



Final Research Report:
**Research on the Level of Informedness and Important
Aspects of Cooperation in the eTwinning Program**



Žilina, 2011

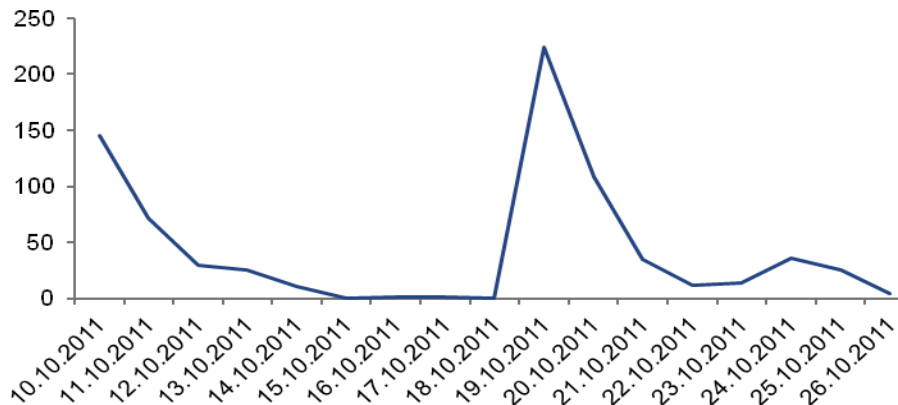
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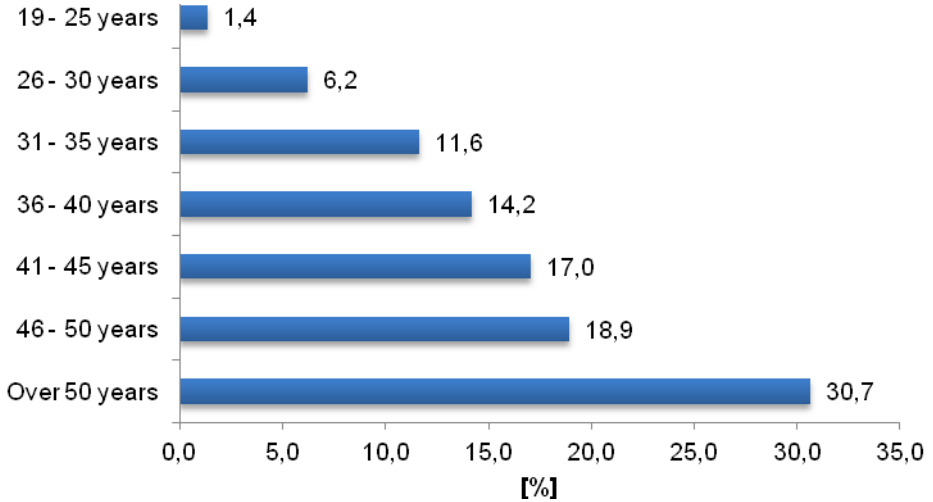
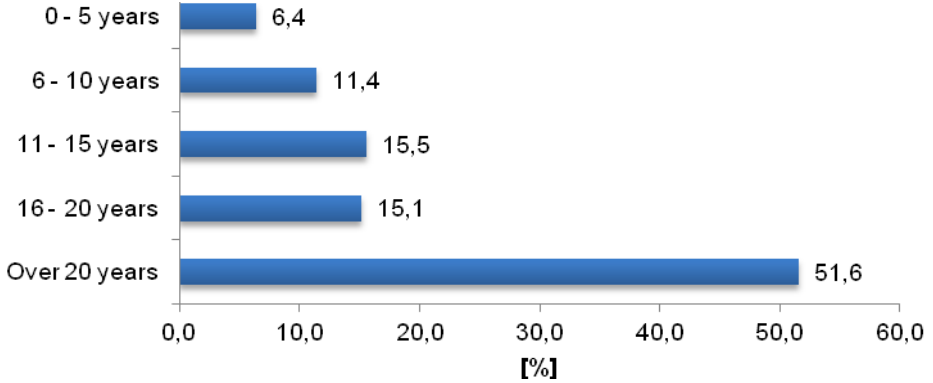
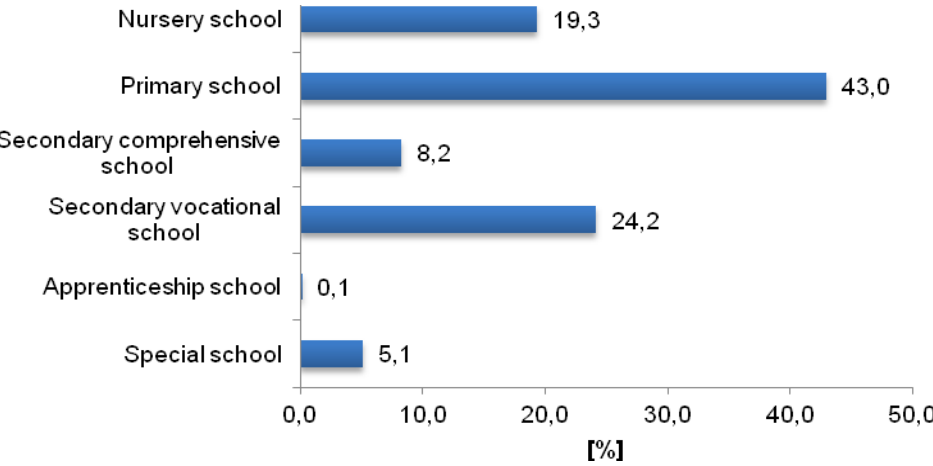
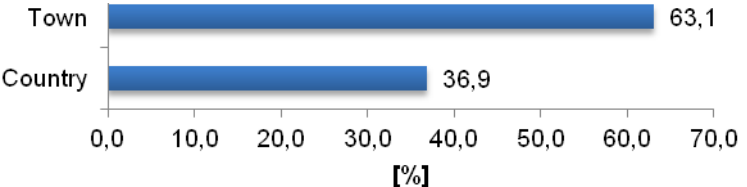
Final Research Report: Research on the Level of Informedness and Important Aspects of Cooperation in the eTwinning Program

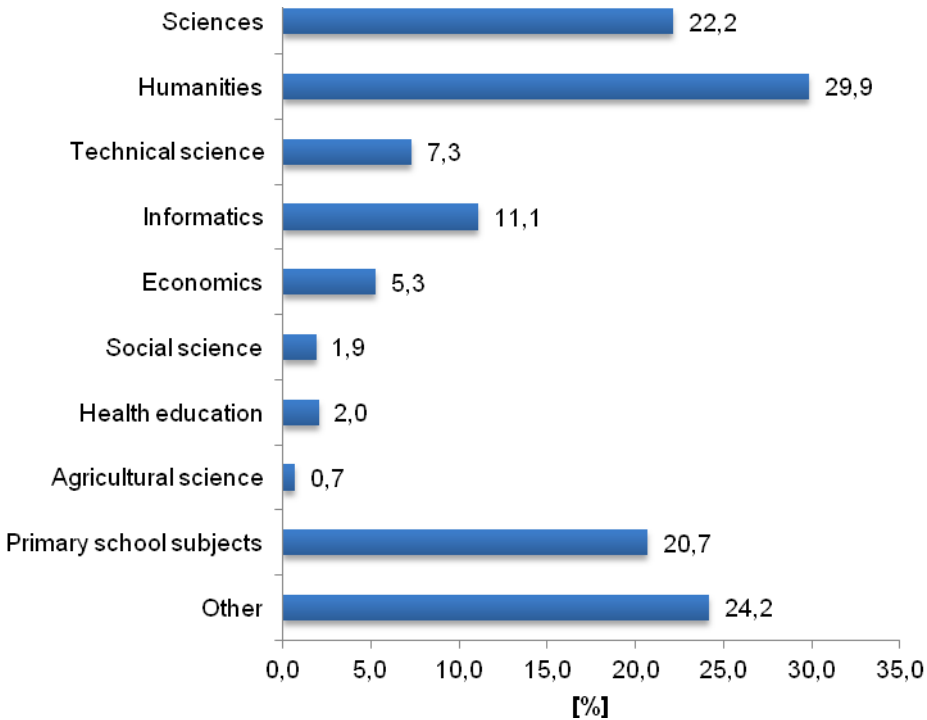
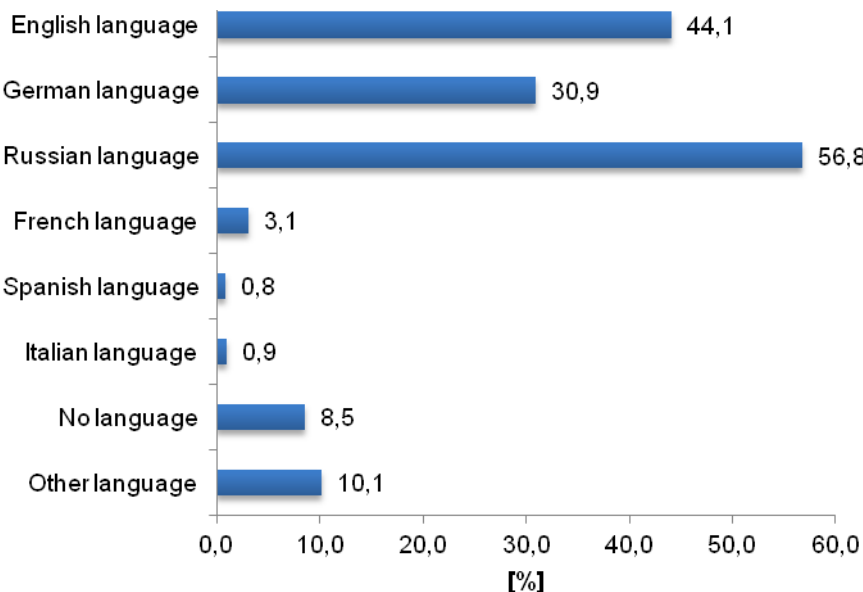
1 Preparatory stage of the research project

