ENDIGI

Encouraging Digital Competence for VET Learners in Europe

SUMMARY RESEARCH, GREECE

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1. DESCRIPTION OF THE METHODOLOGY

1.1. DESCRIPTION OF TASKS

The development of the preliminary investigation was coordinated by SYNTHESIS. Different types of research were carried out (including field research) in order to understand the demotivation of VET learners regarding learning digital competences:

-Reports and questionnaires related to the actions, strategies and tools already carried out by counsellors and trainers.

-Questionnaires filled out during orientation sessions and related to training. Learners answered questions such as what discourages them, what could motivate them, what makes it difficult for them to access training, why they think it is not important, etc.

-Previous research on the same or analogous fields.

-Research on existing training programmes and pedagogical models.

Each partner made a report of their country following the model prepared by SYNTHESIS, who was responsible for writing the conclusions in terms of common elements and specific characteristics.

1.2. PRELIMINARY INVESTIGATION OUTLINE

The preliminary investigation outline was based on 2 layers of investigation:

1. Primary Research in the form of Field Research (questionnaires, focus groups)
2. Secondary Research in the form of Desk Research (literature review)

The types of research design utilised were _exploratory research design_ and _causal research design_.

Exploratory Research Design refers to research conducted when it is necessary to **understand the general nature of the problem**, identify possible alternatives to the solution, as well as relevant variables that need to be taken into account, relating to the phenomenon demotivation in VET learners and the factors contributing to it.

Causal Research Design refers to research aimed at **determining the relationship between a cause and effect.** It is also known as explanatory research, and it can help establish causal links between demotivation of VET learners and possible causes, therefore informing potential interventions to boost the learning process and the acquisition of digital competences.

The preliminary investigation was carried out in 3 phases:

For Primary Research:

1. Preparatory Phase: identification of suitable participants (VET learners, VET teachers, VET stakeholders)
2. Implementation Phase: administration and collection of questionnaires, delivery of focus groups (either online or phase to phase)
3. Processing Phase: collection and summary of findings (per partner)

For Secondary Research:

1. Preparatory Phase: Collection of existing data (literature review)
2. Processing Phase: Processing of data, input of findings onto the template
3. Iterative Phase: Review and partner feedback & brief discussion

Final Phase:

Integration of the findings of Primary Research & Secondary Research will be combined into a final report created by SYNTHESIS, and will be included in the Methodology document, which is one of the main Intellectual Output of the project.

1.3. QUESTIONNAIRES

Three types of questionnaires have been designed: one for Learners, one for VET Teachers / Instructors, and one for Stakeholders / Providers.

The three questionnaire models are attached below.

Demographic Information:
    Age group
    Gender

Background Information:
1. Are you currently a VET learner?
2. Have you been a VET learner in the past?
3. Are you thinking of becoming a VET learner in the future?
4. Have you ever dropped out of a VET course or learning programme?

VET learning experience:
5. What were the reasons that made you drop out of the course / learning program (you can choose more than one)?
   - Lack of time
   - Lack of motivation
   - Poor Quality of the training programme
   - Lack of financial stability and/or resources
   - Poor connection with the instructor
   - Poor facilities
   - Personal / family reasons
   - Other (please indicate) _____

6. Did you seek out support before dropping out?

7. If yes, how was your request handled?
   It was handled well, it was handled poorly, it was not answered at all

8. If no, what were the reasons that prevented you from seeking support before dropping out?
   - Embarrassment
   - Confusion as to whom to contact
   - Inability to explain effectively
   - Not interested in receiving support
   - Not interested in continuing with the course / training program

9. During a VET programme / course have you ever felt demotivated?

10. How would you describe feeling demotivated?
    - An overall lack of motivation for all things and tasks
    - A lack of motivation only in relation to attending / completing the VET training / program
    - Feeling bored
    - Feeling unheard
    - Feeling unimportant
    - Feeling overwhelmed
    - Having difficulty in communicating with other VET learners and/or the instructor

11. What in your opinion contributed to those feelings of demotivation?
- The VET teacher / instructor
- The rest of the VET learners
- The content of the training
- Difficulty of the training
- Delivery of the training and teaching methods
- Personal circumstances
- Outside events (not related to the VET environment)

12. What would have changed these feelings of demotivation for you?
- Better communication with the VET learners
- Better communication and support by the VET teachers / instructors
- Better scheduling
- Better delivery of the training and different teaching methods
- Monetary or other awards and benefits associated with the VET learning / training
- External support (by family, friends, etc)
- Support offered by the VET provider
- One to one support sessions
- A change in personal circumstances
- Other (please indicate) _____

