

Italian Interview Report

O1-A1 Need Analysis

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Contents

Interview Report Template	4
1. Introduction	4
2. Overall data	4
3. Questions on Interviewee background	5
3.1. Teaching Experience	5
<i>About half of the professors who took part in the interviews have between 10 and 20 years' professional experience (48.3%), a quarter have less than 10 years' experience (24%) and a quarter more than 20 years' career (27%).</i>	5
3.2. Role and number of students in the school	5
3.3. School Level.....	6
4. Questions on Distance Learning	6
4.1. Please share the needs that you have identified and should be addressed in order to raise the effectiveness of distance learning.	6
4.2. In your experience, what types of hardware devices are most commonly used by students for distance learning?	8
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)?	8
4.4. Which were the digital tools that you used? How effective were they?	9
4.5. Which were the technical problems that you encountered and with which solutions (if any) did you come up?	10
4.6. Which technical solutions and functionalities do you think that a digital tool and/or platform should provide to the teachers?	11
4.7. Did you offer emotional support to your students during the pandemic? If yes please share with us your approach.	12
4.8. Do you think that involving parents in the educational framework is important? How do you usually engage them?	14
5. Questions on Competences, Skills and Knowledge	15
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.	15
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.	17
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.	18
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.	20
5.5. Do you consider yourself properly trained to cope with the above mentioned issues?	22
5.6. Do you consider yourself digitally literate to conduct distance learning?	22
5.7. Which skills do you think that you are missing?.....	22
6. Questions on Experience sharing- Best practices	23
6.1. Based on your experience during the first wave of the pandemia, which were the elements and components that proved to be critical for the success of distance learning?.....	24
6.2. Based on your experience, how will you improve communication with students during virtual classes?.....	25
6.3. Do you have any best practices to share at pedagogical level and at technical level?	25
7. Questions on Training Preferences.....	27
7.1. What kind of training material do you consider to be the most effective?.....	27
7.2. What digital format do you use most for distance learning (up to 3 choices).....	27
7.3. Would you suggest other digital formats/tools for distance learning that are not available online? (i.e prezi).....	28
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?	29
8. Main Conclusions from the interviews	30
9.Attendance Form	31



Interview Report Template

1. Introduction

Brief Summary

P1-VITECO and P4 LICEO STATALE ETTORE MAJORANA in the framework of the MYSS project conducted 29 interviews with Italian primary and secondary school teachers to support the needs analysis (IO1). The interviews were administered through Google Forms due to COVID-19 restrictions. The 29 interviews were compiled in Italian and were translated in English by VITECO.

The link to the survey:

https://docs.google.com/forms/d/14QeIIRBsqjOOP86mV5W5a6sAyGn_IjaLxXsENVUj-Q0/edit

2. Overall data

A/ A	Online/ Face to face interview	Sex of interviewee (Male/Female)
01	ONLINE	F
02	ONLINE	F
03	ONLINE	M
04	ONLINE	F
05	ONLINE	F
06	ONLINE	F
07	ONLINE	F
08	ONLINE	F
09	ONLINE	F
10	ONLINE	F
11	ONLINE	M
12	ONLINE	F
13	ONLINE	F
14	ONLINE	F
15	ONLINE	M
16	ONLINE	M
17	ONLINE	F
18	ONLINE	F
19	ONLINE	F
20	ONLINE	F
21	ONLINE	F
22	ONLINE	F
23	ONLINE	F



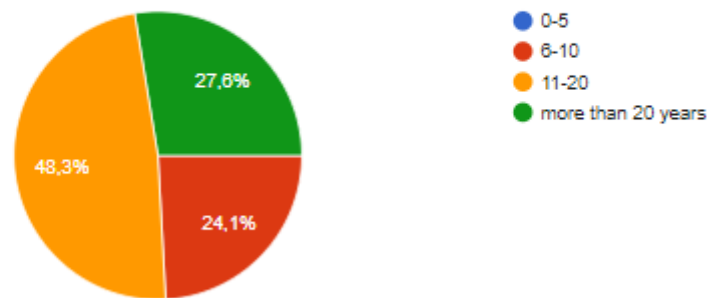
24	ONLINE	F
25	ONLINE	M
26	ONLINE	F
27	ONLINE	F
28	ONLINE	F
29	ONLINE	F

3. Questions on Interviewee background

3.1. Teaching Experience

How many years do you teach?

29 response



About half of the professors who took part in the interviews have between 10 and 20 years' professional experience (48.3%), a quarter have less than 10 years' experience (24%) and a quarter more than 20 years' career (27%).

3.2. Role and number of students in the school

A/A	Role in the school	Number of Students
01	Teacher	1200
02	teacher	+ 1000
03	support teacher	1188
04	Support teacher	about 1200
05	Teacher of literature	about 1200
06	Teacher of mathematics and physics	more than 1000
07	French mother tongue teacher	i don't know
08	English language teacher	about 1250
09	French mother tongue teacher	more than 900
10	physical education teacher	about 1000
11	Teacher of Physical and Sport Sciences	About 1100
12	training teacher	100

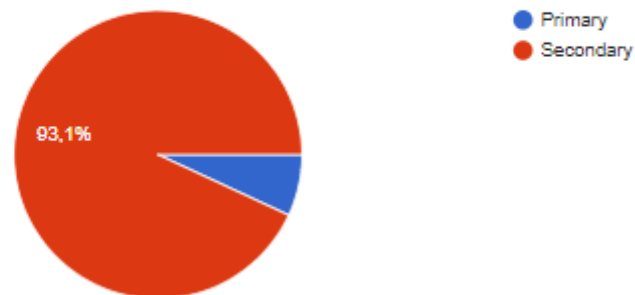


13	Teacher of mathematics and physics	904
14	supportteacher	1040
15	Italian and Latin teacher	1800
16	Italian and Latin Teacher	1100
17	Art history teacher and support teacher	about 1150
18	Teacher	1200
19	teacher	+ 1000
20	support teacher	1188
21	Support teacher	about 1200
22	Teacher of literature	about 1200
23	Teacher of mathematics and physics	more than 1000
24	French mother tongue teacher	i don't know
25	English language teacher	about 1250
26	French mother tongue teacher	more than 900
27	Support teacher	1200
28	English Teacher	more than 1000
29	Teacher and class coordinator	1188

3.3. School Level

Which is the level of your school?

29 risposte



The great majority of professors interviewed works in a secondary school (93.1%) while the 7% of them are teachers in a primary school.