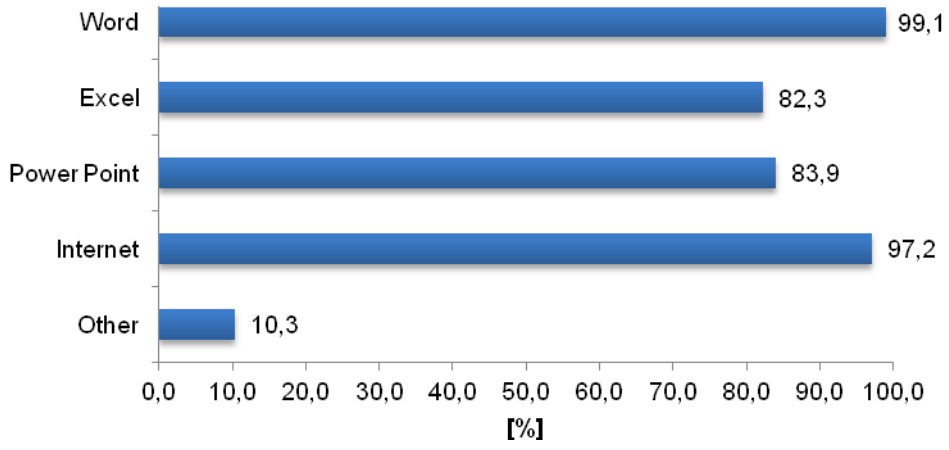
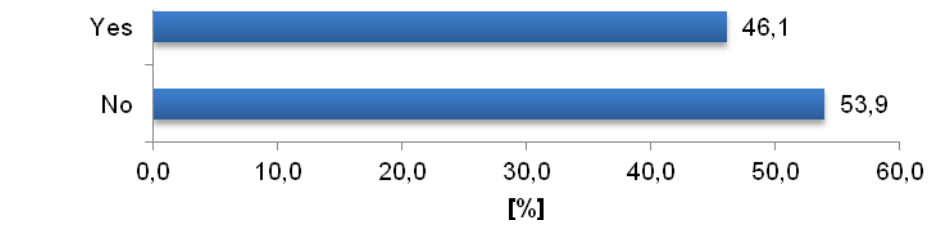
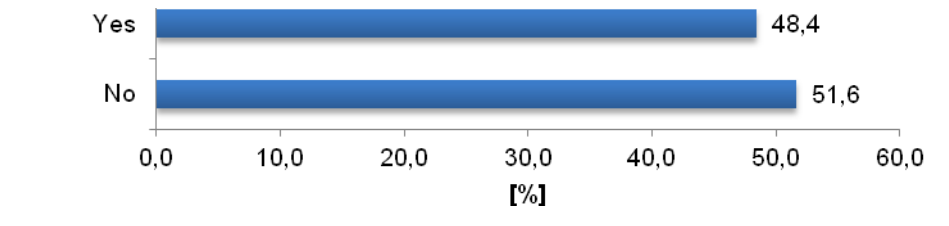
Definition of problem, purpose and objective of research	<p>The eTwinning Program originated with the purpose of linking pupils and teachers all over Europe via a network of mutually cooperating schools. The program has been successfully implemented in the Slovak Republic and for the purposes of the program's impact assessment by the Brussels based eTwinning program's headquarters, the managers of the program deemed necessary to carry out research on the feedback to the most important issues related to the eTwinning program from teachers in the Slovak Republic, who are involved/not involved in the program.</p>
Hypotheses	<p>With respect to the selected objective 7 basic hypotheses have been formulated and their truthfulness or falsity have been verified by the research:</p> <ol style="list-style-type: none"> 1. hypothesis: Communication channels to convey information about the eTwinning program and respondents' reasons for registration are significantly different with respect to particular personality traits of teachers (e.g. age and number of years teaching). 2. hypothesis: Conditions (school management support, teacher colleagues' interest in eTwinning activities in the school, existence of an eTwinning team, time of eTwinning project implementation, etc.) represent factors which influence the number of eTwinning projects implemented by a respondent. 3. hypothesis: Schools select their partners for an eTwinning project, in over a half of the cases, based on their good experience of cooperation with the same partners in previously implemented projects. 4. hypothesis: The choice of tools, which eTwinners exploit, depends on computer and language skills of the eTwinners. 5. hypothesis: A majority of respondents see the eTwinning program's benefit in a positive change of the school's public image. 6. hypothesis: Respondents find organization of training courses the most useful activity in the eTwinning program carried out by the National support service. 7. hypothesis: The most frequent reason for not getting involved in eTwinning activities is a lack of time.
Research plan	<p>Research type: quantitative research Research method: inquiry Data collection method: electronic inquiry Total timeframe of research: September – October 2011 Data analysis method: statistical analysis, one-step and two-step classification of research results Research results testing method: pretest of questionnaire's content structure, test of correctness of filling in of questionnaires received</p>

2 Implementation stage of the research project	
Real data collection period	October 10 - 26, 2011
Number of addressed respondents	Research addressed all members of the population, i.e. nursery schools, primary schools, secondary vocational schools, secondary comprehensive schools, apprenticeship schools and special schools operating in Slovakia – the total of 6 110 schools.
Evolution of the number of responses received on individual days during data collection period	 <p>The graph represents evolution of the number of filled-in questionnaires received on individual days during data collection period. The respondents were first requested to fill in the questionnaire on October 10, 2011. On that day 145 filled-in questionnaires were received. Over the following days the number decreased gradually.</p> <p>On October 19, 2011 the respondents received by e-mail a reminder of the original request to participate in the survey. On that day the highest number of 224 filled-in questionnaires was received throughout the entire data collection period.</p>
Response rate	During data collection period the respondents filled in and returned 740 questionnaires, which represents a response rate of 12.1 % .
Reliability of results obtained /data representativeness	<p>To assess the reliability and deviation of results obtained the following relationship was used:</p> $n = (z_{1-\alpha/2}^2 * p * (1 - p)) / H^2$ <p>where:</p> <p>n – the minimum number of respondents necessary to get a representative sample $z_{1-\alpha/2}$ – degree of reliability, H – statistic deviation of sampling, p – relative frequency of examined character in sample.</p> <p>For the research purposes a reliability estimate of 95 % and statistic deviation of sampling of 5 % were used. Relative frequency of examined character in the sample was unknown ($p = 0.5$).</p> <p>Calculation of the sample size: $n = (1.96^2 * 0.5 * 0.5) / 0.05^2 = 384.16 \approx 385$, which represents the minimum number of respondents given the desired/required reliability of estimate and deviation. Achieving the number of 740 respondents highly exceeded the required representativeness of sample.</p>