13. From your experience with VET learning so far, it is easier to become demotivated when dealing with what type of content?
- Theoretical
- Technical
- Both
- Other (please indicate)_____

Demographic Information:
Age group:
Gender:
Years of experience in the VET sector:

Background Information:

1. Are you currently a VET teacher/ instructor?
2. Have you been a VET teacher / instructor in the past?
3. Are you thinking of becoming a VET teacher / instructor in the future?
4. How would you rate your experience as a VET professional?
   Very positive, positive, neutral, negative, very negative

VET teaching experience assessment:

5. Have you experienced learners quitting the training or failing to commit to it?

6. What percentage do these learners represent in your experience?
   0%, 25%, 50%, 75%, more than 75%

What are the reasons -in your opinion- contributing to the above?
- Lack of time
- Poor performance
- Lack of commitment
- Lack of motivation
- Lack of financial Resources
- Difficulties in interpersonal communication
- External factors (work, family, etc)
- Personal factors (personal problems, struggles, illness)
- Poor quality and/or delivery of the training

7. Have you observed students / learners becoming demotivated?
- What are the reasons -in your opinion- that lead to learners becoming demotivated?
  Poor understanding of the learning material
- Poor engagement in the learning process
- Inefficient delivery of the training
- Poor communication, rapport, or connection to the rest of the learners
- Poor communication, rapport, or connection to the trainer / instructor
- Difficulty with grasping new information and/or performing tasks / assignments
- Difficulties with technical competences
- Personal Circumstances
- Lack of support by the learner's environment (family, friends, etc)
- External situations

8. Did you take any corrective measures / initiatives to address demotivated learners?

9. What kind of measures / interventions did you offer for demotivated learners?
   - One to one support sessions
   - Additional support within the class / group
   - Additional learning material
   - Change of delivery method or teaching method
   - Events / meetings or other group activities
   - Other (please indicate) _____
   - None

10. How successful were these interventions?
    Highly successful, successful, not successful, completely unsuccessful

11. What other interventions would you propose for demotivated learners?
    (Please indicate).

Primary Research Template
Questionnaire Template for VET Stakeholders / Providers

Background Information:

1. What is your role within the VET sector?
    - VET provider
    - VET policy maker
    - Government or Public Authority
    - VET sector regulating body

VET Stakeholders / Providers Experience Assessment:

2. How would you rate the VET sector in your experience?
    Very satisfactory, satisfactory, unsatisfactory, severely lacking

3. What are the main issues / problems / concerns in the sector?
    - Lack of funding
    - Lack of regulations
    - Poor quality of learners
    - Poor quality of teachers / instructors
    - Limited awareness about the sector
    - Poor quality of facilities / means of delivery for VET trainings
    - External social, political, financial conditions
    - Other (please indicate) _____

4. Are you aware of demotivation of learners as negative factor within the sector?

5. How important would you say demotivation of learners is?
    Very important, important, not very important, not important at all

6. Have you taken measures to address demotivation of learners?

7. What measures / interventions / initiatives have you taken to address learners' demotivation?
    - Improved facilities
    - Flexible scheduling
    - Academic support services
    - Personal mentoring or other support
    - Benefits / Awards associated with trainings
    - Links between employment and VET training
    - Media and communication campaigns
    - Research into the issue
    - Policy changes
    - Other (please indicate) _____

8. What other suggestions you have to address demotivation of learners on your (stakeholder / provider) part? (Please Indicate)

2. SUMMARY PRIMARY RESEARCH, SPAIN

The summary of participation of the results of the questionnaires in each country is reflected below. Detailed conclusions of the results are included in the Methodology document.

2.1. VET LEARNERS

2.1.1 VET learners profile

NUMBER OF LEARNERS**:**   5
GENDER**:**   3 female (60%), 2 male (40%)
AGE GROUP**:**   From 19 to 22

ACADEMIC SITUATION:
    - 100% are currently studying and have been a VET learner in the past
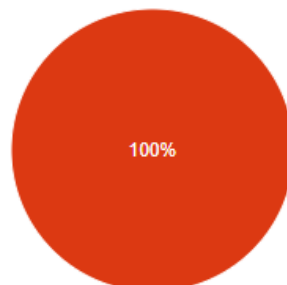
1.

Are you currently a VET learner?

