

**Work Package 2 – Development I (Train-The-Trainer)**

# **Online Survey on Training Needs**

## *Report*

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## Objectives of the online survey

As part of W2 – Development I (Train-The-Trainer) – TUD together with all project partners develops and conducts a Train-The-Trainer program to help teacher trainers to become familiar with and to reflect on contemporary educational challenges. The program also serves to empower trainers to implement CONTESSA in teacher training. Contents of CONTESSA for teacher trainers (C-TT) derive from several needs analyses and interviews with project partners. C-TT includes several building blocks: online modules, face-to-face workshops in the project partner countries and tutorials. The CONTESSA project team has developed an outline of CONTESSA for teacher trainers and proposes three modules for the C-TT modules including professional development, mentoring and cross-national perspectives on teacher training.

The validation and further development of the planned contents of the program is carried out in two steps: First, an online survey is used to invite project partners and teacher trainers to submit their feedback and recommendations on the proposed contents of the C-TT modules. In a second step, interviews will be conducted with experts from the partner universities in Phnom Penh and Colombo and representatives of the National Ministries of Education and the National Institutes of Education of Sri Lanka and Cambodia.

Against this background, this report provides an overview of the results of the survey developed in November/December 2019 and conducted in December 2020.

## Data collection

The survey was based on an online questionnaire with three indicator groups and 8 items. In addition, an open response format was chosen for each indicator to receive suggestions for the module contents. The three indicator groups reflect the contents of the three modules mentioned above. Before answering the items, each indicator, i.e. each module, was briefly explained in terms of its content and objectives. A four-point agreement scale indicated the degree of relevance (between 'not relevant' and 'highly relevant'). The final question on structure and organisation of TT-C Workshops was designed open-ended to allow to answer in text format. The questionnaire covered the following issues:

1. Module 1: Professional Development
2. Module 2: Mentoring
3. Module 3: Cross-National Perspectives on Teacher Training
4. Structure and Organisation of Train-The-Trainer Workshops

The results were integrated into the further development of the modules and were validated in the above mentioned interviews in February 2020.

LimeSurvey, a web-based online survey tool provided by the German partner TU Dresden, was used to conduct the survey and the link to the survey was sent out to all partners by email.