2.1 Respondents' identification data

<p>Respondents' age</p>	 <table border="1"> <thead> <tr> <th>Age Group</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>19- 25 years</td> <td>1,4</td> </tr> <tr> <td>26- 30 years</td> <td>6,2</td> </tr> <tr> <td>31- 35 years</td> <td>11,6</td> </tr> <tr> <td>36- 40 years</td> <td>14,2</td> </tr> <tr> <td>41- 45 years</td> <td>17,0</td> </tr> <tr> <td>46- 50 years</td> <td>18,9</td> </tr> <tr> <td>Over 50 years</td> <td>30,7</td> </tr> </tbody> </table>	Age Group	Percentage [%]	19- 25 years	1,4	26- 30 years	6,2	31- 35 years	11,6	36- 40 years	14,2	41- 45 years	17,0	46- 50 years	18,9	Over 50 years	30,7
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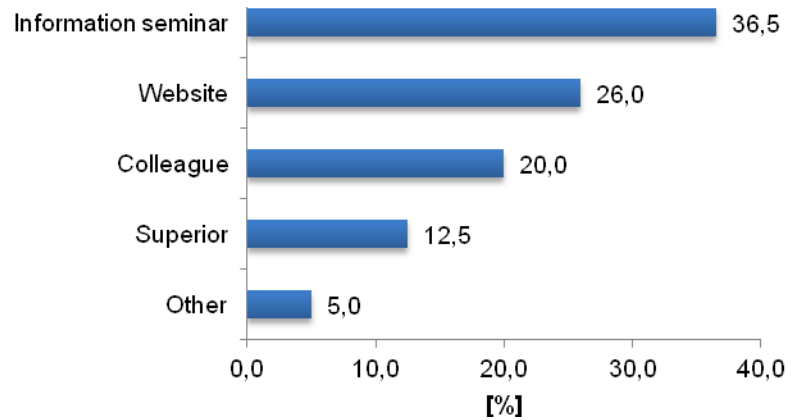
<p>Subjects which a respondent teaches</p>	 <table border="1"> <thead> <tr> <th>Subject</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>Sciences</td> <td>22,2</td> </tr> <tr> <td>Humanities</td> <td>29,9</td> </tr> <tr> <td>Technical science</td> <td>7,3</td> </tr> <tr> <td>Informatics</td> <td>11,1</td> </tr> <tr> <td>Economics</td> <td>5,3</td> </tr> <tr> <td>Social science</td> <td>1,9</td> </tr> <tr> <td>Health education</td> <td>2,0</td> </tr> <tr> <td>Agricultural science</td> <td>0,7</td> </tr> <tr> <td>Primary school subjects</td> <td>20,7</td> </tr> <tr> <td>Other</td> <td>24,2</td> </tr> </tbody> </table> <p><i>Note: Respondents were allowed to mark more than one answer (e.g. in case of sciences and informatics). Therefore, the sum of individual percentage shares exceeds 100 %.</i> When choosing „Other“, respondents most frequently answered: teaching in a nursery school, teaching lower grades in a primary school and teaching arts.</p>	Subject	Percentage [%]	Sciences	22,2	Humanities	29,9	Technical science	7,3	Informatics	11,1	Economics	5,3	Social science	1,9	Health education	2,0	Agricultural science	0,7	Primary school subjects	20,7	Other	24,2
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<p>Foreign language skills of a respondent</p>	 <table border="1"> <thead> <tr> <th>Language</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>English language</td> <td>44,1</td> </tr> <tr> <td>German language</td> <td>30,9</td> </tr> <tr> <td>Russian language</td> <td>56,8</td> </tr> <tr> <td>French language</td> <td>3,1</td> </tr> <tr> <td>Spanish language</td> <td>0,8</td> </tr> <tr> <td>Italian language</td> <td>0,9</td> </tr> <tr> <td>No language</td> <td>8,5</td> </tr> <tr> <td>Other language</td> <td>10,1</td> </tr> </tbody> </table> <p><i>Note: Respondents were allowed to mark more than one answer; therefore, the sum of individual percentage shares exceeds 100 %.</i></p>	Language	Percentage [%]	English language	44,1	German language	30,9	Russian language	56,8	French language	3,1	Spanish language	0,8	Italian language	0,9	No language	8,5	Other language	10,1				
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<p>Computer skills of a respondent</p>	 <p><i>Note: Respondents were allowed to mark more than one answer; therefore, the sum of individual percentage shares exceeds 100 %.</i></p> <p>When choosing „Other“, respondents most frequently listed programs such as Activ-Inspire, Alpha, AutoCAD, CorelDraw, Dreamweaver and Imagine, eBeam.</p>
<p>Knowledge of the eTwinning program</p>	 <p>In absolute values this means that of the total 740 respondents as many as 341 know the eTwinning program and 399 do not know the program.</p>
<p>Registration in the eTwinning program</p>	 <p>Out of 341 respondents who know the eTwinning program there are 165 who have registered (48.4 %) and 176 who have not registered (51.6 %).</p>

2.2 Main evaluation aspects of research results

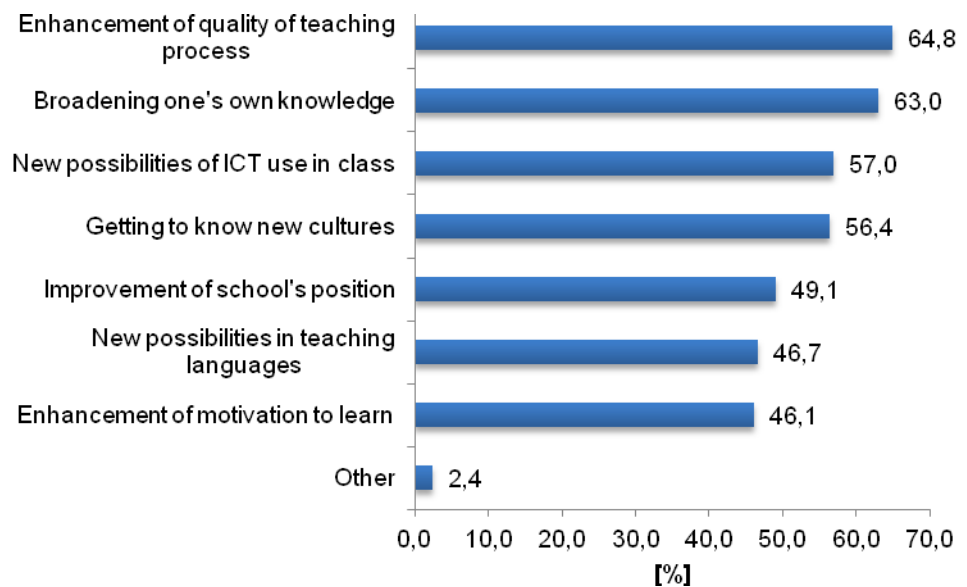
Respondents registered in the eTwinning program

Sources of information about the eTwinning program



When choosing „Other“, respondents most frequently answered: colleagues from schools abroad, acquaintances and media (TV).

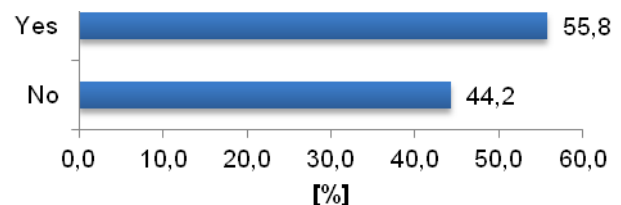
Reasons for registration in the eTwinning program



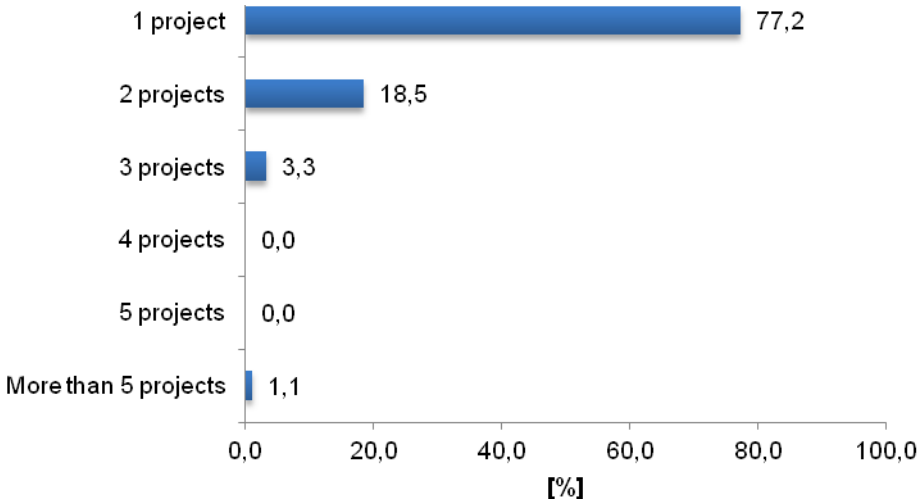
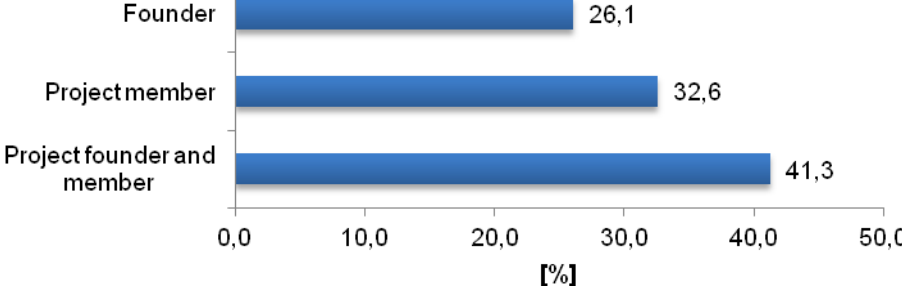
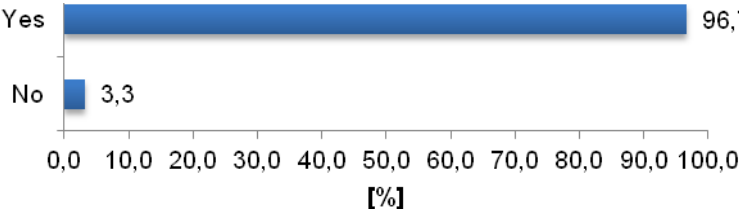
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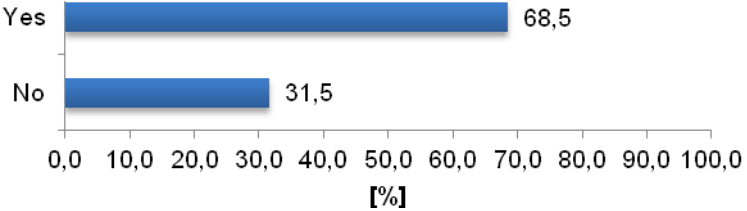
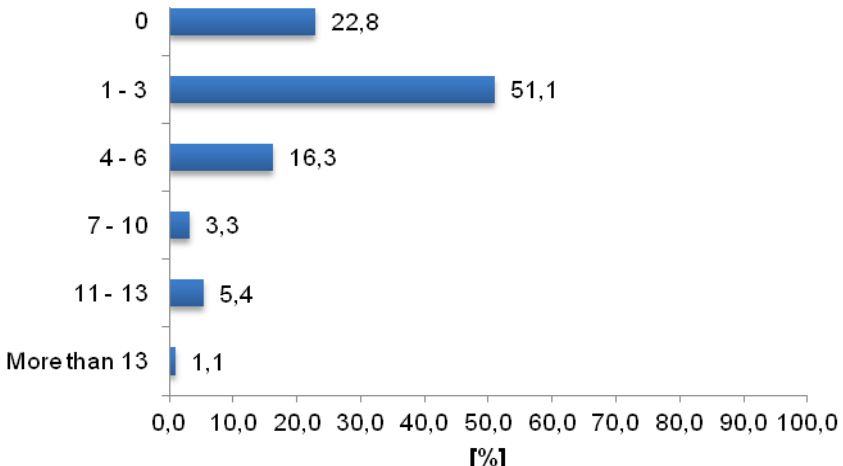
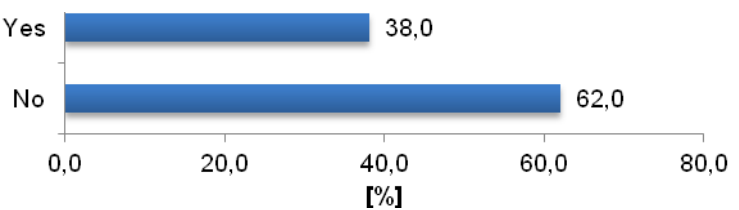
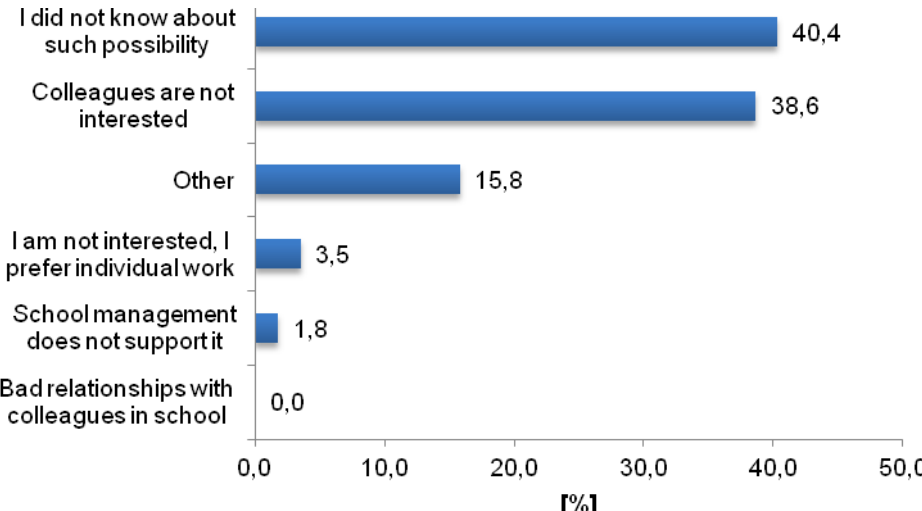
When choosing „Other“, respondents most frequently answered: getting to know other cultures and travelling.