5 απαντήσεις

- YES
- NO

100%

2.

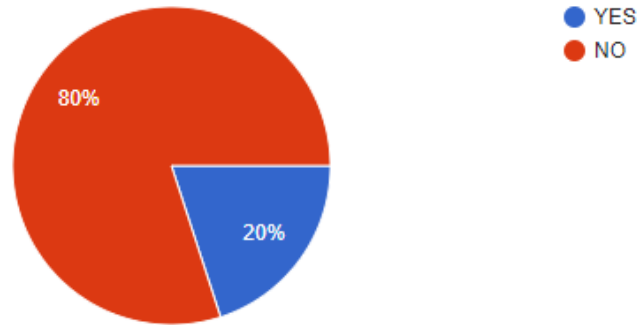Have you been a VET learner in the past?

5 απαντήσεις

- YES
- NO

100%

- 80% has been dropped out of a VET course or learning program and 20% has not been dropped out of

3.

### Have you ever dropped out of a VET course or learning program?

5 απαντήσεις

● YES
● NO

2.1.2 VET learners' results summary

Regarding the feeling of demotivation, the surveyed learners shown that the main issues that affect them regarding this aspect are:

- Feeling bored (80%)
- Having difficulty in communicating with other VET learners and/or the instructor (40%)
- An overall lack of motivation for all things and tasks (20%)
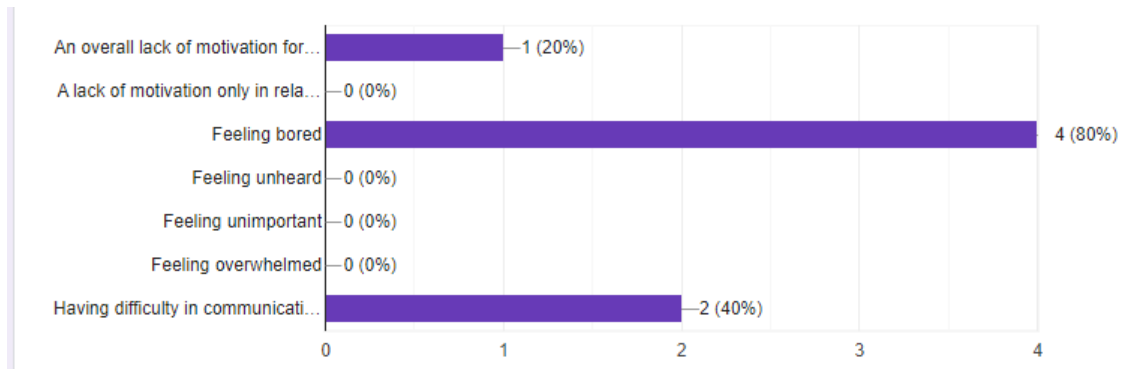
According to the surveyed VET students, the participants would be encouraged to continue with their studies if improvements in the following aspects would take place:

- Better communication with the VET learners (60%)
- Better communication and support by the VET teachers (60%)
- Better delivery of the training and different teaching methods (40%)
- One to one support sessions (20%)