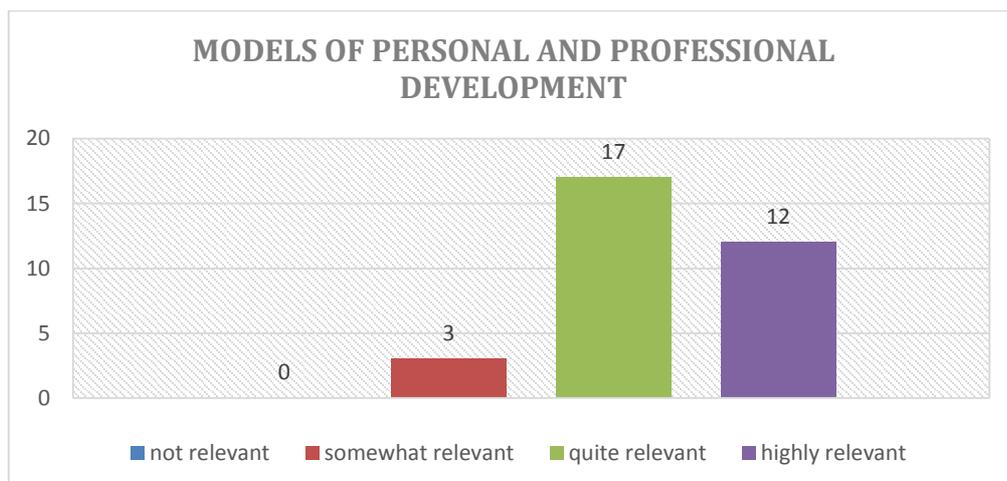
## Results

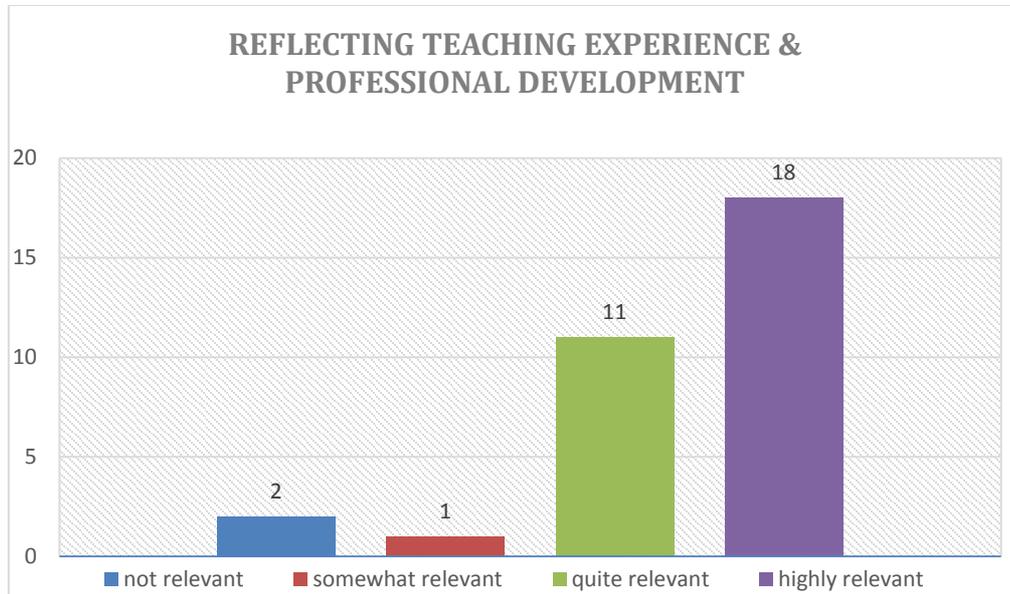
Response rate: 34

### Module 1: Professional Development

This module provides a platform to reflect on and further develop the participants` professional role. The objective is to enable participants to enhance their knowledge on teaching strategies and become aware of (and reflect on) possible career pathways for teaching professionals. Based on mutual learning participants have the opportunity to share their experience, enhance teaching competence and learn from best practice.

The respondents consider both the subject area ‘models of personal and professional development’ and the subject area ‘reflecting teaching experience and professional development’ to be highly or quite relevant. Furthermore, almost 40% of respondents used the open response format to communicate their suggestions. In summary, respondents stated that they see a need for a platform to continue with their professional development and are interested in topics such as the value of teaching, management and evaluation systems, ambiguous findings from classroom management, lesson planning and educational quality. Respondants emphasise that the proposed module contents reflect an essential part of today's professional work of teachers. Moreover, respondents recommended to plan the objectives of the module long-term and specifically.