4. Questions on Distance Learning

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	Use of digital platforms
02	Poor internet connection, unreliable students assessment tests
03	Problems especially with blended teaching
04	Internet connection difficulties
05	Internet, lack of contact and pupil feedback
06	Computer literacy of teachers
07	Lack of familiarity with IT tools on the part of teachers and students. Internet connectivity problems.
08	Pupils tend to get distracted or bored easily. Shorter, interactive, experiential and engaging lessons could improve the quality of the teaching intervention.
09	Lack of emotional involvement
10	Very good experience. No particular problems
11	Need to improve the internet connection
12	Lack of adequate internet connection and tools
13	None
14	The number of devices available in classrooms was not appropriate and Wi-Fi connection was sometimes absent.
15	Pupils tend to be distracted at home; there is still the difficulty of having a stable connection due to the internet line, which, in many towns, remains obsolete and slow.
16	Difficulties in involving pupils and carrying out evaluation tests.
17	Connection difficulties for some pupils
18	Connection problems
19	Need of online Workshop
20	More training for students and teachers in digital skills
21	Difficulty of pupils to follow without being distracted and difficulty of teachers to engage pupils effectively.
22	Internet connection difficulties
23	Need for a ICT course for teachers
24	Technological tools for all, fast network, methodology that exploits the infinite resources of the web to make lessons interesting and above all interactive.
25	1) Enhancement of connectivity service for both the institution and individual users. 2) Increased use of BYOD devices such as laptops and large-screen tablets to support smartphones. 3) Enhancement of specific digital knowledge and skills of students, but also of some teachers.
26	Connectivity problems, the teachers are not always prepared in the use of the platforms or software used. The lesson obviously has to be conducted in a different way compared to the the face-to-face lesson.
27	Adequate knowledge of online teaching technology tools.
28	Inadequate internet connection, not all classrooms equipped with interactive whiteboards.
29	Careful management of attention spans and teaching adjustments, digital readiness of students.



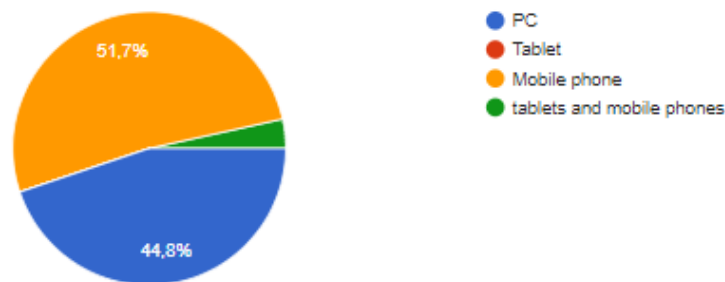
Brief Summary of the answers

Most interviewees agree on the need to improve internet connection (14 answers) and on the necessity to provide digital literacy to teachers (11). Another important point emphasized was the difficulty in engaging students (7) and in evaluating them in an effective manner (4). Also, the need to improve methodology and software functionalities to make interactive, experiential and engaging lessons was pointed out by various teachers (4).

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

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

29 risposte

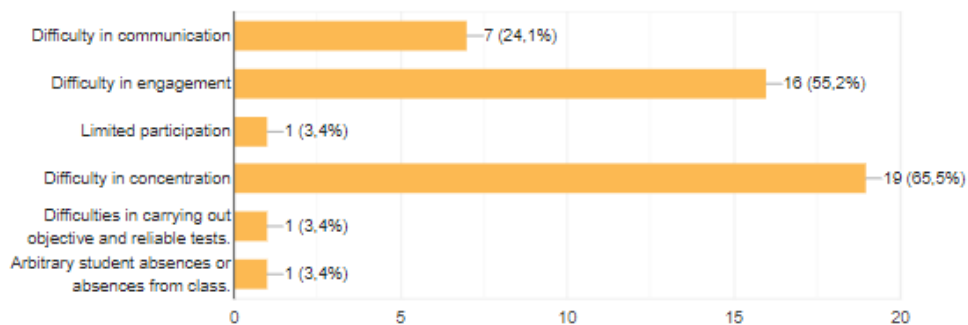


Italian teachers reported that PC and mobile phones are the most commonly used devices by students during distance learning.

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)?

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

29 risposte



The majority of professors interviewed reported in their multiple choices that the most serious problems faced during the e-learning process were related to: a) difficulties of students to be concentrate (65.5%), difficulties in involving and engaging students (55.2%), difficulties in communication (24.1%), and limited participation (3.4%)

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

A/A	Responses
01	Institutional platform, digital texts, videos. Fairly effective
02	PC, mobile phone and tablet quite effective
03	Tablet
04	PCs, fairly effective multimedia platforms
05	Computers, tablets. Effective but with lack of contact
06	Teaching platforms, electronic register, email, publishing house applications, video conferencing, video recording programmes, etc. They have been effective in terms of educational provision, not so efficient in terms of educational impact and formative assessment.
07	Laptop, tablet as a graphics tablet, mobile phone, interactive whiteboard. All effective, but in synergy with each other.
08	PC
09	Very effective video support
10	PC e tablet
11	PC - graphics tablet - Very effective
12	Lack of appropriate connection and tools
13	PC
14	LIM interactive whiteboard
15	Computers and tablets with sufficient efficiency
16	Google modules, material sharing tools, digital books
17	pc, tablet
18	PC
19	Open virtual classrooms
20	Meet platform, zoom
21	Google extensions to transcribe on screen and share content with pupils; tools to record images and voice for asynchronous lessons; digital books.
22	tablet
23	PC
24	Interactive tests, PowerPoint
25	PC laptop. Smartphones. Graphics tablet. Laptop PC and graphics tablet are indispensable for distance and integrated digital teaching.
26	Pc and mobile phone. Pc essential for distance learning
27	Meet platform tools, graphics tablet, paint
28	PC, graphics tablet, videos, YouTube links, DVDs. Effective
29	Educational platforms, interactive maps, ... They were quite effective.



Brief Summary of the answers

Most of the respondents declared the personal computer as the most used digital tool during distance learning (14/29), followed by tablets and mobile phones. In terms of software, institutional e-learning platforms and free video conferencing platforms such as Meet and Zoom platforms are mentioned. In terms of supporting materials & tools professors mentioned digital texts, videos, video conferencing, video recording programmes, graphic tablets, cloud services and sharing tools and graphic templates from the Microsoft suite. In general, it was reported that all these tools were quite effective except for the contact with students, which was lacked.

