

ENDIGI

Encouraging Digital Competence
for VET Learners in Europe

2021-KA226-2FF4477E Erasmus+ project

SUMMARY RESEARCH, SPAIN

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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.

Primary Research Template Questionnaire Template for VET Learners

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) _____

Primary Research Template

Questionnaire Template for VET Teachers / Instructors

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.

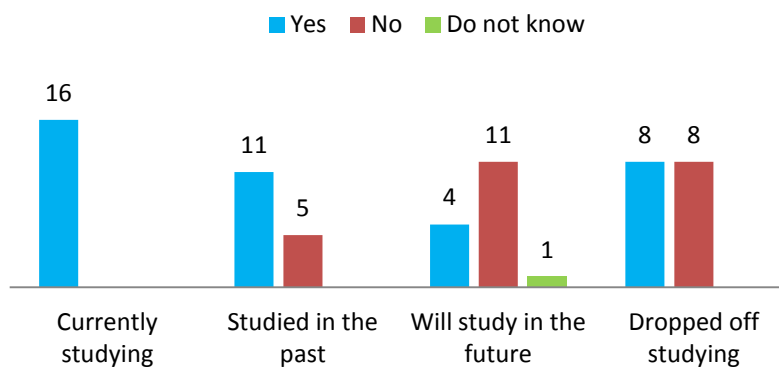
2.1. VET LEARNERS

2.1.1 VET learners profile

NUMBER OF LEARNERS: 16
 GENRE: 3 female (19%), 13 male (81%)
 AGE GROUP: From 16 to 28

ACADEMIC SITUATION:

- 100% are currently studying and for 31% it is their first training experience
- 69% are not interested in further training
- 50% have dropped other studies



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:

- An overall lack of motivation for all things and tasks
- Feeling bored

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:

- The content of the training.
- The other VET learners.
- Difficulty of the training.

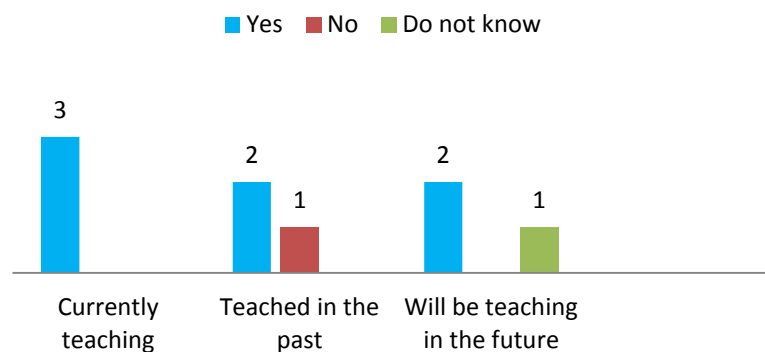
2.2. VET TRAINERS

2.2.1 VET trainers profile

NUMBER OF TRAINERS: 3
 GENRE: 2 FEMALE (67%), 1 MALE (33%)
 AGE GROUP: From 41 to 46

ACADEMIC SITUATION:

- 100% are currently teaching and for 33% it is their first training experience
- 67% are interested in further teaching



2.2.2 VET trainers' 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:

- Group sessions
- Group dynamics
- Relaxing activities that are interesting for students.

Main reasons for the demotivation:

- Poor understanding of the learning material
- Poor engagement in the learning process

Main measures offered to demotivated learners:

- Change of delivery method or teaching method,
- One to one support sessions

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:

- Lack of regulations
- Limited awareness about the sector
- Poor quality of facilities / means of delivery for VET trainings

Main initiatives have you taken to address learners' demotivation:

- Flexible scheduling
- Academic support services
- Media and communication campaigns

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 a significant lack of motivation on the part of the participants when it comes to training; as well as the incipient need to take measures in this regard: modification of study methodologies and tools, flexibility in schedules and training, work individually, etc.

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: Online student frustration. Causes and preventive actions

Author(s): Federico Borges

Year of publication: 2005

Link: <http://openaccess.uoc.edu/webapps/o2/bitstream/10609/84205/2/536-13372-1-PB.pdf>

Main Findings and/or Points of Interest:

This study focuses on e-learning and the agents involved in it.

It identifies what are the actions or inactions that lead students to feel frustrated and have problems to carry out the activities that they should within a training. And it also establishes which actions can be done by agents involved in e-learning in order to prevent learners' frustration.

- DESK RESEARCH 2-

Title: Influence of the motivation in the academic performance of VET students

Author(s): Javier J. Maquilón Sánchez, Fuensanta Hernández Pina

Year of publication: 2011

Link: <file:///C:/Users/FTSI/Downloads/Dialnet-InfluenciaDeLaMotivacionEnElRendimientoAcademicoDe-3678771.pdf>

Main Findings and/or Points of Interest:

This study focuses on the of the basics of motivation and its relationship with learning, followed by an empirical study which shows that both mid-level and higher level vocational course students require supervision and specific training in all aspects related to motivation and learning strategies.

It explains how the current VET system works in Spain and shows which are the different options (what we call "professional families"), that future students can choose from depending on where they want to direct their professional careers

SECONDARY RESEARCH CONCLUSIONS

The Desk research carried out at a national level has resulted in the confirmation in Spain of much of the data that the participants left patent in the questionnaires.

In “Online student frustration. Causes and preventive actions”, Federico Borges identifies what are the actions or inactions that lead students to feel frustrated and have problems carrying out training activities.

Javier J. Maquilón Sánchez and Fuensanta Hernández Pina, in “Influence of the motivation in the academic performance of VET students”, focuses on the basics of motivation and its relationship with learning.

In both works, different empirical studies are shown that reinforce the feeling of demotivation among VET students, which must be tackled through a novel educational methodology.