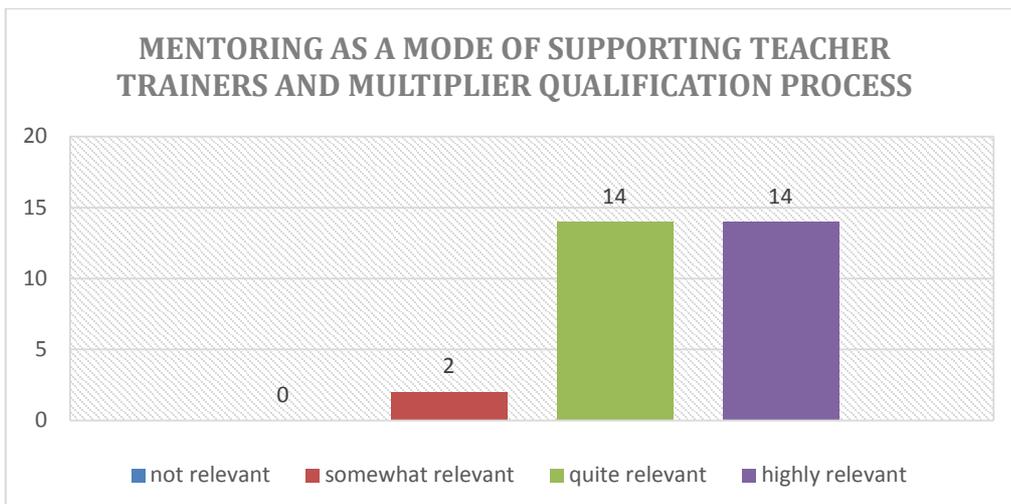
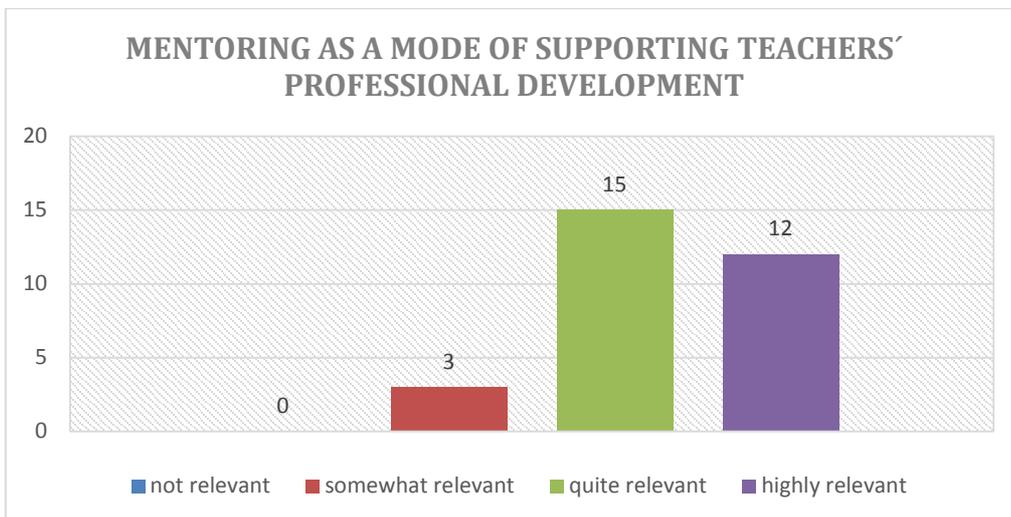
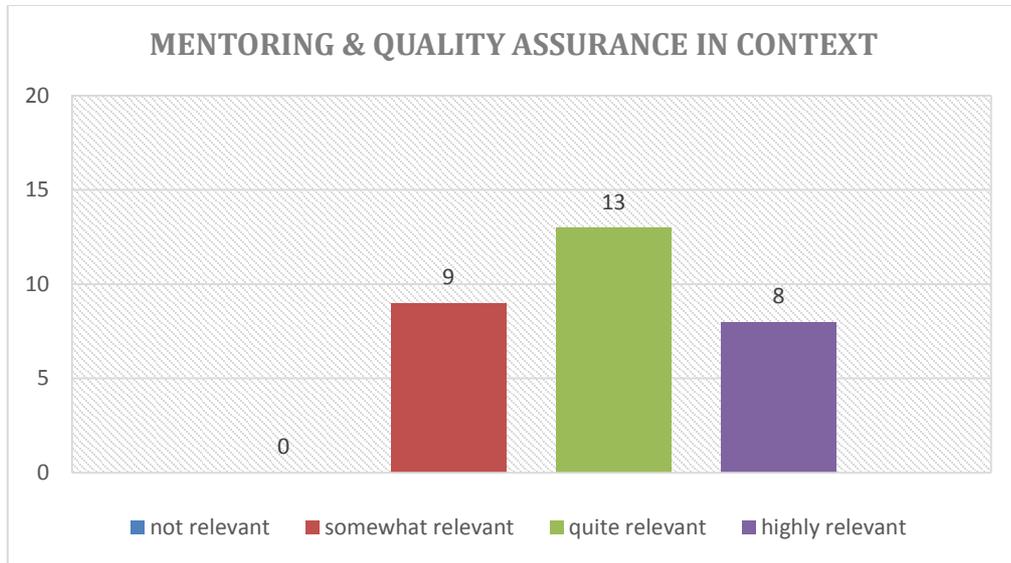




## Module 2: Mentoring

This module aims at raising awareness of the power of mentoring as a means of providing mutual support for (future) teaching professionals. It empowers participants to identify and apply adequate modes of mentoring in their professional/institutional contexts. It prepares participants to be CONTESSA multipliers in order to apply and contribute to the sustainability of the CONTESSA modules and the CONTESSA TT program.