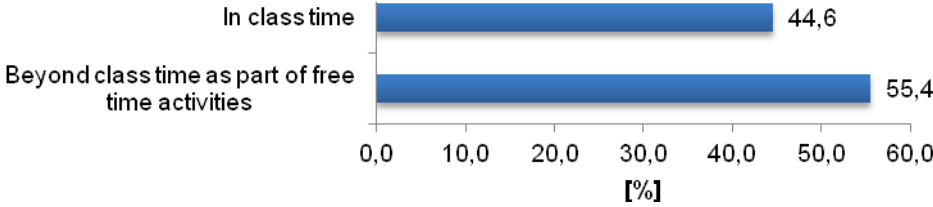
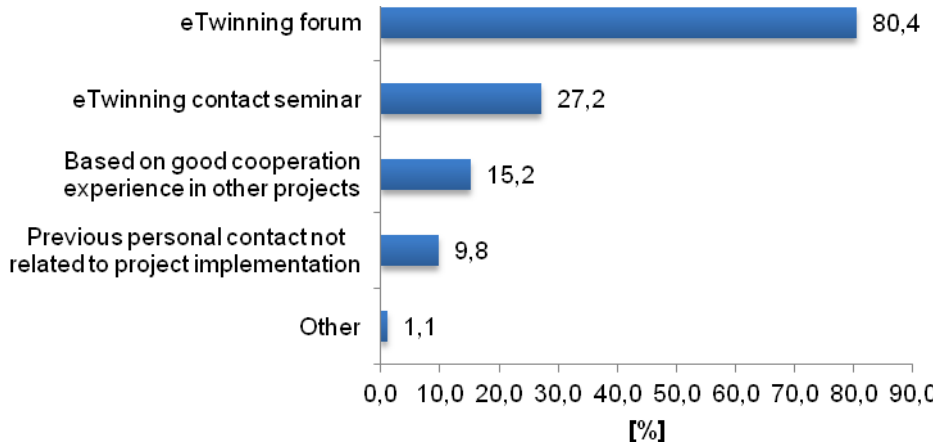
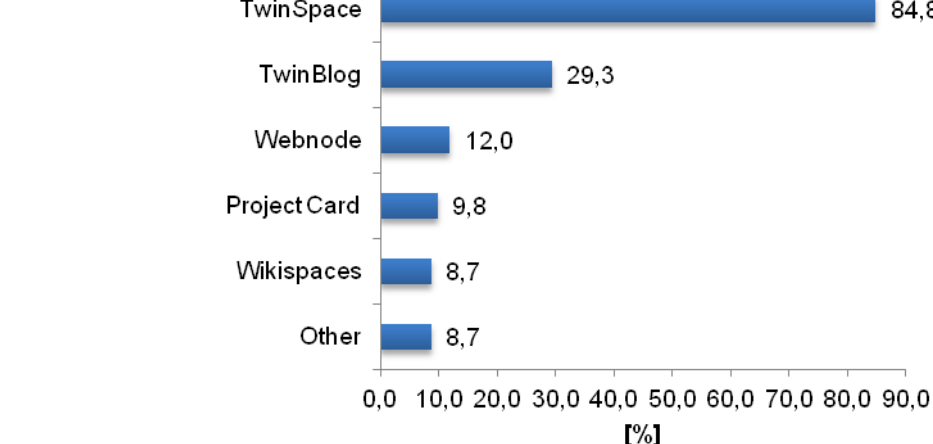
Involvement in the eTwinning program – implementation of eTwinning projects

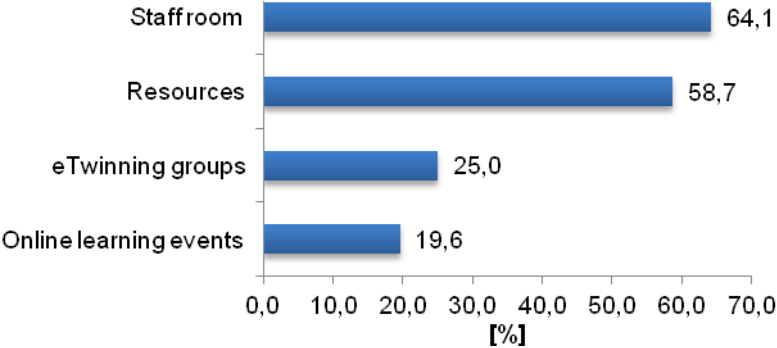
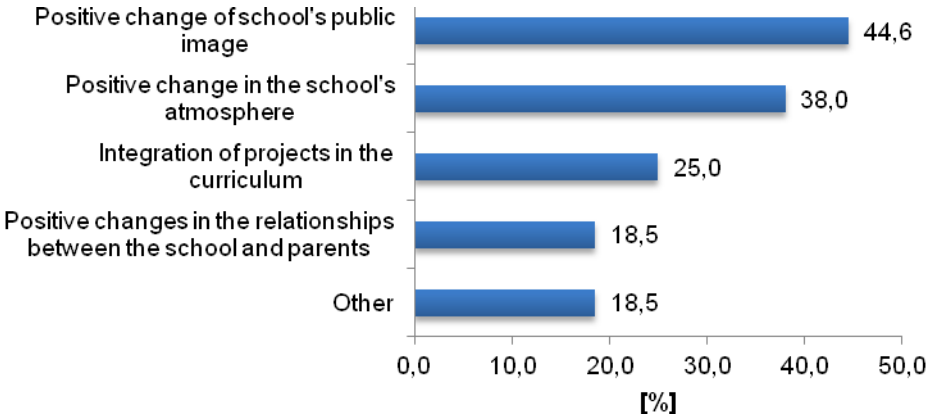
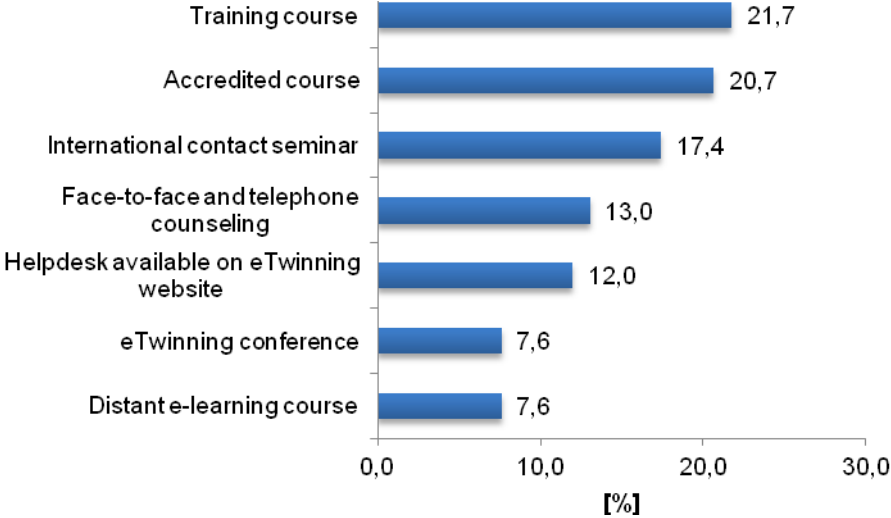


Out of 165 respondents registered in the eTwinning program 92 have been actively involved in projects (55.8 %) and the remaining 73 have not been involved in projects (44.2 %).