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

A/ A	Responses
01	There were no major problems
02	I had to use my personal connection
03	Connection problems
04	Connection difficulties and low speed
05	Problems with my connection and that of the students
06	The technical problems were always attributable to internet connections.
07	Mainly connectivity problems solved by tethering with my mobile phone.
08	Real or assumed connection. The school has offered the possibility to use its own network and has provided, if missing, many devices and keys for connection.
09	Difficulties related to the use of tools.
10	No technical problems
11	No technical problems
12	Connection of participants. Initial problems with authentication to the platform. Support of pupils through guidance, also by telephone.
13	Internet connection
14	Poor internet connection
15	Intermittent internet signal with no solution
16	Difficulties in connecting part of the pupils
17	Internet connection, problem often solved by using my mobile phone hotspot
18	The internet connection, I used my tablet
19	Internet connection
20	Absolute inexperience / customized training
21	I did not experience any major technical problems.
22	internet connection
23	Inefficient students internet connection
24	Internet network problems (audio and video). I made up for this by creating virtual spaces where handouts, support files, etc. were uploaded.
25	The biggest problem, consisting of the need for a common platform shared between the school and families, has been solved by adopting the Workspace for Education platform.



26	At first I couldn't find a way to replace the classroom blackboard used to explain grammar rules. I used YouTube videos and shared my screen by writing on a word file
27	Ability of the network to support the traffic and internet connection
28	Unstable Internet connection
29	Connectivity problems resolved with the support of the digital team.

Brief Summary of the answers

Nearly all respondents reported that the biggest problem they encountered was the weak internet connection or constant interruptions in receiving internet signal, both for them and for students working from home. To a lesser extent there were problems with use of software and platforms and digital tools. Three of them experienced no problems at all.

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	Creation of adequate support for problem solving
02	It should make work easier in general
03	Increased network connectivity
04	Educational and multimedia features
05	Faster connection
06	They should provide more versatility in use by becoming more "social" both in appearance and functionality.
07	A platform should be easy to use and full-featured.
08	Immediacy Easy accessibility Speed of execution Ability to provide personalized interventions for pupils with different learning levels
09	User friendliness
10	None in particular
11	Find a way to make the checks/evaluation tests reliable
12	User-friendly, no limitations, availability of eBooks, document management applications, maps and more...
13	I don't know
14	more IT tools
15	More user-friendly platforms
16	Intuitiveness, possibility of sharing documents.
17	More functional and less cluttered use of the blackboard
18	Expansion of the internet connection
19	Improved internet connection
20	I think many of them are already quite comprehensive for the services they offer



21	Speed and quality of content sharing, quality of connection, ability to see all participants and record their presence.
22	Usability and simplicity
23	I don't know
24	Efficient and effective online support from providers and platform managers
25	1) Easy and intuitive use. 2) Flexibility/modularity to adapt to different teaching and learning strategies. 3) Possibility of recognising and interfacing with other widely used OS applications.
26	It has to be intuitive
27	it has to be intuitive
28	Great flexibility, especially in the processing of written tests
29	Ability to create different groups with different tasks in a more agile and faster way.

Brief Summary of the answers

The answers to this question provide many useful hints for setting up the functionality of the future platform. Teachers require adequate support for problem solving in case of difficulties in using the tool, a platform that is easy to use and immediately accessible, with good speed of execution and data processing. It should be intuitive, flexible and versatile, with features similar to those of social media and full of functions (maps, eBooks, and electronic whiteboard ...). It should allow the sharing of educational and multimedia content, possibly with the possibility of customisation according to the course modularity and to the student's learning levels. Fundamental is to find a way to make tests/assessments reliable. The ability to see all participants and record their attendance would be desirable. Finally, adaptability and the ability to recognise and interface with other widely used OS applications is also a request.

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, I was very close to them, trying to bring out the difficulties they were facing.
02	I tried to be more understanding and flexible
03	YES
04	Certainly, by encouraging and stimulating with different questions and attention to the individual student
05	Yes, empathy and problem solving
06	My emotional support was simply achieved through continuous presence, affective relationship, awareness of the historical moment and constructive confrontation.
07	Yes, through encouragement and sharing of difficulties, although I did not give as much attention as I should have done in order not to erode time in the curriculum.
08	I tried to convey confidence and trust. We tried to bring out our positive and negative emotions and analysed them carefully.



09	I tried to be always available, to stimulate them to dialogue, to ask how they are and what they need, to encourage them to move and in general to be active rather than passive during the day.
10	Yes, in particular cases the work focused on motivation through educational dialogue.
11	no
12	Trying to give hope and constantly promote trust in science
13	Yes, I encouraged them to go ahead and be stronger than this virus.
14	yes, collaborative
15	During the lessons, I tried to reassure them without forcing them too much. Afterwards, even outside of class time, if they had any doubts they could call me at any time to share and clarify doubts and fears not necessarily related to teaching.
16	I created moments within the lesson to discuss with pupils and listen to them, I was more understanding and flexible in my deliveries
17	The approach must be empathetic and must often arouse interest
18	Yes, with understanding and encouragement
19	yes
20	Emotional support was fundamental to allow the student not to feel alone, even contacting them separately, listening and helping them to express the state of discomfort they were facing because of the pandemic emergency. In some cases, we requested the competent and professional support of the psychologist at our high school.
21	Yes, I tried to start each lesson with an "emotional appeal" by asking each of them to describe with a sentence or an adjective what their state of mind was. Outside the lessons I made myself available to listen to their difficulties and doubts relating not only to learning the disciplines but also to the overturned daily life they were living.
22	Yes. Encouraging and stimulating them to study in spite of the situation that for some has become unbearable.
23	yes: dialoguing about family/economic/emotional problems caused by the pandemic
24	Yes. We talked a lot, even during extracurricular hours, about the discomforts and anxieties of those days. We also organised "literary cafés" in extracurricular hours: we met online once a week to share thoughts, experiences, fears, strategies to cope with the moments of loss and loneliness.
25	I did not offer emotional support to any student, as the need for it did not arise.
26	It was indispensable. I contacted them via WhatsApp. there were no timetables (unfortunately)
27	Yes. Dialogical approach, tolerance for any shortcomings or tardiness, offered afternoon instructional help, offered mediation with other faculty.
28	Yes, with constant communication and detection of their needs and difficulties
29	Yes, I monitored participation and involvement and, in some cases, I noticed detachment and passivity. In these cases, I have sought a confrontation with the parents, inviting them to observation and dialogue, and with the student, trying to understand the thoughts and emotions and leveraging the common condition and the limited duration of the contingent situation.