9

What would have changed these feelings of demotivation for you?   Αντιγραφή

5 απαντήσεις
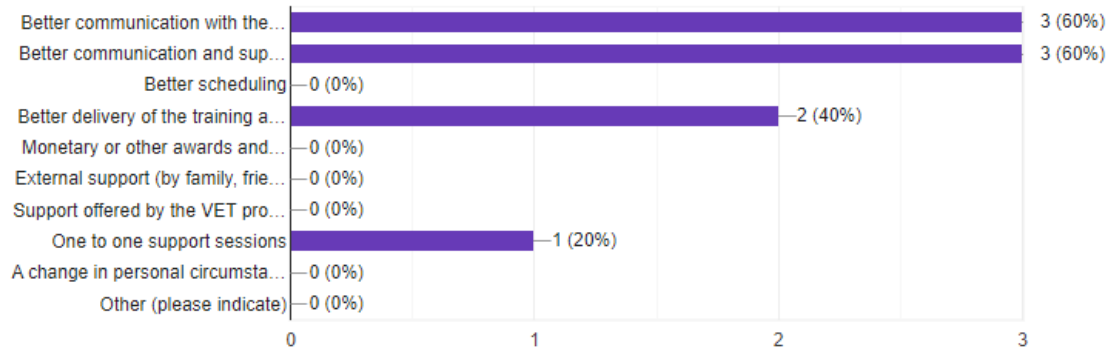
2.2. VET TEACHERS

2.2.1 VET teachers profile

NUMBER OF TRAINERS: 3
GENRE: 2 FEMALE (66,7%), 1 MALE (33,3%)
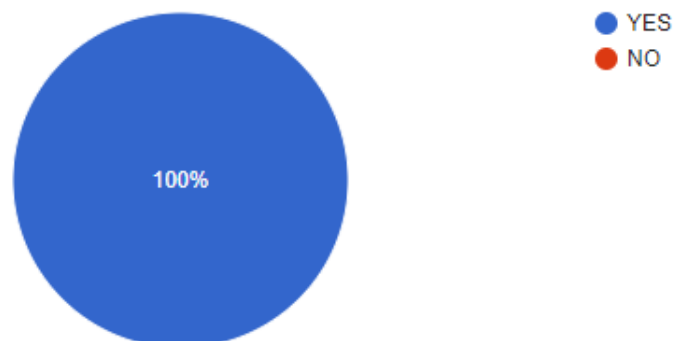AGE GROUP: From 26 to 45

ACADEMIC SITUATION:

- 100% are currently teaching and 67% and 33% have been a VET teacher / instructor in the past
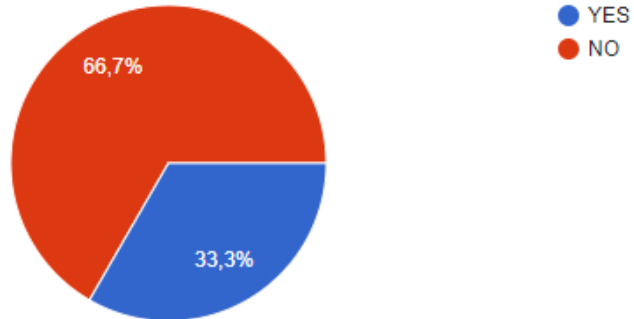-100% has experience with learners quitting the training or failing to commit to it

1.
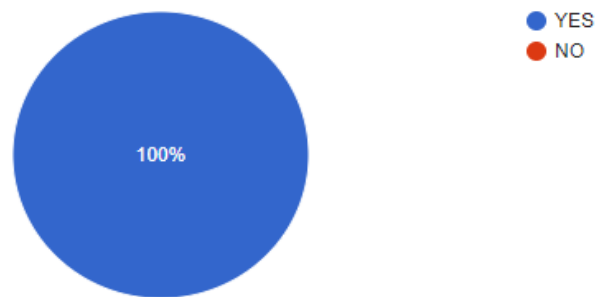
Are you currently a VET teacher/ instructor?

3 απαντήσεις

● YES
● NO

100%

2.

Have you been a VET teacher / instructor in the past?

3 απαντήσεις

- YES
- NO

66,7%

33,3%

3.

Have you experienced learners quitting the training or failing to commit to it?

3 απαντήσεις

- YES
- NO

100%

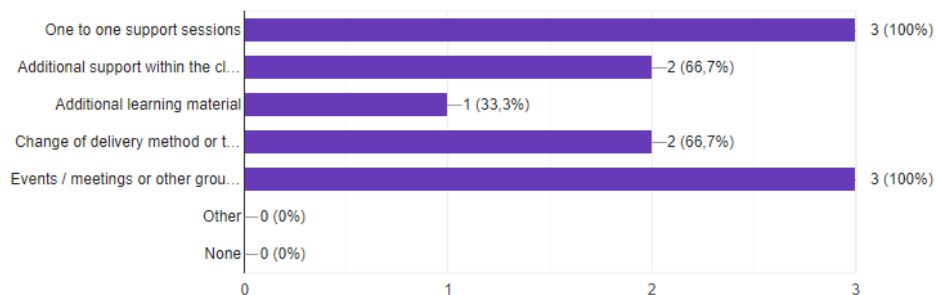## 2.2.2 VET teachers' results summary

According to the surveyed VET expert, the participants will be encouraged to continue with their studies if the following measures would be taken:

- One to one support sessions (100%)
- Events/meetings or other group activities (100%)
- Additional support within the class (67%)
- Change of delivery of the teaching method (67%)

What kind of measures / interventions did you offer for demotivated learners?   Αντιγραφή

3 απαντήσεις

|	
One to one support sessions	3 (100%)
Additional support within the cl...	2 (66,7%)
Additional learning material	1 (33,3%)
Change of delivery method or t...	2 (66,7%)
Events / meetings or other grou...	3 (100%)
Other	0 (0%)
None	0 (0%)

