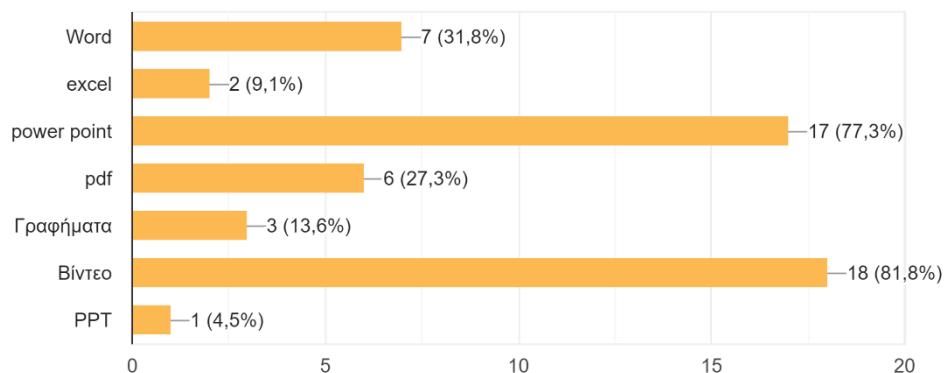


Concerning the most effective training materials, half of the interviewees suggested educational games. Much less proposed exercises and case studies and the rest of them did not choose a specific method, as each student is different and corresponds to a different type of training material. However, none of them suggests theory.

7.2. What digital format do you use most for distance learning (up to 3 choices)

Ποια ψηφιακή μορφή χρησιμοποιείτε περισσότερο για εξ αποστάσεως εκπαίδευση (έως 3 επιλογές)

22 απαντήσεις



Concerning the digital formats mostly used the vast majority selected videos and power point presentations. Word and PDF are following as less used, while only a few used graphics and Excel.

7.3. Would you suggest other digital formats/tools for distance learning that are not available online? (i.e Prezi)

A/A	Responses
01	None
02	Padlet
03	Prezi
04	--
05	Prezi
06	Bubbl.us
07	--
08	Prezi
09	Concept Maps Programs
10	I don't know
11	Nothing
12	Windows' painting
13	--
14	Padlet
15	Educational applications
16	Quizzes, quick to prepare
17	--
18	Photo-trees
19	Prezi
20	Interactive Mathematics
21	Prezi, Padlet, Google drive

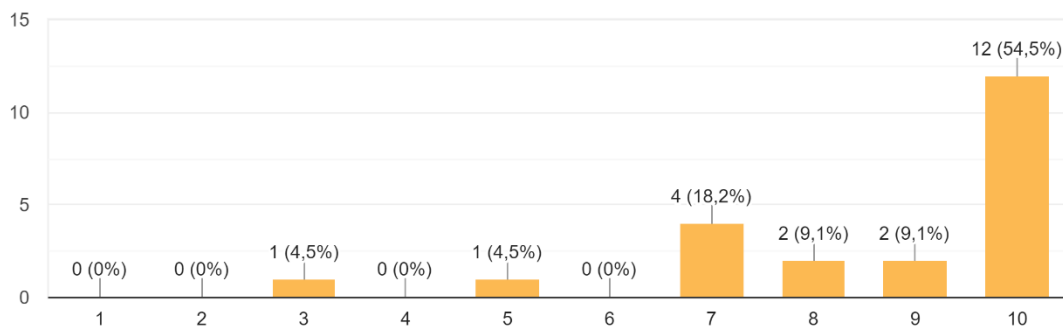


22	--
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Interviewees' answers vary. 8 out 22 do not have any suggestions at all. The others refer specifically to Padlet and Prezi, mainly. Also, they propose quizzes, app of Bubbl.us and Google drive or other types of applications which include concept maps, painting, photo-trees, interactive mathematics.

7.4. How do you evaluate the possibility of having pre-designed tools (operative sheets, quizzes, infographics, mind maps, lesson plans, etc.) for distance learning?

Πώς θα αξιολογούσατε τη δυνατότητα να έχετε προ-σχεδιασμένα εργαλεία (λειτουργικά φύλλα, κουίζ, γραφήματα, νοητικοί χάρτες, σχέδια μαθημάτων κ.λπ.) για εξ αποστάσεως μάθηση;
22 απαντήσεις

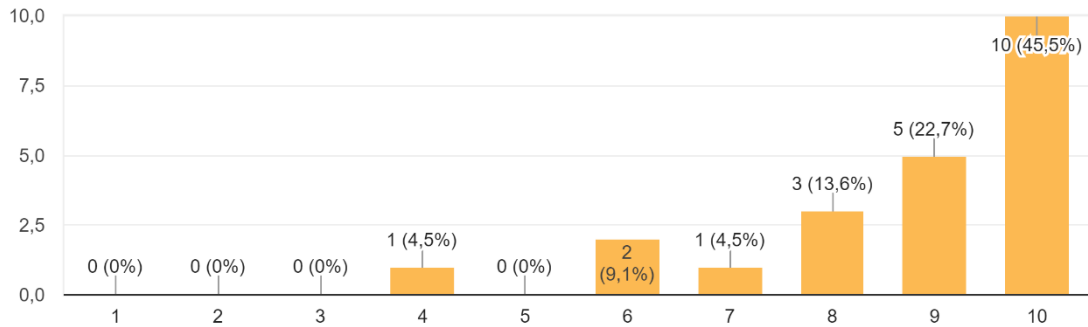


7.5. How do you rate the possibility of creating external teaching materials and uploading them into the platform for sharing in the virtual classroom?