Brief Summary of the answers

The majority of teachers stated that they gave emotional support to their students, which they considered to be indispensable during the pandemic period. The type of support was collaborative, psychological and communicative. Some teachers demonstrated their support through greater flexibility in studying and homework, others through encouragement and incentives to keep studying and working hard, others through empathy and personal dialogue moments cut out or integrated into the lessons.

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, it is very important. Through interviews, families are involved in their children's learning process.
02	Yes, but in reality we only have the school-family meetings.
03	Yes, they are usually involved either by phone or by meeting them in person.
04	Absolutely, with dialogue and encounters
05	Writing to them, communicating with them at the first problem
06	Yes, there must be a real and effective relationship of collaboration through clear and timely information and communication.
07	Yes. Through telephone contact or through e-mail and/or meetings if there are problems with their children.
08	Yes, but it is not easy. Some are indifferent, others overly dedicated. In my area (special needs education) parents are involved very often, both in the drawing up of personalized plans and in the planning of activities, through regular meetings.
09	Saying them that we are always a team working towards the same goal.
10	To a limited extent
11	With video meeting
12	It is important that they are aware of their children's educational pathways in order to be able to support them and have an informed dialogue with the school.
13	Yes with meeting
14	Yes, for organisation reasons
15	I think it's useful to involve parents in the educational framework and I have done so by adopting a relationship open to dialogue.
16	I find this fundamental, especially during distance learning. Communication has increased during this period, not only through the electronic register and e-mails, but also through telephone conversations or G-meet.
17	Yes
18	Yes, maybe do a progress report every 2 months
19	yes
20	A continuous confrontation is fundamental and helps to have a clear picture of the educational framework
21	Very important! Generally, we try to interface as often as possible with parents, involving them in their children's educational and personal growth.
22	Yes, With regular and detailed information on the educational and disciplinary progress of their children.
23	Yes, during school/family meetings



24	Parents' involvement is important, but it is advisable to define from the outset the roles and areas of intervention of each "actor". Parents are usually involved in school-family meetings or in those cases where disciplinary measures have to be taken. In my opinion, however, it would be constructive - especially during lockdowns - to hold regular meetings with all the parents in each class to take stock of the situation, to highlight progress, to devise together strategies to encourage constant and fruitful participation by their children.
25	I believe this is fundamental, since the school and parents are synergistic in the educational and training process of the students. Involvement takes place mainly through direct telephone contact and through mutual use of the ARGO didUP platform and related applications.
26	School and family must work together for the children's development. We send emails to parents, we call them in person or on the meet platform, and we contact them by phone.
27	Yes. Reporting timely progress and problems and strategic solutions for improvement.
28	Yes, with communication when problems arise
29	I believe that the collaboration between the family and the school is essential, a collaboration that at times has taken place through long-distance calls or telephone calls, even though I prefer to meet in person.

Brief Summary of the answers

All professors strongly agreed on the importance of engaging parents frequently and keeping them updated on their children's academic progress through school-parent meetings, phone contacts, physical and virtual bilateral meetings, etc.

5. Questions on Competences, Skills and Knowledge

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	I think that different skills are needed, both on a digital level and on an emotional level.
02	The European Computer Driving Licence, refresher courses to improve teaching techniques and to motivate pupils a bit more
03	Digital skills
04	Fundamental digital skills, search for relevant and interesting multimedia files, visual communication
05	In addition to computer skills, we need to communicate with the students to see what their needs are
06	First, there is the need interpersonal skills and a lot of professionalism. Then there is also the need of digital literacy to enable the use of learning platforms.



07	Digital skills, patience (not giving up at first difficulties), and ability to concentrate, low propensity for distraction (at home with family members, mobile phone available without control), mental flexibility, multitasking skills (switching from one digital medium to another, juggling multiple platforms)...
08	Digital skills and communication skills
09	Be familiar with the instrument/tool
10	Digital skills
11	Digital skills
12	Basic and advanced digital skills depending on the discipline. Knowing the pupils' objectives in order to be able to motivate them adequately and in a more targeted way.
13	Interactive communication, including role-plays
14	Definitely digital skills and proper computer training.
15	First, a minimum of digital competence, then motivation is important.
16	Interactive communication: I shared documents with the students in order to encourage active participation. The material was often shared before the lesson in order to create interest in the topic.
17	Digital skills
18	Interactive communication - involving the pupils more with topics that relate to their lives
19	Interactive Communication
20	Digital skills, empathic skills, motivation to learn and creativity
21	Definitely digital skills to make a lesson more attractive, as well as the ability of an empathic approach that manages to reach beyond a screen.
22	Knowing how to use means and strategies for a profitable teaching in remote mode
23	no idea
24	A basic knowledge of the main digital technologies is essential for online lessons. It is also important to be able to build an active relationship with the students, creating opportunities for interactive communication, assessing each time the participation and involvement of all, without exception (especially students with disabilities). In this respect, brainstorming is very useful. Pupils need to talk and be listened to. They are the main actors in education. If we continue to treat them as mere users, we risk failing in our work.
25	For the teacher: first and foremost (and obviously), digital skills: 1) the ability to manage their own accounts aimed at teaching in a rigorous and secure manner; 2) the ability to use content already available on the network and/or to create new content or new combinations of content, in order to stimulate learning; 3) the ability to manage applications that allow safe and reliable verification of learning. Secondly, enhancing the individual psycho-pedagogical approach to support students in difficulty. For the student: points (1) and (2).
26	To tell the truth, we were not trained to deal with online lessons and we went ahead by trial and error. Specific courses for approaching online lessons, differentiated by subject, could be useful. Each subject is approached in a different way and requires different methodologies.
27	Digital skills, knowledge of technical possibilities offered by specific platforms. Synthesis, previous preparation of individual instructional interventions for timely and effective delivery, knowledge of individual students' skills and abilities.



28	Ability to manage a platform, share pre-prepared lessons or links on the Internet, ability to engage even at a distance with motivating lessons and activities
29	Digital skills (also of the students) are essential: the effort made by teachers to adapt teaching action to the new type of lesson has had a slow response from families and students, many of whom are not used to downloading even the digital versions of textbooks. On the other hand, "technical" preparation must go hand in hand with a refinement of the skills of observation and dialogue with families as well: without communication and collaboration, no objective can be achieved.