Main reasons for the demotivation:

- Poor engagement in the learning process (67%)
- Personal Circumstances (67%)
- Poor communication, rapport, or connection to the trainer/instructor (67%)
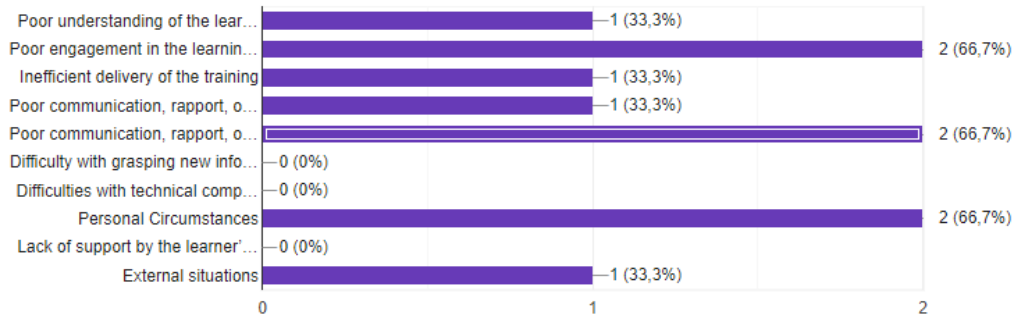
Main measures offered to demotivated learners:

- Personal consulting
- Study visits
- Interactive sessions instead of a typical lecture
- Personal discussion with the learner
- Ask them what they would like to learn or how they would like to learn
- Give them the opportunity to take a role or a responsibility of a task/action
- Identify the reason of why they are demotivated and try to find out the solution in order to engage him/her in the learning process.

2.3. VET STAKEHOLDERS

2.3.1 VET stakeholders profile

NUMBER STAKEHOLDERS: 1
ROLE IN THE SECTOR: VET provider

2.3.2 VET stakeholder' results summary

Main issues concerning the sector:
- External social, political, financial conditions

Main initiatives have you taken to address learners' demotivation:
- Improved facilities
- Flexible scheduling
- Academic support services
- Links between employment and VET training
- Policy changes

2.4. PRIMARY RESEARCH CONCLUSIONS

The Primary Research of the process has resulted in a series of interesting and worrying data. Both students, trainers and stakeholders show significant reasons that drop out happened such as the poor quality of the training programme (75%) and the lack of financial stability and/or resources (50%) as well as the family reasons (25%) and this is validated by the VET teachers who marked that poor engagement and communication as well as personal circumstances make demotivated the VET learners resulting in this dropping out.

All the information collected through the forms will be used as a basis in the process of creating a new educational methodology, aimed at teachers, to make it easier for them to work with the participants efficiently and effectively.

3. SUMMARY SECONDARY RESEARCH

-DESK RESEARCH 1-

 Title: Computational Thinking and Robotics: A Teaching Experience in Compulsory Secondary Education with Students with High Degree of Apathy and Demotivation

Author(s): Belkis Díaz-Lauzurica, David Moreno-Salinas

Year of publication: 2019

Link: https://www.mdpi.com/2071-1050/11/18/5109

Main Findings and/or Points of Interest: In present and future society, all individuals must be able to face the problems, risks, advantages and opportunities that will arrive with new paradigms in the labour market, social relations and technology. To reach this goal, a quality and inclusive education together with a proper and complete formation in technology (communications, robotics, programming, computational thinking (CT), etc.) must be imparted at all educational levels. Moreover, all individuals should have the same opportunities to develop their skills and knowledge, as stated in Goal 4 of the Sustainable Development Goals, Sustainable Education. Following this trend, in the present work, a practical experience about how to teach CT using robotics is developed, showing the results and evaluation of the lessons on robotics taught to students in their 4th year of compulsory secondary education, and where the students showed a high degree of apathy and demotivation. The teaching unit was based on an action research approach that includes a careful selection of pedagogical techniques and instruments to attract and keep the attention and interest of the students. In addition to the robotics lessons, a previous computational thinking training with Blockly Games was carried out, which contributed to noticeably increase the students motivation and to introduce them to the programming of robots. Moreover, gamification was used to motivate and evaluate the individual knowledge, and the students were required to present the work performed through a final project. The individual needs of the students were fulfilled with a daily monitoring. The results show that the pedagogical techniques, instruments and evaluation were adequate to increase the motivation of the students and to obtain a significant learning, showing how the teaching of CT may attract students that have lost interest and motivation, while providing them with abilities that will be essential for the learning throughout life.