Πώς θα αξιολογούσατε τη δυνατότητα δημιουργίας υποστηρικτικού διδακτικού υλικού και μεταφόρτωσής τους στην πλατφόρμα για κοινή χρήση στην εικονική τάξη;

22 απαντήσεις

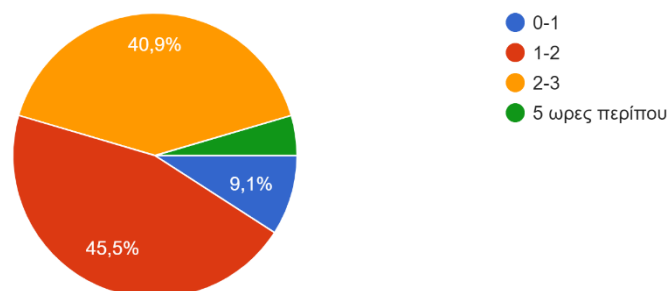


According to the graphics above, teachers confirm that would make a sufficient use of everything provided to them to improve distance learning. Specifically, they highly rated the possibility of having pre-designed tools along with the possibility of creating external teaching materials and uploading them into the platform for sharing in the virtual classroom.

7.6. How much time (hours per week) could you devote to a training course on contemporary issues on distance education?

Πόσο χρόνο (ώρες ανά εβδομάδα) θα μπορούσατε να αφιερώσετε για εκπαίδευση σε σύγχρονα θέματα σχετικά με την εξ αποστάσεως εκπαίδευση;

22 απαντήσεις



Most of the interviewees could devote 1-2 hours per week to a training course. Around a percentage of 40% answered 2-3 hours per week and much less, like a 10%, only 1 hour maximum. Only a few would devote more than 5 hours.



8. Main Conclusions from the interviews

To conclude, after the evaluation of distance learning, digital and transversal skills seem to be missing. Almost all interviewees seem to have faced technical problems, because of the internet connection and the first problem they notice is lack of logistical support, like good internet connection and computers, and the necessary training material. They admit that they lack digital skills and knowledge of either technical tools as they are aware of the fact that digital skills and basic knowledge of ICT are first and foremost required for distance education. They propose digital resources to be user friendly, easy to use and understand for their students and for them as well and better internet connection to be assured. They would be willing to be trained and educated the in advance, as well.

In addition, they referred to the necessity to adapt teaching hours to distance education and design new curricula. New methods are necessary to cover modern students' need. Their priority is to make teaching more approachable and interactive for students.

To continue, it is very encouraging that the vast majority of the interviewees tried to support their students during the pandemic. They marked that they need to build communication bridges with their students by understanding and be trusted by them in order to help. They also consider that it is important to have basic psychological skills to cope with the necessities of the situation, and not only themselves, but students' parents as well in order to participate properly in the process.

Only a few concentrate on students' willingness, difficulty in communication and lack of participation. Problems of limited students' engagement seem to not come first as interviewees take the main responsibility.

It is very positive that despite all the difficulties, teachers confirm that would make a sufficient use of everything provided to them to improve distance learning.

9.Attendance Form



Name	Organization	Role	E-mail ¹	Signature	Online Interview	Consent to inform about the project ¹
Anna Chatzi	3 rd Gymnasium of Nikaia	Teacher	-	online	x	x
Eleni Geromoustalaki	3 rd Gymnasium of Nikaia	Teacher	-	online	x	x
Maria-Fotini Antonopoulou	Lyceum of Zaharo	Teacher	-	online	x	
Aleksandra Spilioti	Lyceum of Zaharo	Teacher	-	online	x	x
Georgios Theodosiou	3 rd Gymnasium of Nikaia	Teacher	-	online	x	x
Ch. T.	3 rd Gymnasium of Nikaia	Teacher	-	online	x	
Lidia Spilioti	Lyceum of Zaharo	Teacher	-	online	x	
Iro Mpolioudaki-Lampropoulou	3 rd Gymnasium of Nikaia	Teacher	-	online	x	x
Nikos Spokos	Attica Region	Teacher	-	online	x	
Georgios Mitrenas	3 rd Gymnasium of Nikaia	Deputy Director	-	online	x	x
Panagiota Drakopoulou	3 rd Gymnasium of Nikaia	Teacher	-	online	x	x

¹ The emails of the teachers of the 3rd Gymnasium of Nikaia are in the possession of its director and they will be informed about the project by the school leaders



Kalliopi Papatheodorou	3rd Gymnasium of Nikaia	Director	-	online	x	x
Stavroula Tentoma	3rd Gymnasium of Nikaia	Teacher	-	online	x	x
Christina Gourgouli	Lyceum of Zaharo	Teacher	-	online	x	
Paraskevi Lampropoulou	Lyceum of Zaharo	Teacher	-	online	x	
Magdalini Vlami	3rd Gymnasium of Nikaia	Teacher	-	online	x	x
Stavroyla Tsakona	Lyceum of Zaharo	Teacher	-	online	x	
Maria Mpante	Vocational Lyceum of Pyrgos	Teacher	-	online	x	
Eleni Roditi	3rd Gymnasium of Nikaia	Teacher	-	online	x	x
Anastasia Psaraki	Attica Region	Teacher	-	online	x	
Konstantinos Kasiaris	Lyceum of Skyros	Teacher	-	online	x	
Athina Ofridopoulou	Attica region	Teacher	-	online	x	
	<p>The collection of personal data is the sole responsibility of MYSS project consortium members, who guarantee their total protection in compliance with the General Regulation on Data Protection (Regulation (EU) 2016/679) and arises within the scope of the project and activity to which this form reports to.</p> <p>¹- By filling out this column, you consent that MYSS project consortium members to contact you via e-mail to provide more information about the project.</p>					