Brief Summary of the answers

Most interviewees agree on the need to reshape digital skills & technical preparation, recognizing the importance of a strong ICT preparation. In addition to digital skills, the abilities to provide students with emotional support, interactive communication, cooperation and motivation were also highlighted.

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
01	It is increasingly necessary to integrate old teaching methods with new ones.
02	We should all take at least one compulsory IT course per year.
03	The knowledge of innovative interactive tools
04	Knowledge of innovative interactive tools and broader digital skills
05	Curricula with blended learning approach, knowledge over innovative interactive tools etc.
06	We need a different methodological approach, where the teacher plays the role of guide and support, where the student is active and protagonist, where homework becomes a distant memory and is replaced by spontaneous interests and shared planning.
07	Knowing how to master several tools to address issues from many perspectives and approaches in order not to bore students but stimulate them.
08	Bending knowledge into a more technological and contemporary version through a new and engaging teaching intervention nickel through methodologies such as debate, role playing, flipped classroom
09	Mixed, including the use of instruments/tools
10	Technological knowledge and pedagogy
11	Knowledge of innovative interactive tools
12	Digital skills, language skills and openness to new knowledge in order to keep up with the times.
13	Blended learning approach



14	Knowledge about innovative interactive tools and the use of the interactive whiteboard.
15	I think it is important to keep up with the times and then add any computer skills
16	Knowledge of innovative interactive tools that are closer to the interests and often intuitive approach of the students.
17	Knowledge of innovative interactive tools
18	A blended learning approach e.g. didactics and activities such as role play
19	Attractive digital environments
20	Psychological competences and communication skills
21	I think it is important to have knowledge of innovative interactive tools and to try to acquire skills in this regard.
22	Using the tools correctly
23	I don't know
24	Knowledge should be interdisciplinary. Teachers should be able to work as a real team, sharing not only the information on the topics covered but above all the positive experiences and the results achieved, as well as the know-how of each individual that can become common heritage, to the benefit of all. Personally, on the occasion of the first lockdown, I gave 'mini-lessons' to older teachers who had more difficulties with technology, obviously during extracurricular hours and on a completely voluntary and free basis.
25	An up-to-date student training curriculum for the new needs certainly sees the combination of traditional skills (effective reading/listening, writing, expository skills, conceptualisation, etc.) with those linked to ICT, including social network dynamics.
26	Computer skills first of all
27	Adequate knowledge of digital tools and appropriate psychological training related to leading groups. Adequate knowledge of one's own and others' motivations, strengths and weaknesses.
28	Strong digital readiness, flexibility to new instructional approaches
29	The curriculum cannot lack knowledge of ICT and all the tools to engage and interest students.

Brief Summary of the answers

Most teachers stated that it is necessary to integrate old teaching methods with new ones (mixed approach), following specific computer courses, studying and interacting with new innovative digital tools, enhancing communication, debate, game playing, and interactive learning, taking courses in pedagogy and new inclusive and participatory bottom-up methodology.

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	A lot of empathy and communication skills are needed to understand the needs of the pupils.
02	Teachers do not need just some psychological knowledge but they should have good listening skills and emphatic communication skills.
03	Communication skills
04	Certainly both communication skills and psychological skills, but also the ability to introspect, understand and convey confidence
05	As a clinical pedagogue, there is the need to develop an emphatic approach with students.
06	A little humanity would be enough, but some more psychological knowledge for teachers would not hurt.
07	Ability to involve students, originality, respect learning time and concentration. Ability to stimulate through direct involvement each student.
08	Knowing the main forms of youth distress and how to deal with them Having empathy and communication skills
09	Empathy and the ability/willingness to get involved is not something that can be learned.
10	Undoubtedly psychological and pedagogical skills
11	Psychological skills
12	Communication skills and empathy with others, whether a pupil or a colleague in difficulty.
13	Communication skills
14	The presence of a psychologist in schools.
15	Knowledge of psychology
16	Willingness to listen and communication skills: sometimes it is better to 'sacrifice' a topic and spend more time listening and talking.
17	Psychological skills
18	psychological skills - once a month talk about their problems or try to understand if they want to do a practical activity such as drama, singing
19	Communicative skills
20	Training curriculum with a blended learning approach
21	Empathic approach, ability to listen to everyone's needs, ability to communicate by reaching out to interlocutors effectively.
22	Establish a relationship of esteem, trust and respect
23	readiness for dialogue
24	One word: empathy. Psychological skills help, but not everyone has followed a course of study containing such notions. And yet there are many good teachers who make up for certain shortcomings by listening, sharing, caring and loving. When children feel listened to, when they feel loved, they blossom continuously. We need to question ourselves, break our own patterns, give them a helping hand by making them the protagonists of this 'journey'.
25	Empathy and the ability to involve are certainly the most valuable qualities in this context, unfortunately not always well valued in the psycho-aptitude refresher courses that a teacher should periodically follow.
26	Provide emotional support, empathy, spirit of observation and capacity for dialogue is needed.
27	Empathic and psychological skills related to adolescence and situations of disability or specific difficulties (DSA, BES)
28	Psychological Competencies. A team should always be available not only for students, but also for teachers



29	In today's school, observational skills must be honed and supported by better pedagogical preparation. Teacher training can no longer be solely digital or disciplinary.
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Brief Summary of the answers

Most respondents' state that the competences, skills and knowledge required for providing emotional support are empathy and communication skills, introspection, understanding, and co-involvement. Psychological and pedagogical skills are also indispensable for establishing a relationship of esteem, trust and respect. For all teachers emotional support is essential to stay closer to students and to obtain higher results.