Respondents registered in eTwinning program and involved in eTwinning projects															
<p>Number of projects being currently implemented by a respondent</p>	 <table border="1"> <thead> <tr> <th>Number of projects</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>1 project</td> <td>77,2</td> </tr> <tr> <td>2 projects</td> <td>18,5</td> </tr> <tr> <td>3 projects</td> <td>3,3</td> </tr> <tr> <td>4 projects</td> <td>0,0</td> </tr> <tr> <td>5 projects</td> <td>0,0</td> </tr> <tr> <td>More than 5 projects</td> <td>1,1</td> </tr> </tbody> </table> <p>Out of 92 respondents, who have been actively involved in the eTwinning program, 71 are currently implementing one project (77.2 %), 17 are implementing two projects (18.5 %) and 3 are currently implementing three projects (3.3 %). One respondent (1.1 %) is currently implementing more than five projects.</p>	Number of projects	Percentage [%]	1 project	77,2	2 projects	18,5	3 projects	3,3	4 projects	0,0	5 projects	0,0	More than 5 projects	1,1
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<p>Respondent's role in the project</p>	 <table border="1"> <thead> <tr> <th>Role</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>Founder</td> <td>26,1</td> </tr> <tr> <td>Project member</td> <td>32,6</td> </tr> <tr> <td>Project founder and member</td> <td>41,3</td> </tr> </tbody> </table> <p>24 respondents (26.1 %) are in the role of project founders, 30 respondents are project members (32.6 %) and the remaining 38 respondents (41.3 %) have both the role of the founder and member.</p>	Role	Percentage [%]	Founder	26,1	Project member	32,6	Project founder and member	41,3						
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<p>Support of eTwinning activities from the school's management</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>96,7</td> </tr> <tr> <td>No</td> <td>3,3</td> </tr> </tbody> </table> <p>Out of 92 respondents actively involved in projects 89 respondents stated that the school management supported their eTwinning activities (96.7 %). The remaining three respondents (3.3%) did not receive support from school management in such activities.</p>	Response	Percentage [%]	Yes	96,7	No	3,3								
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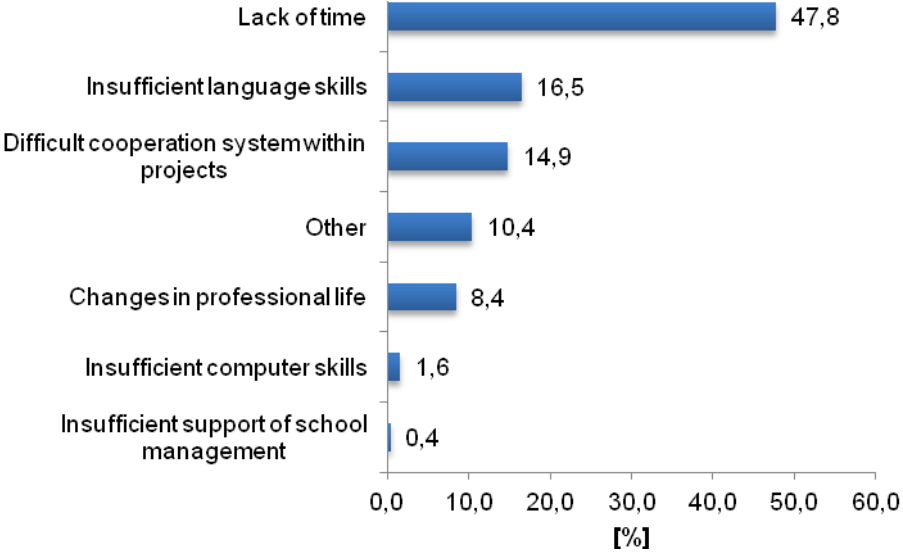
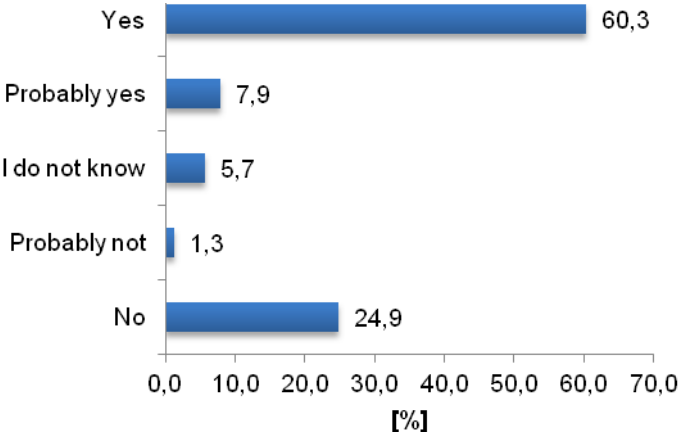
<p>Interest of a respondent's colleagues in getting involved in eTwinning activities</p>	 <p>63 respondents (68.5 %) stated that their colleagues were interested in getting involved in eTwinning activities. The remaining 29 respondents (31.5 %) stated that their colleagues were not interested.</p>
<p>Number of colleagues in the school who are implementing an eTwinning project</p>	
<p>Existence of an eTwinning team in the school</p> <p>Reasons for not creating an eTwinning team</p>	 <p>35 respondents (38.0 %) answered, that there was an eTwinning team in their school. On the other hand 57 respondents (62.0 %) stated they did not have such a team in the school. Respondents stated the following reasons for not having created a school eTwinning team:</p> 