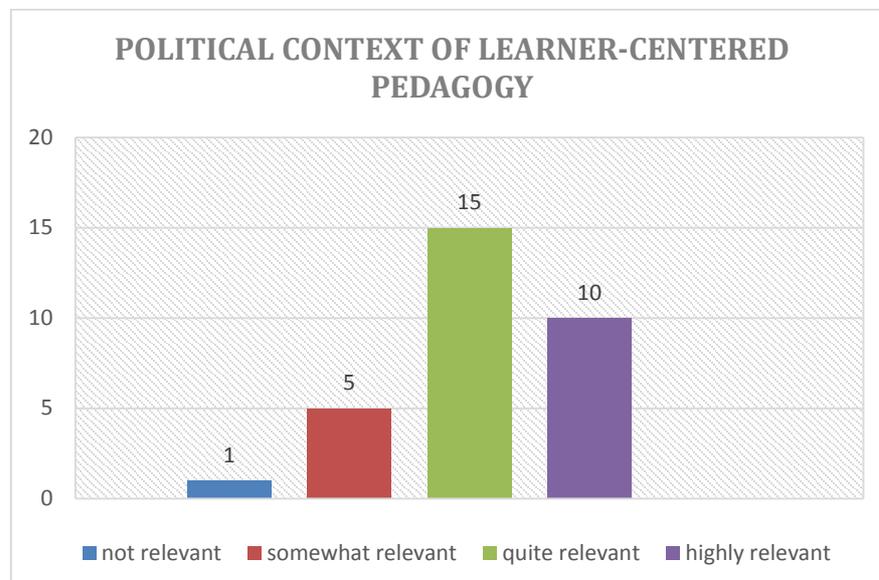
Overall, this module is also rated as quite or highly relevant by the respondents. However, there are differences between individual preferences. While mentoring as a mode of supporting teachers' professional development and as a mode of supporting teacher trainers' and multipliers' qualification process is almost always rated as at least quite relevant, respondents rate the topic mentoring and quality assurance in context as significantly less relevant. Once again, almost 40% of respondents used the open response format to communicate their suggestions: For example, the respondents are interested in checklists that could be used by the mentors. They also expressed interest in improving the relationship between teachers and students and stressed the relevance of cooperation, experience and knowledge in mentoring. In addition, they indicated that mentoring could facilitate study conditions and help particularly those who perform less well.

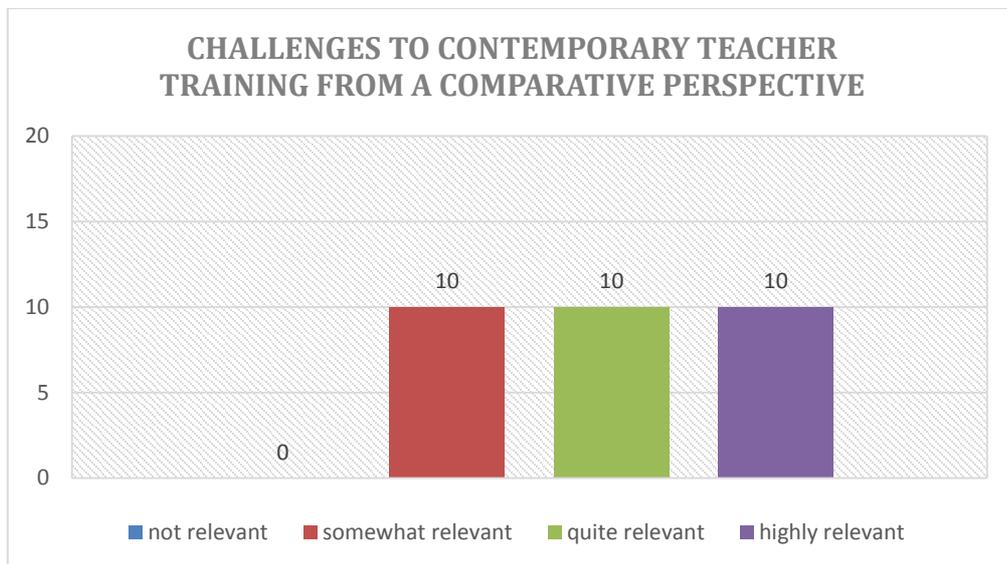
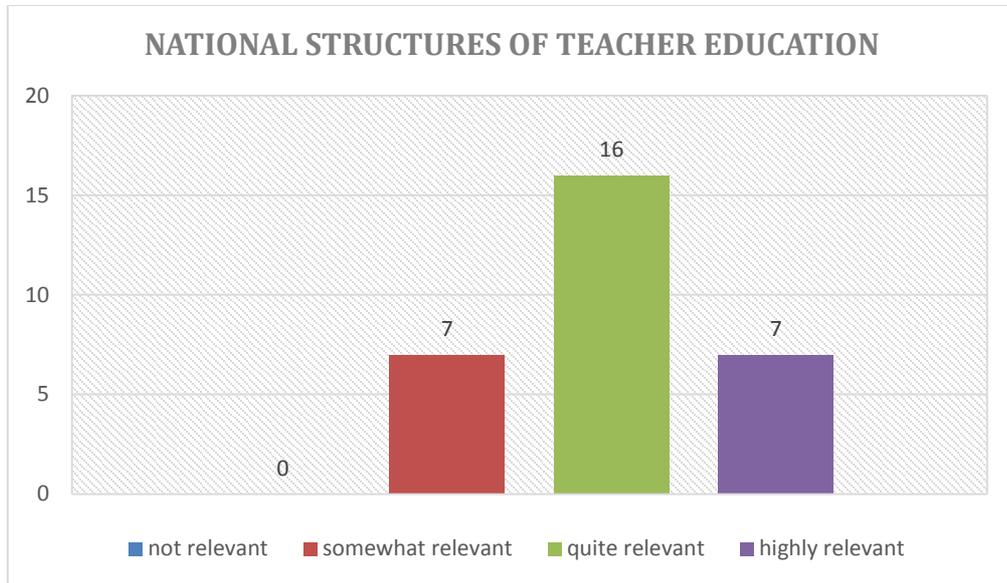