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	Mostly communication skills
02	As for the parents, I have no idea what to do to motivate them.
03	Parents motivation
04	Direct communication and motivation for educational support
05	Parents need to look after their children and not leave everything to the school.
06	Relational skills, as mentioned before, and professionalism (especially patience).
07	Communication skills in order to know the children's difficulties both technically and emotionally (family problems in this case affect their performance more because they do not have the opportunity to study in an environment outside the family)
08	Very difficult to involve parents once pupils have reached a certain age group. Parents themselves feel involved only to deal with problematic situations. So maybe it would be necessary to engage the parent first through a shared and effective training pact.
09	Willingness to dialogue
10	Communication skills
11	Knowledge of platforms
12	Willingness to engage in dialogue, communication skills, basic psychological skills and willingness to listen and talk to parents.
13	Communication competences
14	Knowledge about active parental engagement and participation.
15	Dialogue skills
16	Communication skills: parents should be aware of the educational co-responsibility pact.
17	Parental motivation



18	communication skills - I don't have an example
19	empathy
20	Skills in active parental involvement
21	Communication skills, in order to find the right channel to relate to parents and work with them in the realisation of their child's life project.
22	Know how to communicate
23	none: as they are already adults they have their own education and are unlikely to admit to a dialogue.
24	Communication skills are essential for any social interaction. Commitment and motivation can certainly be stimulated, but they cannot (and in my opinion should not) be heterodoxised. Parents just need to be given more opportunities to express themselves, while always being careful to define the boundaries between the roles they play.
25	Empathy and the ability to involve are certainly the most valuable qualities in this context too.
26	certainly the ability to listen and to relate to parents. parents do not always accept what is said/suggested by teachers. it also requires tact in communicating with them and knowing how to show an interest in the evolutionary process of the children.
27	Mediation skills, relationship skills.
28	Brokerage skills, assertive communication
29	The involvement of parents can take place in the presence of effective communication skills, psychological skills and through the proposal of activities that can make them protagonists in the education of their children (theater workshops, e.g., collaborative activities with local authorities, etc.).

Brief Summary of the answers

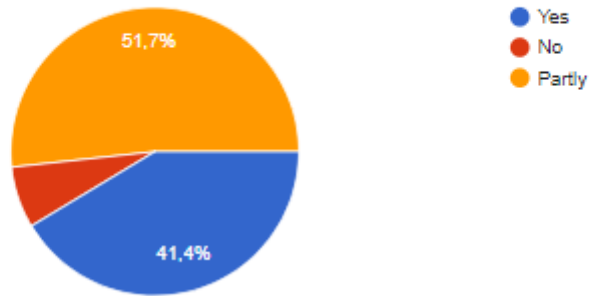
In terms of skills and abilities to engage parents, teachers include interpersonal and communication skills to motivate and involve parents in their children's school life. Patience, willingness to talk and listen, basic psychological skills are essential for any social interaction. Sharing the educational path is fundamental in co-involvement as well as active participation in their children's activities. Commitment and motivation can certainly be stimulated.



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

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

29 risposte

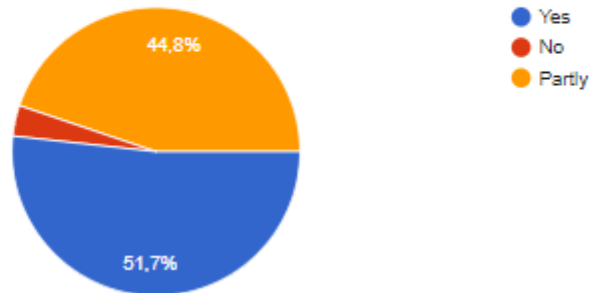


When asked: "Do you consider yourself properly trained to cope with the mentioned issues?" half of the professors felt partially trained, 41% responded assertively, and less than 10% felt the need to have training from scratch.

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

Do you consider yourself digitally literate to conduct distance learning?

29 risposte



When asked: "Do you consider yourself digitally literate to conduct distance learning" half of the professors responded assertively, 45% partially, and only 4% felt the need to have training from scratch.

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

A/A	Responses
01	Full use of IT tools that are only partially used
02	I need to refine everything to do with distance learning.



03	None
04	Refine knowledge of the various platforms
05	Updating ICT training courses
06	Those related to docimology (study of test evaluation systems), especially in distance assessment.
07	Versatility
08	As a support teacher I did not have the opportunity to learn how to make written tests
09	Experimenting with the various platforms and tools. It would also take more time
10	None in particular
11	Psychological skills
12	More in-depth psychological skills
13	I don't know
14	Innovative use of the interactive whiteboard
15	A deeper digital competence
16	I would like to learn new teaching tools and improve communication skills.
17	I don't know
18	Digital skills
19	Additional digital competences
20	More innovative digital competences
21	Increased knowledge of digital media.
22	none
23	Use of IT tools
24	Greater knowledge of alternative teaching software to that already in use in most Italian schools.
25	The use of advanced e-learning platforms (e.g. Moodle).
26	Computer skills
27	Advanced digital skills
28	Advanced digital skills
29	I feel that I need to deepen and update my psycho-pedagogical skills.

Brief Summary of the answers

Most of the professors interviewed agreed that they lack digital skills, especially advanced ones, along with a lack of knowledge of useful digital tools to make the lesson more interactive and clear. Professors emphasized the need to receive training on additional digital content, skills for working in e-learning platforms, general ICT literacy and psychological, pedagogical, and evaluative competencies.

6. Questions on Experience sharing- Best practices



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

A/ A	Responses
01	Students' motivation and involvement
02	Clarity of presentation in a short space of time
03	Supporting students
04	Involvement and interesting and stimulating topics
05	I was on maternity leave
06	Motivation and interest, constant presence, good connection.
07	Direct involvement of individual pupils in order to stimulate and not distract them.
08	Personalized teaching with small groups Fun and engaging activities
09	That there was no other way and we realised how important it was to know how to use tools.
10	Communication and digital skills
11	Knowledge of e-platforms
12	Dealing with problems with perseverance and actively involving all those involved.
13	Of encouragement
14	The use of the whiteboard.
15	The presence of computers, tablets and smartphones that every family happened to have in their possession during the pandemic
16	Pupil involvement, listening and dialogue
17	Professionalism of some teachers
18	patience - understanding and perseverance
19	multimedia contents
20	Digital competence and communication skills
21	Active involvement of each pupil during the lesson alternating with moments of dialogue allowing them to talk about their emotions.
22	Involving pupils in a new form of teaching-learning
23	I don't know
24	Competence, listening, innovation, empathy.
25	Trivially, the use of the graphic tablet, which has proved to be very useful and versatile in my professional field.
26	Knowing how to involve the pupils and how to adapt the lessons to this new way of teaching. even the school time was different, there were lessons of 45 minutes instead of 60.
27	Ability to put yourself out there by accepting change, experimenting with digital platforms. Empathetic sharing.
28	Educational continuity, and the transmission of enthusiasm and motivation despite the difficult situation
29	Resilience, problem solving skills, assisting pupils with technical difficulties, digital skills.