	<p>When choosing „Other“, respondents most frequently stated the following: different focus of their projects, teachers' effort to implement projects on their own and a lack of time to work collaboratively. Two respondents stated, they were currently starting to implement a project but had not created an eTwinning team yet.</p>														
<p>Time of eTwinning project implementation</p>	 <table border="1"> <thead> <tr> <th>Time of implementation</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>In class time</td> <td>44,6</td> </tr> <tr> <td>Beyond class time as part of free time activities</td> <td>55,4</td> </tr> </tbody> </table> <p>41 respondents (44.6 %) implement their projects during class time and 51 (55.4 %) as part of free time activities.</p>	Time of implementation	Percentage [%]	In class time	44,6	Beyond class time as part of free time activities	55,4								
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<p>Ways of searching for eTwinning partners</p>	 <table border="1"> <thead> <tr> <th>Way of searching</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>eTwinning forum</td> <td>80,4</td> </tr> <tr> <td>eTwinning contact seminar</td> <td>27,2</td> </tr> <tr> <td>Based on good cooperation experience in other projects</td> <td>15,2</td> </tr> <tr> <td>Previous personal contact not related to project implementation</td> <td>9,8</td> </tr> <tr> <td>Other</td> <td>1,1</td> </tr> </tbody> </table> <p><i>Note: Respondents were allowed to mark more than one answer; therefore, the sum of individual percentage shares exceeds 100 %.</i></p> <p>When choosing „Other“, one respondent reported to have found a project member through the NSS manager beyond the scope of contact seminars.</p>	Way of searching	Percentage [%]	eTwinning forum	80,4	eTwinning contact seminar	27,2	Based on good cooperation experience in other projects	15,2	Previous personal contact not related to project implementation	9,8	Other	1,1		
Way of searching	Percentage [%]														
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<p>Tools used in eTwinning projects and reasons for not using TwinSpace</p>	 <table border="1"> <thead> <tr> <th>Tool/Reason</th> <th>Percentage [%]</th> </tr> </thead> <tbody> <tr> <td>TwinSpace</td> <td>84,8</td> </tr> <tr> <td>TwinBlog</td> <td>29,3</td> </tr> <tr> <td>Webnode</td> <td>12,0</td> </tr> <tr> <td>Project Card</td> <td>9,8</td> </tr> <tr> <td>Wikispaces</td> <td>8,7</td> </tr> <tr> <td>Other</td> <td>8,7</td> </tr> </tbody> </table> <p><i>Note: Respondents were allowed to mark more than one answer; therefore, the sum of individual percentage shares exceeds 100 %.</i></p> <p>When choosing „Other“, respondents often listed Facebook, Skype and e-mail. As for reasons for not using the TwinSpace the most frequent</p>	Tool/Reason	Percentage [%]	TwinSpace	84,8	TwinBlog	29,3	Webnode	12,0	Project Card	9,8	Wikispaces	8,7	Other	8,7
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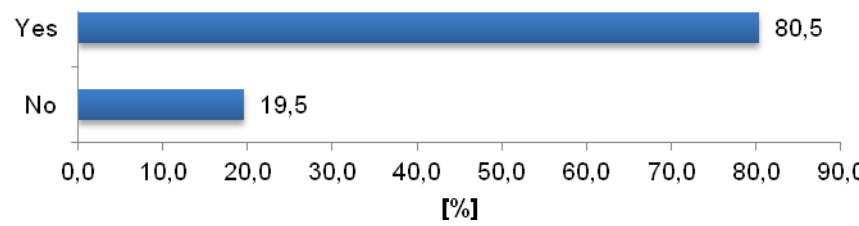
	<p>answers were the complexity (36.4 %), lack of user manuals and guides (31.8 %), tools difficult to use (9.1 %) and as for „other reasons“ respondents often stated work outside the TwinSpace via an own website as well as a lack of experience in early stages of project work.</p>																
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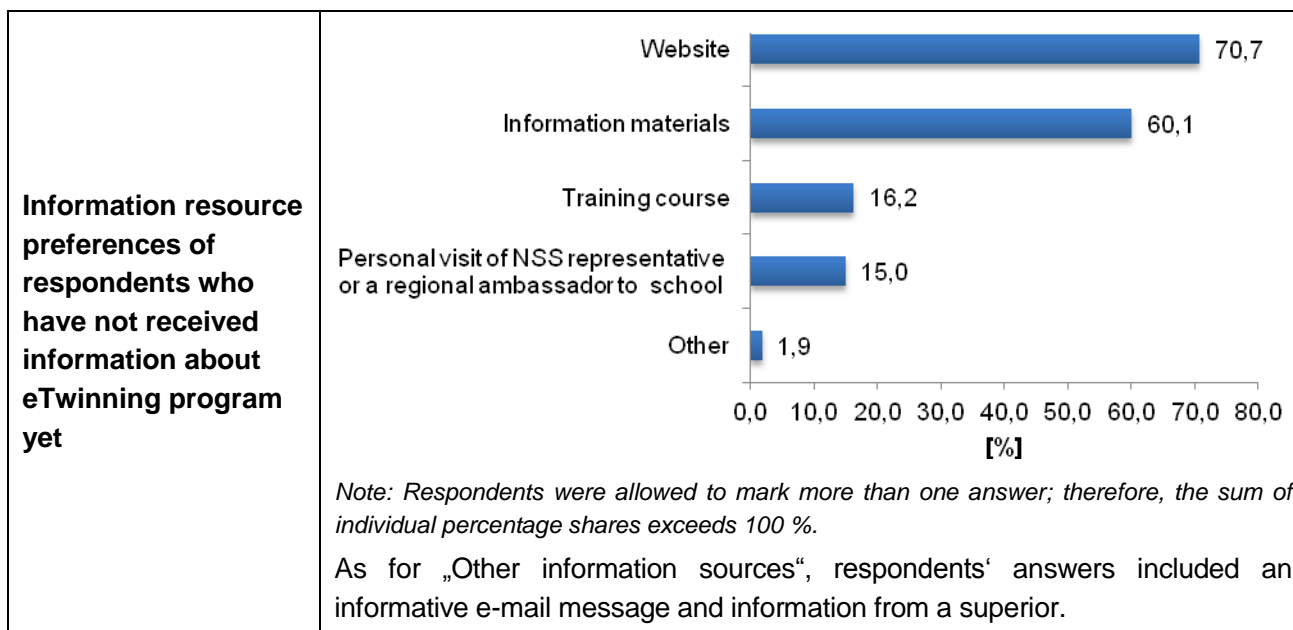
<p>Itemization of positive experience with the eTwinning program</p>	<p>Respondents reported the following positive experience:</p> <ul style="list-style-type: none"> ▪ pupils' interest to do project work, use ICT and communicate in a foreign language, ▪ increased pupils' participation, interest and enthusiasm related to project activities, ▪ creative work for pupils, ▪ overall improvement of knowledge and skills, ▪ gaining contacts and personal friendships, which can also be developed outside school, ▪ getting inspiration and plenty of ideas, ▪ pupils' and teachers' motivation to learn foreign languages, ▪ improvement of language and computer skills, ▪ possibility to compare the quality of their schools with that of their partners' schools, ▪ developing partnerships and cooperation with other schools, ▪ support and help from experienced eTwinners from other countries, interest and will to cooperate, ▪ possibility to participate in accredited courses, e-learning courses, and contact seminars. <p><i>Sample answers (quotes):</i></p> <p><i>„We have the best experience with eTwinning. Students always welcome the possibility to communicate with peers in a foreign language, which helps them get rid of their fear of speaking. Their motivation increases because they work on projects which they have chosen themselves and that keeps them interested. I really appreciate the possibility of being in touch with colleagues abroad, which allows me to broaden my own horizons and enables me to realistically compare the teaching environments.“</i></p> <p><i>„So far I have only positive experience. Students enthusiastically participate in the project even in their free time. They look forward to their new assignments but especially to getting to know students from foreign countries. “</i></p> <p><i>„My personal experience has been very positive. Pupils are motivated and together we have won a competition with our project thanks to which we ended up going on a trip to Sweden, where we made new friends and got to know a new culture.“</i></p>
<p>Itemization of negative experience with the eTwinning program</p>	<p>Respondents reported the following negative experience:</p> <ul style="list-style-type: none"> ▪ more difficult search for partners for a particular type of project, ▪ choosing a school whose approach to project activities was not diligent and responsible, ▪ little interest on pupils' part, ▪ unwillingness of some teachers to change their routinely used stereotypes in teaching, ▪ lots of time spent working on the computer outside regular class time ▪ little time left to spend implementing a project during regular class time, project activities are very time intensive and take up a lot of free time after school, ▪ malfunctioned eTwinning portal tools, ▪ inability to raise finances, which is often the headmaster's or the school

	<p>founder's problem, who usually want to know first what is in it for the school.</p> <p>No extensive negative comments have appeared among the respondents' answers.</p>
<p>Expected topics, auxiliary tools in the future</p>	<p>Among expected topics and auxiliary tools in the future respondents stated the following:</p> <ul style="list-style-type: none"> ▪ focus on topics in the area of interpersonal relationships and environmental protection; ▪ more topics related to secondary and special education; ▪ meeting of groups in individual towns and regions, continue to organize training courses (both for advanced eTwinners and those who are still „hesitant“); ▪ organization of contact seminars for both teachers and pupils; ▪ focusing eTwinning on primary school subjects; ▪ creating and official release form to be signed by the pupils' legal guardians' in order to be able to publish pupils' videos, photos of involved pupils and pupils' work; ▪ translation of materials into the Slovak language; ▪ financial or material support necessary to equip schools with digital technologies; ▪ automatic sending of replies by the NSS to those who have submitted forms or applications for training courses; ▪ a more frequent organization of training courses as one or two dates may not always be enough in terms of participants' availability; ▪ better availability of detailed guides to eTwinning tools; ▪ more intensive promotion of eTwinning in schools; ▪ sending information to e-mail addresses; ▪ defining an appropriate number of partners and administrators per one project; ▪ organizing of a hands-on seminar (creating a virtual classroom, presentation of projects, etc.), increasing availability of user manuals.

Respondents who have registered but so far have not got involved in eTwinning projects	
<p>Reasons for not getting involved in eTwinning activities</p>	 <p>Among „Other reasons“ respondents most frequently stated the following: difficult and unsuccessful search for partners, lack of colleagues' interest, lack of information, participation in other projects.</p>
<p>Consideration/intention to get involved in the program in the future</p>	
<p>Expected topics, auxiliary tools in the future</p>	<p>Expected topics and auxiliary tools in the eTwinning program in the future are as follows:</p> <ul style="list-style-type: none"> ▪ topics for nursery schools; ▪ topics concerning interconnection of schools by the means of the internet; ▪ topics for art schools; ▪ topics focused on historical sights and heritage of Slovak regions, unique personalities of Slovak regions, life in towns and villages, cultural expressions of young people; ▪ topics concerning bullying, drug prevention, stress management and adaption problems of young people; ▪ topics focused on teaching mathematics in secondary comprehensive schools following the implementation of a new state education program, preparation of students for school leaving exams so that they ready to meet university requirements; ▪ science topics, health education topics, healthy diet;