- DESK RESEARCH 2-

Title: Factors Causing Demotivation in EFL Teaching Process: A Case Study

Author(s): Selami Aydin

Year of publication: 2012

Main Findings and/or Points of Interest:

The current research was conducted for three reasons. First, research on motivation and demotivation in the English as a foreign language (EFL) learning and teaching processes had thus far mainly focused on language learners, although some recent studies had been conducted on the relationship between the teacher and student motivation (Bernaus, Wilson & Gardner, 2009), which is defined by Harmer (2001) as a kind of an internal drive to encourage the individual to pursue a course of action. Second, as EFL learning is quite different from English as a native or second language acquisition, in terms of native and target cultures (Gardner, 2007) and from other learning areas, demotivating factors in the EFL teaching process performed by nonnative teachers of English appear to warrant research in the Turkish context. As an additional note, the term demotivation refers to the lack of effort, need and desire in teaching process. Third, studies mainly focused on three issues: (a) teacher motivation, (b) strategies to motivate teachers, and (c) student-teacher motivation relationship (Addison & Brundrett, 2008; Roth, Assor, Maymon, & Kaplan, 2007) rather than on the factors that demotivate the EFL teachers. Fourth, research activities on the issue were mainly performed descriptively and analytically, as can be seen in the related literature presented below. Thus, a qualitative research was needed to identify all the factors causing demotivation in the EFL teaching process.

- DESK RESEARCH 3-

Title: "It's ok — Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students

Author(s): Aneeta Rattan, Catherine Good, Carol S. Dweck

Year of publication: 2012

Link: https://www.sciencedirect.com/science/article/abs/pii/S0022103111003027

Main Findings and/or Points of Interest:

Fixed theory of math ability leads to diagnosing low ability from one test score.

Fixed theory of math ability also leads to comforting students for low ability.

Fixed theory of math ability also leads to practices unlikely to promote engagement.

Comfort feedback leads students to perceive a fixed theory, express low motivation.

Implications for how teaching behaviors can lock students into low achievement.

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Title: Demotivation: Affective states and learning outcomes

Author(s): Joseph Falout, James Elwood, Michael Hood

Year of publication: 2009

Link: https://www.sciencedirect.com/science/article/abs/pii/S0346251X09000566

Main Findings and/or Points of Interest:

Demotivation can negatively influence the learner's attitudes and behaviors, degrade classroom group dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes. 900 university EFL learners were surveyed to investigate the demotivating factors in learning English as a foreign language (EFL) in Japan, and the relationship between past demotivating experiences and present proficiencies. Affective states and capacity to self-regulate learning were compared among learners with varying academic interests, experiences, and proficiencies. Demotivating factors were grouped into three categories: external conditions of the learning environment, internal conditions of the learner, and reactive behaviors to demotivating experiences. Internal and reactive factors were shown to correlate with long-term EFL learning outcomes. Findings from this study indicated that beginning, less-proficient learners in non-English majors were least likely to control their affective states to cope with demotivating experiences. Finally, this paper discusses steps that might prevent or minimize demotivation and facilitate remotivation.

- DESK RESEARCH 5-

Title: From Demotivation to Remotivation: A Mixed-Methods Investigation

Author(s): Ali H. Al-Hoorie, Fatemah H. Albalawi

Year of publication: 2021

Link: https://journals.sagepub.com/doi/full/10.1177/21582440211041101

Main Findings and/or Points of Interest:

The qualitative and quantitative results complemented each other by establishing a clear empirical link between LLMs and demotivation. The results revealed five paths leading to demotivation, as follows:

Believing that one's language learning ability is fixed and inborn makes the learner susceptible to demotivation.

Belief in a fixed language learning ability also weakens one's ideal L2 self.

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Having a weak ideal L2 self can set off demotivation.

Belief in a fixed language learning ability also magnifies the impact of inevitable language-related disappointments.

Experiencing language disappointments (e.g., related to low oral proficient or teaching method) can contribute to demotivation.

SECONDARY RESEARCH CONCLUSIONS

The Desk research carried out at a national level has taken into account and analysed case studies happened in the fields Computational Thinking and Robotics, English as a foreign language Teaching Process as well as learning outcomes and steps from demotivation to remotivation in present and future society so as to reach the goal for quality and inclusive education.