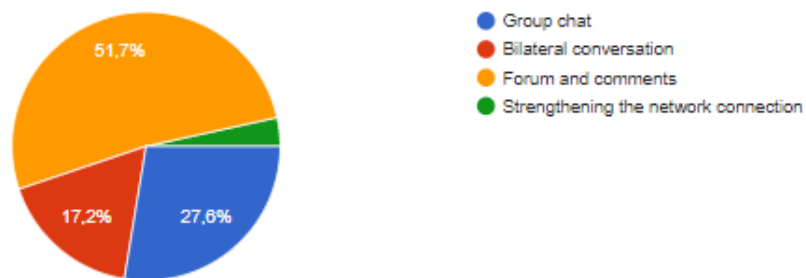
Brief Summary of the answers

Considering teachers' experiences during the first wave of the pandemic, most respondents (16/29) emphasized the importance of motivation, involvement, support, dialogue, and empathic sharing. They also stressed the importance of using digital tools (graphic tablet, electronic whiteboard, and video), electronic platforms, and devices (tablets, PCs). Some teachers interviewed emphasized the lack of digital skills and poor internet connection, others the need for flexibility in class schedules and individualized teaching with small groups.

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

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

29 risposte



When asked, "How will you improve communication with students during virtual classes?" more than half of the professors surveyed would like forums and comments, 1/3 group chats and 1/5 bilateral conversations. Obviously, the need to improve the Internet connection was also suggested.

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

A/A	Responses
01	NO
02	NO
03	no
04	Never appear demotivated and always experiment with new methods, including games.
05	Considering the pedagogical and technical levels on the same basis, as students should also do
06	Use of fun and engaging video lessons in the flipped classroom.
07	Flipped classroom

08	There was a positive experience of one class participating in an English project on the theme of Tolerance. The students worked on identifying the main stereotypes, then there were those who supported them and those who demolished them, and at the end a video was made.
09	Dedicate time to dialogue about emotions and feelings
10	Lots of empathy
11	no
12	Constant use of IT tools, not only in case of emergency.
13	unfortunately not
14	no
15	no
16	Participatory learning and flipped classroom
17	no
18	I would like to have the opportunity to create lessons by organising the class in a circle to get the children to know each other better.
19	Introspective
20	Currently no
21	The technique of the flipped classroom where pupils conduct their own learning under the supervision and guidance of the teacher is effective.
22	Adapting to pupils' needs
23	no
24	At a technical level, having the skills, one should use as much software and platforms as possible, so as to constantly involve students, offering them learning opportunities through varied tools. On a pedagogical level, it is always useful to use brainstorming and interactive and engaging teaching methods.
25	The adoption of the "inverted classroom" methodology.
26	I don't know
27	Preparation of individual instructional interventions that respond as precisely as possible to actual learning needs. Empathy.
28	Yes, the formation of a thematic forum where ideas, opinions, and content are exchanged and students' ability to spark debate on a given topic is also assessed
29	The use of the segmented lesson with alternating individual and group activities and ample space given to sharing and debate.

Brief Summary of the answers

11 of the respondents stated that they did not have any good practices to share on a pedagogical and technical level. 7 of the professors interviewed mentioned the flipped classroom methodology. Others mentioned, on a technical level, the use of IT tools (software, platforms, videos), while on a pedagogical level, the use of brainstorming, individual instructional interventions to meet current training needs, thematic forum to exchange ideas, opinions, content and debates on certain topics and the use of educational games.

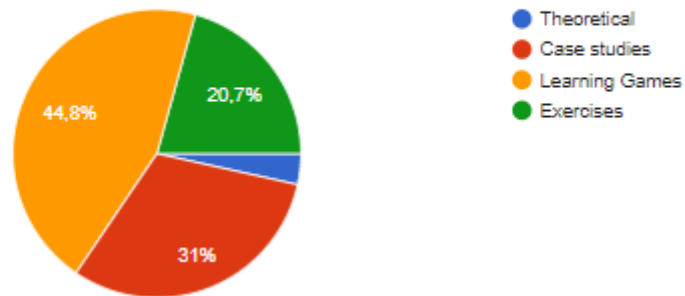


7. Questions on Training Preferences

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

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

29 risposte

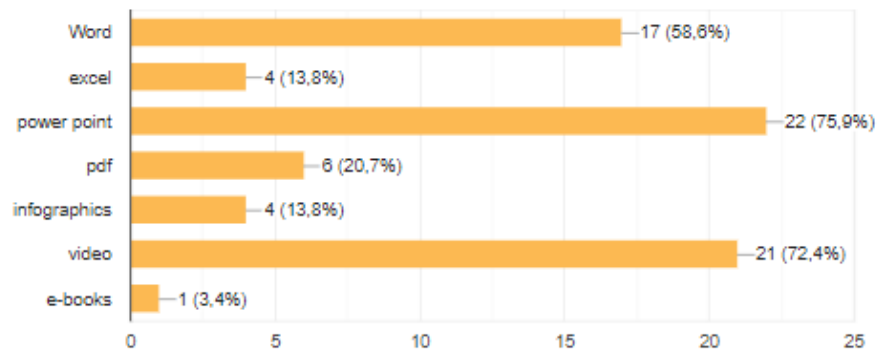


The 45% of professors declared the learning games as the most effective training materials, followed by case studies (31%) and exercises (21%). A low percentage was attributed to theoretical materials.

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

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

29 risposte



The most used digital formats for distance learning lessons by Italian professors are power point (76%), videos (72%), word (59%) and pdf (20%).



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


A/A	Responses
01	NO
02	NO
03	no
04	yes
05	prezi
06	Any presentation software, recording tools, educational games, etc.
07	I don't know
08	I don't know
09	I don't know
10	no
11	no
12	Prezi, Google platform applications, Edpuzzle, YouTube, textbook ebooks, Edmodo, Kahoot, MindMup, Powtoon, Quizlet, GeoGebra, Khan Academy.
13	no
14	e-mail
15	I don't know
16	I don't know
17	no
18	I don't know
19	prezi
20	prezi, I love it
21	yes, prezi
22	no
23	I don't know
24	Absolutely invaluable and all those media that allow online recording of lectures, so that even absentees or those with network problems or poorly performing devices can follow the lectures "afterwards".
25	The Google suite has everything you need.
26	I don't know
27	I don't know
28	Prezi
29	Prezi, even if I don't know how to use it

Brief Summary of the answers

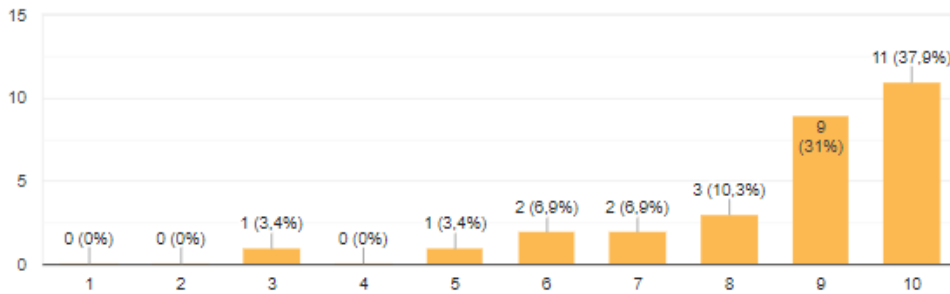
17 professors interviewed did not suggest additional digital formats/tools for distance learning that are not available online. The other interviewees agree on the need to provide presentation software, recording tools, educational games, applications and platforms, like: Prezi, Edpuzzle, ebooks, Edmodo, Kahoot, MindMup, Powtoon, Quizlet, GeoGebra, Khan Academy and online tests.