	<ul style="list-style-type: none"> ▪ accounting and marketing topics; ▪ topics aimed at teaching foreign languages; ▪ topics focused on learning about new cultures while using children's language skills ▪ topics related to the fields of mechanical engineering, civil engineering, automotive industry; ▪ topics focused on development of children's personalities in preschool education; ▪ topics fostering managerial approaches in school management, employee evaluation, time management in primary schools, quality of education; ▪ organizing of teacher meetings in Žilina instead of in Bratislava; ▪ less bureaucracy and more support from school founders; ▪ getting in touch via e-mail; ▪ availability of guidelines and methodical help, help with partner search; ▪ showcasing examples of successful projects; ▪ organizing of meetings in schools; ▪ creating a filter, which would automatically send an e-mail message to all potential partners, once a project theme, country, school type, etc. have been selected by a teacher searching for partners (saves time for those who are interested in the project).
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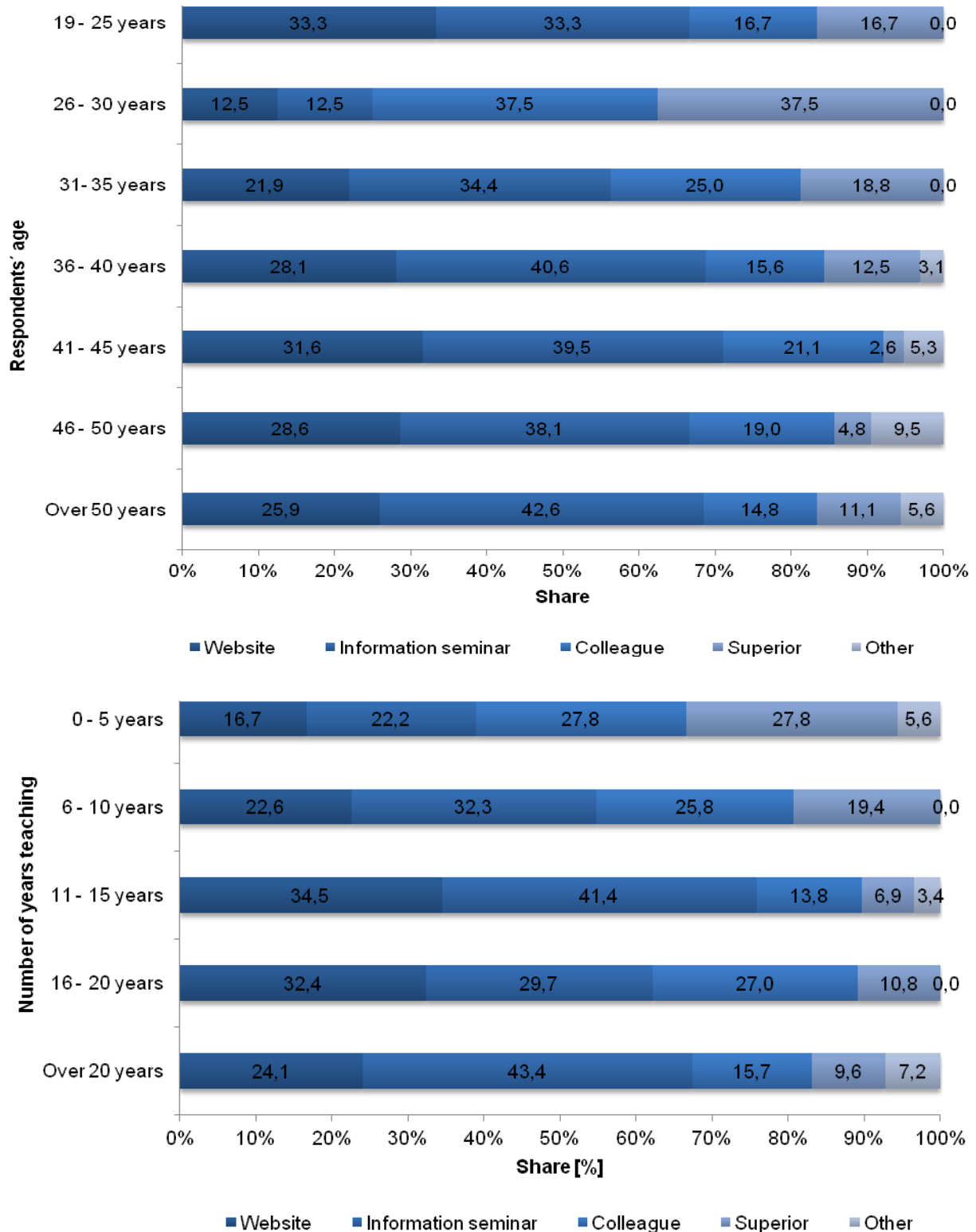
Respondents who have not registered or been involved in eTwinning program and who so far have not got any information about eTwinning program	
Interest in information about eTwinning program from respondents who have not received such information yet	 <p>Out of 399 respondents, who stated they did not know the eTwinning program, 321 (80.5 %) is interested in getting more information about the program. The remaining 78 respondents (19.5 %) are not interested in such information.</p>



3 Hypotheses testing results

Verification of hypothesis 1

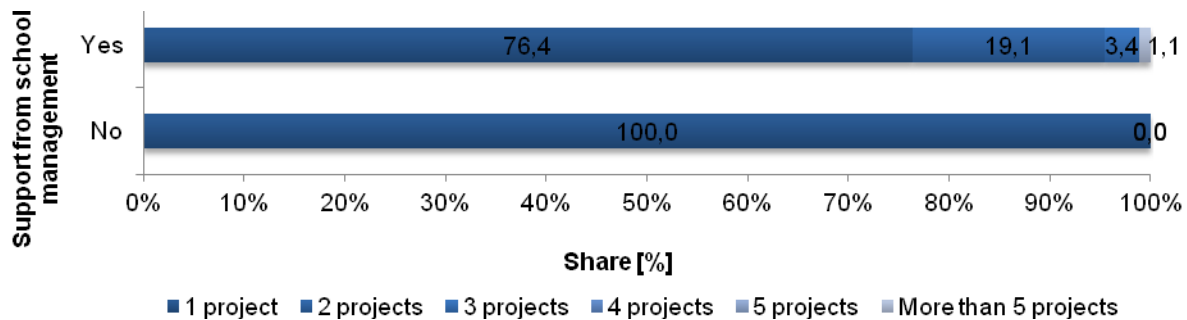
Communication channels to convey information about eTwinning program and respondents' reasons for registration are significantly different with respect to particular personality traits of teachers (e.g. age and number of years teaching). The hypothesis has been **verified**.



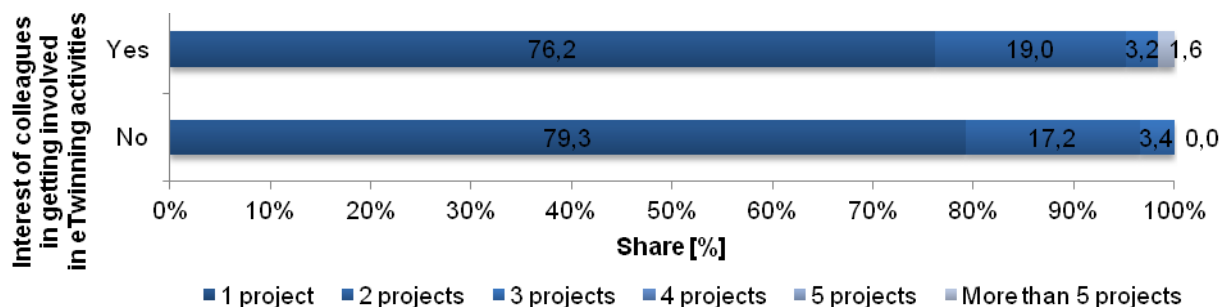
Verification of hypothesis 2

Conditions (school management support, teacher colleagues' interest in eTwinning activities in the school, existence of an eTwinning team, time of eTwinning project implementation, etc.) represent factors which influence the number of eTwinning projects implemented by a respondent.

The hypothesis has been **verified**.



Out of 89 respondents, who have the support of the school's management, 76.4 % are implementing one project, 19.1 % two projects, 3.4 % three projects and 1.1 % of the respondents are implementing more than 5 projects. Three respondents who stated not to have the support of the school's management are implementing one project each.

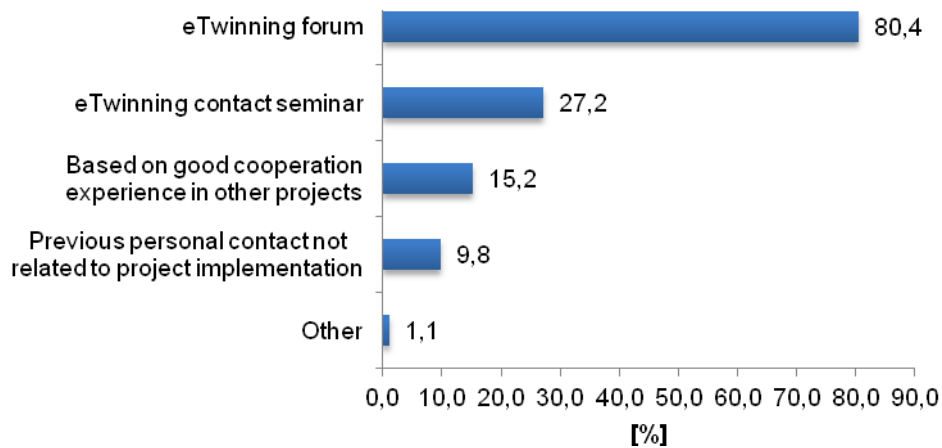


Out of 63 respondents, whose colleagues are interested in getting involved in eTwinning activities, 76.2 % are implementing one project, 19.0 % two projects, 3.2 % three projects and 1.6 % of the respondents are implementing more than 5 projects. Out of 29 respondents, whose colleagues are not interested in getting involved in the activities, 79.3 % are implementing one project, 17.2 % two projects and 3.4 % three projects.

Verification of hypothesis 3

Schools select their partners for an eTwinning project, in over a half of the cases, based on their good experience of cooperation with the same partners in previously implemented projects.