### Module 3: Cross-National Perspectives on Teacher Training

This module provides information on teacher training structures in four countries (Austria, Cambodia, Germany, Sri Lanka). It aims at supporting teachers with reflecting on their professional roles from a cross-national perspective and at identifying similarities and differences in teacher training across countries. Understanding and discussing global strategies and challenges to teacher education (e.g. child-friendly school policies, SDG 4 etc.) enables participants to reflect on their roles as teaching professionals and to enhance their teaching skills.

Even though the third module still has high and very high approval rates overall, there are differences between this modules and the ones mentioned above: While the topic ‘political context of learner-centred pedagogy’ has almost exclusively high and very high relevance for the respondents, the topics ‘national structures of teacher education’ and ‘challenges to contemporary teacher training from a comparative perspective’ were considered to be less relevant. Nevertheless, neither of these two topics was classified as "not relevant" by any of the respondents. However, the difference compared with the high approval rates for the other topics is obvious. At this point, it is worth asking more detailed questions within the interviews. As with the previous questions, the respondents made active use of the open-ended questions: The interviewees attested that the module contents serve the development of national conditions of teacher education and are helpful in promoting professionalism. The existing perspectives on cross-national teacher training are considered insufficient. There is an interest in learning more about other educational systems, cultures and religions, not least in the context of exchange programmes and scholarships. Although respondents consider two of the three issues to be slightly less relevant, the responses in open format indicate a high level of interest and relevance.





### Structure and organisation of workshops

Train-The-Trainer workshops ensure the implementation of the Train-The-Trainer program.

In the workshops, participants will learn to implement CONTESSA online modules. Participants will reflect on and enlarge their teaching skills at academic level. Participants will become familiar with additional tools and material developed in the project (tutorials, manuals) that supports implementation of CONTESSA. Upon completion, participants are able to act as multipliers and thus, to apply, implement and further develop CONTESSA and its elements autonomously (modules for pre-service teachers, modules for teacher trainers, workshops etc.). Workshops will last three days with each day including a workload of approx. 6 hours.

Only the open response format was available for the recommendations on the structure and organisation of the workshops: The workshops and their contents are described as relevant and

essential for the qualification of teacher trainers. The respondents attach great importance to a participant-centred and creative implementation. It was noted that the workshops should lead to an improvement of ‘students multiple intelligence’ and teacher trainer need to be empowered to let their students think outside the box. Regarding the training of the multiplier, one respondent makes it clear that the best experts share their knowledge with all teachers. Although the objectives of the workshops are considered to be achievable, it is pointed out that it could be difficult to participate in all workshops of the described scope of three days of 6 hours each.

### **Additional comments**

Additional comments could be submitted in open response format. Respondents indicated that they value CONTESSA and C-TT for developing good teachers and that this can lead to a strengthening of the education system. It is also stated that it serves the professionalisation of teachers and that overall C-TT is a good attempt. Furthermore, a total of three recommendations were made by various respondents: classroom practice should be adequately implemented and new teaching strategies and methods should be considered. It is even recommended to extend the programme to other countries.

However, it is also critically noted that new and cost-intensive concepts and projects are introduced from time to time while insufficiently evaluating their practical benefits.

## **Outlook**

The response rate is high enough to incorporate the results of the survey in preparation for the interviews for the needs analysis and further development of C-TT. The proposed module contents are predominantly assessed as quite relevant or highly relevant. In comparison, respondents are more critical towards the item “mentoring and quality assurance in context” and “challenges to contemporary teacher training from a comparative perspective’ which receive lower approval rates. The open-response format at the end of each indicator was frequently used and numerous valuable recommendations and comments were made for all modules.