reimagine distance learning

2021-1-RO01-KA220-ADU-000033804

Needs Analysis

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Index

1. **Results** 2
2. **Conclusions** 3
3. **Identified Needs** 3

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1. Results

689 people responded to the applied questionnaire (available on https://reimagine-project.eu/web-app-platform/). The answers provided by the people questioned reveal the following main conclusions:

1. 5% of the respondents consider themselves to be at the beginner level in terms of digital skills, 49% of the people interviewed considered that the current level of digital skills/competencies is at the intermediate level, 38% at the advanced level, and 8% at the most advanced (expert) level. As digital skills/competencies that need to be improved/acquired, the following needs stand out: 2% - basic computer skills; 3% - Internet browsing skills; 37% - video conferencing skills; 58% online collaboration skills.
2. Facing technical problems (7% of interviewees), lack of interaction with students (21%), lack of motivation (49%) or poor time management (23%), the need for support emerges the design of pedagogically sound and engaging online courses, within which a series of tools can be used that can provide an engaging, inclusive and quality distance learning context, such as Learning management system (LMS), videoconferencing software, interactive whiteboard or social media resources.
3. 56% of the respondents consider themselves quite familiar (somewhat familiar) with the instructional design approach, among the tools and methodologies used in the design of an innovative and inclusive curriculum, brainstorming techniques (45%), storyboarding (13%), need assessment (36%) an learning objectives (6%).
4. Regarding the cultural and artistic approach, only 45% of the respondents use culture and arts to develop engagement, inclusive, and quality education, respectively integrating music and dance in the lesson (8%), using cultural references in the teaching materials (15 %) and incorporating art activities in the lesson (22%). A cultural and artistic tools and methodologies, in the teaching, the respondents use role – playing (12%), drawing and painting (15%), storytelling (25%).
5. The respondents mentioned few main learning design methodologies used in teaching, among those stated in the questionnaire, a fact that reflects the acute need for training in this direction. However, a series of blended learning experiences were mentioned as combining online and offline activities (47%), providing online quizzes and assignments (17%) and gamification (36%).
6. Regarding **Evaluation tools,** the respondents mentioned some tools used to assess the students' learning outcomes as quizzes and tests (59%), rubrics (13%) and peer assessment (28%). These tools are used to improve their teaching practices, considering analyzing the data to identify strengths and weaknesses (27%), modifying the teaching methods based on the feedback (58%) and providing personalized feedback to each student (15%)

7. The main learning by doing exercises used in teaching mentioned by the respondents were role-playing (12%), simulation activities (45%) and problem-solving tasks (43%).

2. Conclusions

The needs analysis for learning design methodologies for teachers involves identified the gaps and requirements necessary for teachers to effectively design, implement and facilitate learning experiences. This analysis considers various factors, including the current skills and knowledge of teachers, the demands of modern educational environments and the specific needs of students.

3. Identified Needs

1. **Professional Development**:
    - **Training in Instructional Design**: Teachers need training in foundational instructional design principles, such as Bloom's Taxonomy, ADDIE Model and SAM Model.
    - **Digital Pedagogy**: Training in integrating digital tools and resources into teaching, including interactive content creation, virtual classroom management, and the use of data analytics to inform instruction.
2. **Technical Skills**:
    - **Technology Integration**: Skills in effectively using LMS platforms, collaborative tools and interactive applications.
    - **Multimedia Content Creation**: Proficiency in creating and curating multimedia content, such as videos, podcasts, interactive simulations and infographics.
3. **Assessment Strategies**:
    - **Formative and Summative Assessments**: Developing skills in creating varied and effective assessment methods that accurately measure student learning outcomes.
    - **Data-Driven Instruction**: Utilizing data analytics tools to monitor student progress, identify learning gaps, and adjust instructional strategies accordingly.
4. **Accessibility and Inclusion**:
    - **Universal Design for Learning (UDL)**: Strategies to design inclusive curricula that accommodate diverse learning needs and styles.
    - **Assistive Technologies**: Knowledge of tools and resources that support students with disabilities, ensuring all students have equal access to learning opportunities.
5. **Content Adaptation**:
    - **Differentiated Instruction**: Techniques for adapting content and instruction to meet the varying needs and abilities of students.
    - **Cultural Relevance**: Incorporating culturally responsive teaching practices to make learning more relevant and engaging for students from diverse backgrounds.
6. **Collaborative Planning**:
    - **Team Collaboration**: Skills in collaborating with colleagues to co-design curricula, share resources, and implement interdisciplinary approaches.
    - **Feedback and Iteration**: Establishing feedback loops with students and peers to continuously improve instructional materials and methods.

“Thank You!”

Scan!

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