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?

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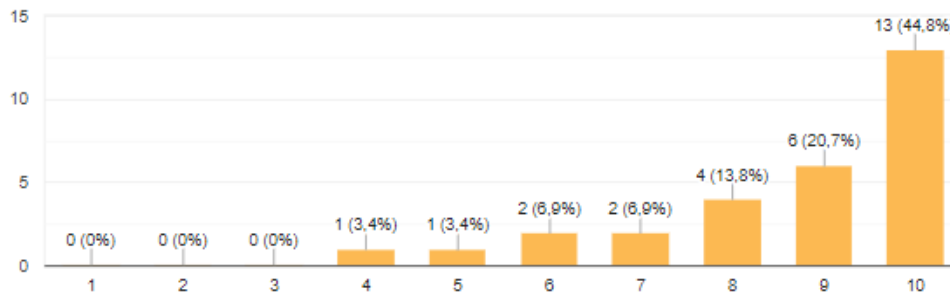
29 risposte



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?

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

29 risposte



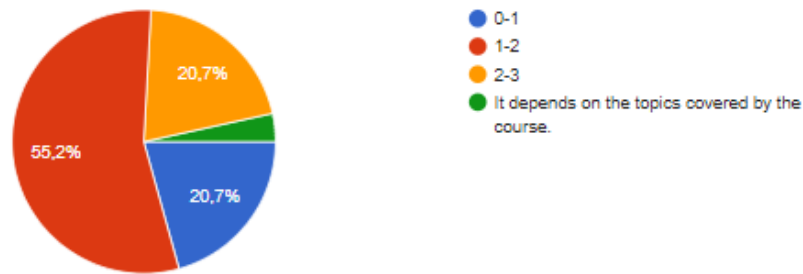
90% of professors positively evaluate the possibility of having pre-designed tools for distance learning as well as of creating external teaching materials and uploading them into the platform.



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

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

29 risposte



55% of professors would dedicate 1-2hours per week in a training course on distance learning, 21% 0-1 hours/week or 2-3 hours/week.

8. Main Conclusions from the interviews

After the analysis of the 29 interviews conducted to Italian teachers working on primary and secondary schools, we can draw some conclusions:

(a) In order to improve the delivery of distance learning activities, it is crucial to improve the internet connection and equip students with the right technological tools to effectively follow the lessons.

b) It is essential to train teachers in the use of e-learning platforms and educational applications by providing them with training courses on digital skills and interactive materials.

c) It is very important to give pedagogical and psychological training to teachers in order to increase interaction, dialogue and empathy with students. Digital tools to enhance individual or group communication, such as bilateral chats or thematic forums, are recommended.

d) There is a need to improve student convocation during lessons by applying methodologies such as flipped classroom, brainstorming, use of videos and educational games.

e) In order to facilitate the learning process of the students and to overcome their difficulties in concentrating, the use of the laptop and the web-application (instead of mobile phone and mobile applications) is recommended.



f) It is highlighted the need to create more effective distance assessment tools which means that digital tools or platforms should be designed and programmed to provide rapid feedback in case of problems.

g) At the basis of the effectiveness of distance learning is the application of new and flexible methodologies, new learning programs tailored to the type of student, innovative interactive methods to increase student motivation, as well as the involvement of parents in the educational path of their children.

In short, it emerges how technology can and should enhance and accelerate teaching. A conscious use of digital tools that can be put at the service of children, informed, curious, creative and free. Teachers capable of changing methodology, vocabulary and tools can represent a source of wealth for the entire educational community.

9.Attendance Form

Name	Organisation	Role	Online Interview	Consent to inform about the project ¹
Paola Linardi	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Italian and Latin teacher	YES	YES
Ausilia Magnano	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher of literature	YES	YES
Paolo Aranzulla	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Germana Di Martino	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teachers	YES	YES
Melissa Abate	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teachers	YES	YES
Mary Avellino	Liceo Statale E. Majorana, San Giovanni La Punta, CT	English language teacher	YES	YES
Caterina Polizzotto	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher of mathematics and physics	YES	YES
Giovanna Cantone	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Art history teacher and support teacher	YES	YES



Melania Rella	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher of Physical and Sport Sciences	YES	YES
Valenti Maria Elena	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Domenico Catalano	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Silvana Patti	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Anna Dellerba	Liceo Statale E. Majorana, San Giovanni La Punta, CT	French mother tongue teacher	YES	YES
Morena Tragno	Scuola primaria Fontanarossa, Catania	Support teacher	YES	NO
Alessandro Giannazzo	Scuola primaria Fontanarossa, Catania	Support teacher	YES	NO
Alberto Condorelli	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Italian and Latin Teacher	YES	YES
Anna Maria Scuderi	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Support teacher	YES	YES
Anna Dell'Erba	Liceo Statale E. Majorana, San Giovanni La Punta, CT	French mother tongue teacher	YES	YES
Gabriella Santagati	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Support teacher	YES	YES
Simona Costa	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Support teacher	YES	YES
Giusy Torrisi	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Support teacher	YES	YES
Maria Concetta Inghima Modica	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher of mathematics and physics	YES	YES
Loredana Sara Cannavò	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Sport teacher	YES	YES
Anna Rita Alberti	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES



Andrea Cosentino	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Stefania Giunta	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES
Carmela De Stefano	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Support teacher	YES	YES
Anna Giarratana	Liceo Statale E. Majorana, San Giovanni La Punta, CT	English Teacher	YES	YES
Giuseppa Basile	Liceo Statale E. Majorana, San Giovanni La Punta, CT	Teacher	YES	YES

