Initial expectations (Teachers) - Report November 2018

For assessing the initial expectation of the teachers before the start of the New Teaching Methodologies exchange programme, each teacher answered a series of questions. The following conclusions are based on the answers by 2 teachers of every country: Belgium, Spain, Lithuania, Turkey, Croatia and Portugal.

Most of the teachers participating in this first exchange to Madrid are English foreign language teachers. Some also teach other subjects and all of them teach in secondary schools. Several teach vocational levels and teach students of all abilities, in a mostly teacher centered methodology. The students are 12-18 years old with an average age of 16. Teachers report their students like new technologies and would appreciate gamification in class.

Average early school leaving age

On average, the early school leaving age is 16 (when students actually leave school before the supposed leaving age). This is true for about 70% of the participating schools.

In percentages, 7-8% of the students leave school before receiving their high school diploma.

Belgium	/
Croatia	16 years old.
Lithuania	15-16 years old.
Portugal	18 years old.
Spain	14-16 years old.
Turkey	/

Rate of success

At school level, most countries report an average of around 5-10% of students who fail their year. This number is less in Lithuania (3.7%) and considerably larger in Spain, where on average 22% of the students don’t pass their year.

Remarkably fewer students fail their year as a result of bad grades for English than they do for other subjects.

The need for measures is therefore obvious in all countries participating in this project, and based on another survey that asks students what they would like to see or do more at school, New Teaching Methodologies such as gamification, ICT and project-based learning are among the most recurring answers.

Belgium	5-10% on average.
Croatia	10%, 5% for English.
Lithuania	3.5% on average, 0.5 for English.
Portugal	8.1% on average.
Spain	22% on average.
Turkey	7.4% on average.

Measures for disadvantaged students

The 2 main answer given my most countries over and over again about how to involve disadvantaged students are support and participation.

A more personalised support of every individual student, both curricular and financial, is essential if you want students to feel motivated and understood in their school environment. Individual planning is also necessary when dealing with students of different backgrounds and in different social circumstances.

Besides personal support and individual planning, there is also great advantages of student participation and involvement of the parents. When students are involved in their own learning process and activated during school hours, they will see the personal use of their efforts. When parents are involved, it is no longer only the task of schools to keep students involved and motivated. Teachers and parents may see each other as partners in the education of their youth.

Belgium	Extra lessons, financial and practical support.
Croatia	Individual planning.
Lithuania	Parents invitation. Mentorship.
Portugal	Participation and group work. Personalised assessment.
Spain	Follow-up, curricular adaptations, coordination with social support.
Turkey	Extra free courses.

New Teaching Methodologies

On average, during between 26-50% of the lesson teachers use a student centered methodology. Some new methodologies are already frequently used by teachers participating in this project. They are mainly audio and video learning, and to a lesser extent cooperative learning and project-based learning.

Other tools or methodologies still need attention, since most teachers report occasional, rare or no use at all of the following methodologies: gamification, flipped classroom, blended learning, multiple intelligences. Almost no-one is currently trying out or using design and thinking-based learning. So these are areas that need most attention in the future.

Most teachers are familiar with using a beamer and video in class, but report to need more assistance with using other ICT tools.

One of the goals of this Erasmus+ exchange programme is therefore also to show each other good New Teaching Methodologies practices and learn from each other.

The following NTMs are used frequently by the following countries:

Belgium	PBL, Audio & video, Flipped classroom, Cooperative learning, Blended learning
Croatia	PBL, Audio & video, Cooperative learning, Blended learning
Lithuania	PBL, Gamification, Audio & video
Portugal	Gamification, Audio & video, Cooperative learning, Design thinking, Blended learning, Multiple intelligences
Spain	Audio & video
Turkey	Audio & video, Cooperative learning, Blended learning, Multiple intelligences

The time spent teaching with a student-centered methodology:

Belgium	11-50%
Croatia	26-50%
Lithuania	11-50%
Portugal	26-100%
Spain	0-25%
Turkey	11-100%

Apps used in class

Currently, most of the teachers use mostly the same online tools in their classes. Padlets and Kahoot are mentioned more than most other tools, so there is a lot of room for improvement here.

In the future, our aim is to exchange more of these tools and share with each other actual examples of exactly how they can be used to support learning and motivate students to participate in class. As this word cloud shows, only some words are large, which are the tools that many respondents already know. Many of them are very small, which indicates that only one of the participants has named that particular tool.

We can conclude that we have all used a variety of tools, but it appears that they are not always shared among colleagues and certainly not across country borders.

21st century methodologies

This survey shows that we as teachers don't struggle with incorporating new teaching methodologies into our lessons and are certainly eager to learn, but there are indications that a considerable number of teachers lacks the knowledge on how to incorporate these practices into their everyday lessons.

Many of the respondents also believe that there is not enough high quality training on how to get familiar with these methodologies and how to use them.

We see that teachers mostly train their colleagues when they want to share good practices. This is the most widely used practice in most schools. Unfortunately, almost three quarters of the teachers has to go look for new tools by themselves online. So again, there is mostly individual learning and good practices aren't always shared across subjects, schools or countries.

Furthermore, we see that there has been a gradual shift in all countries towards a more student centered teaching approach over the last few years, away from lecturing or direct instruction as the main practice.

Most teachers have moved from direct instruction to a more interactive approach in the last few years.

It is noticed that predominantly Spain and Portugal report to require more assistance in using ICT in the classroom.

Flipping the classroom

Finally, from the answers in this survey, we can conclude that we need to make an extra effort to get students to see the value of learning competences, rather than content; to show students how to take ownership of their own learning, without being prompted by the teacher.

This can be done by implementing or expanding flipped learning in our 21st-century classrooms.

These are, according to the survey, the strong points of each country:

Belgium	Video instruction available for students, Group collaboration, Discussions led by students, Content in context, Ownership of learning, Providing resources, Problem solving and critical thinking
Croatia	Group collaboration, Content in context, Providing resources
Lithuania	Group collaboration, Discussions led by students, Content in context, Providing resources, Problem solving and critical thinking, Students understand value of skills
Portugal	Content in context, Providing resources
Spain	Group collaboration, Discussions led by students,
Turkey	Group collaboration, Discussions led by students, Content in context, Providing resources, Providing resources, Problem solving and critical thinking, Students understand value of skills