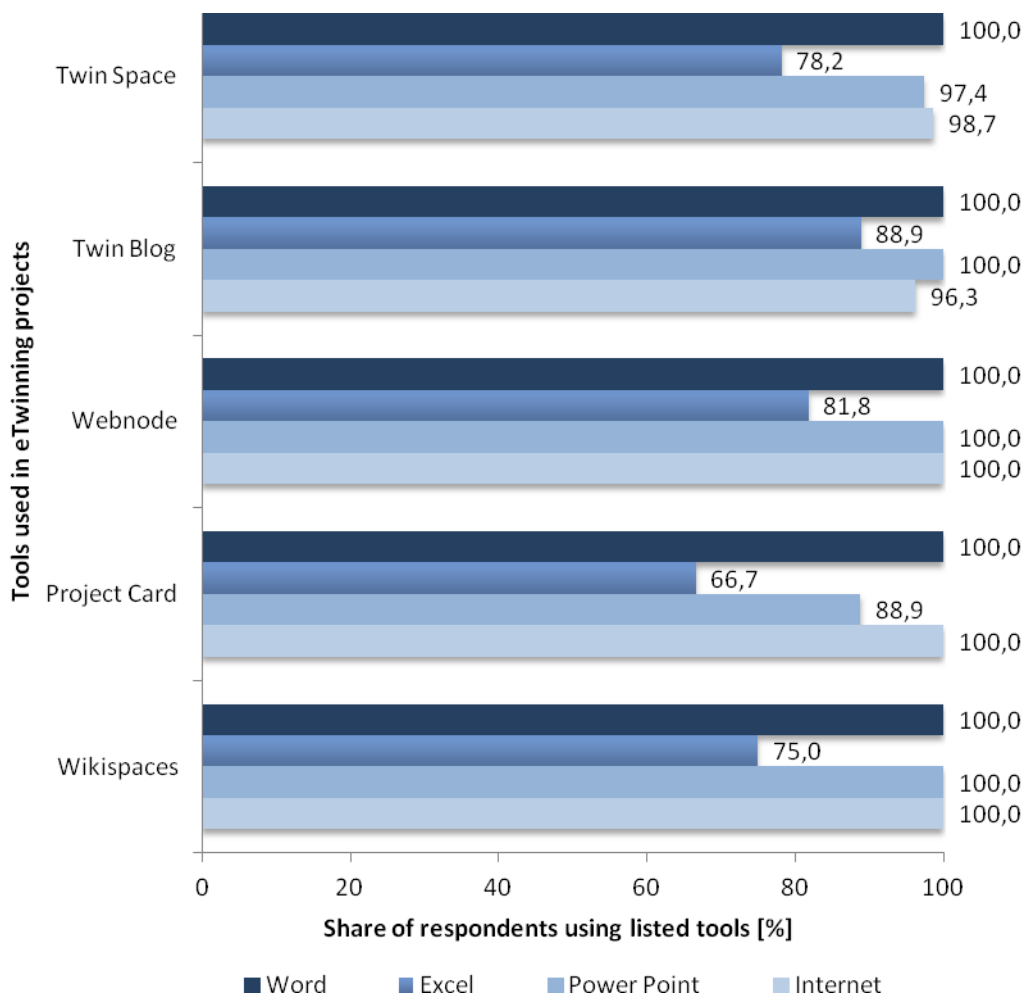
The hypothesis has been **refuted**. To search for project partners as many as 80.4 % of the respondents have used the eTwinning Forum.

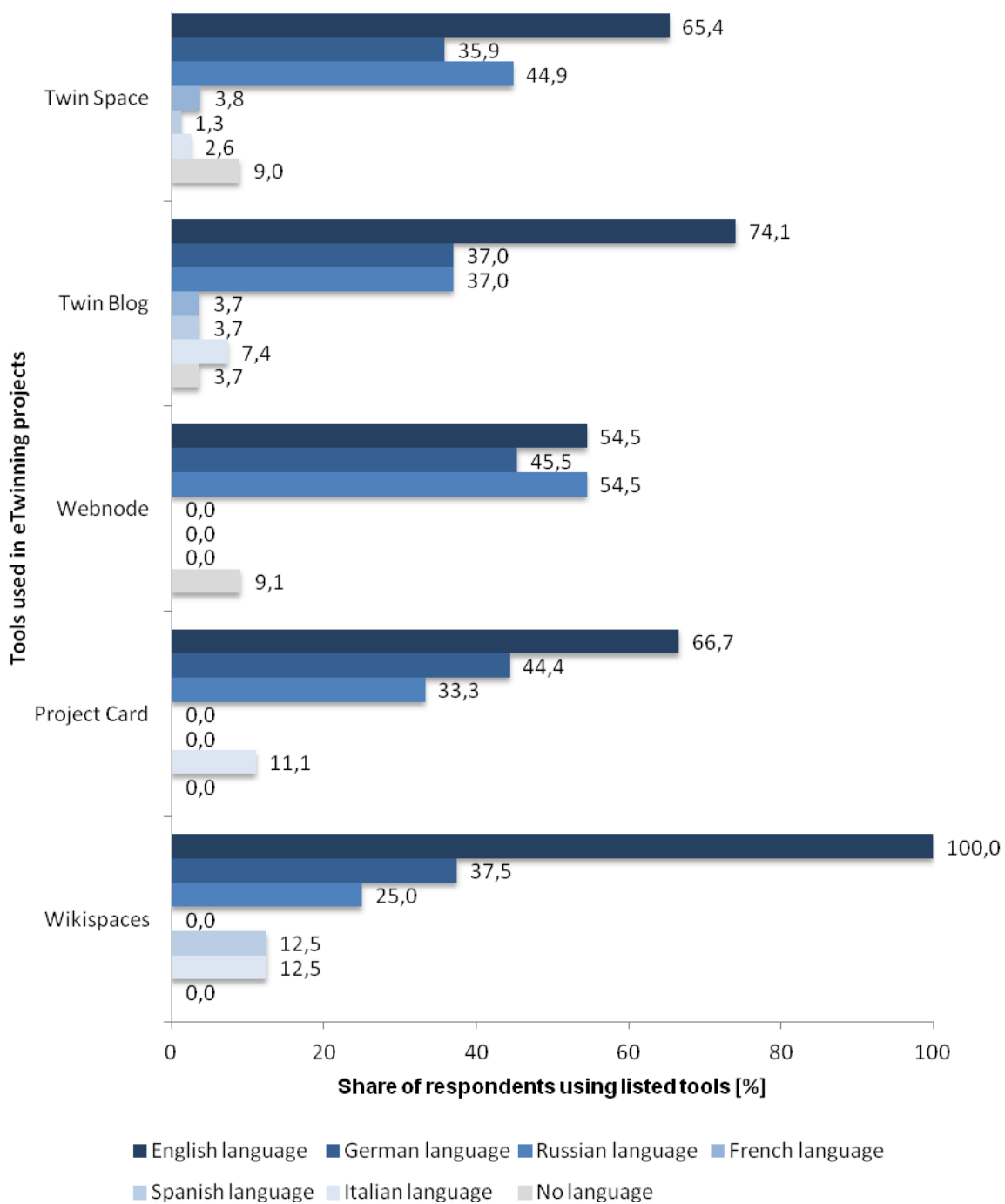


Verification of hypothesis 4

The choice of tools, which eTwinners exploit, depends on computer and language skills of the eTwinners.

The hypothesis has been **verified**. It has been verified with respect to both computer and English language skills.

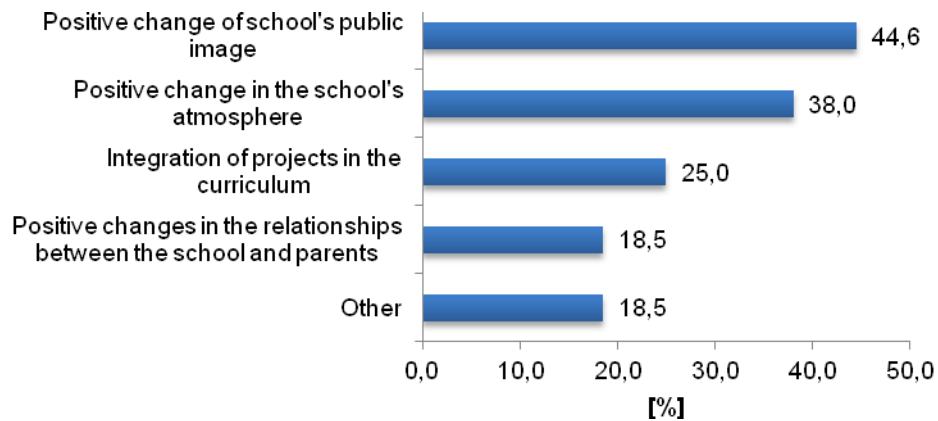




Verification of hypothesis 5

A majority of respondents see the eTwinning program's benefit in a positive change of the school's public image.

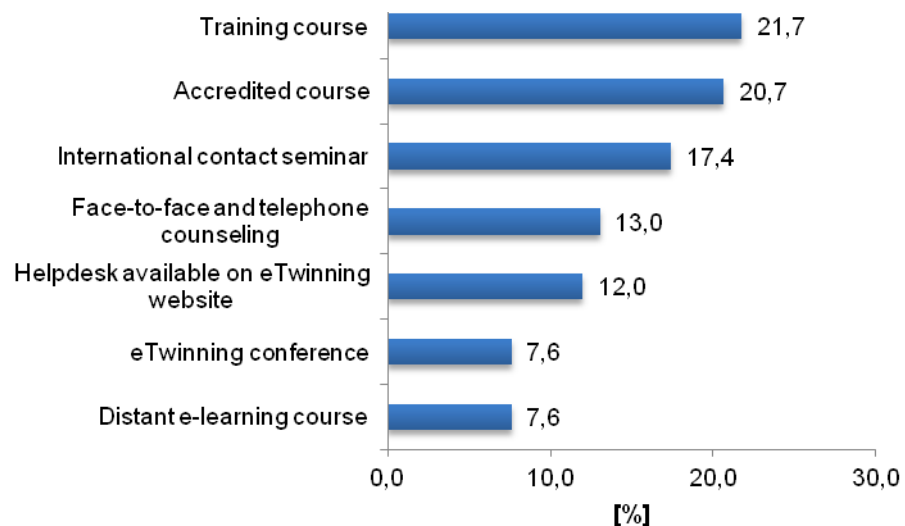
The hypothesis has been **verified**. Nearly 45% of the respondents see the benefit of the eTwinning program in a positive change of the school's public image.



Verification of hypothesis 6

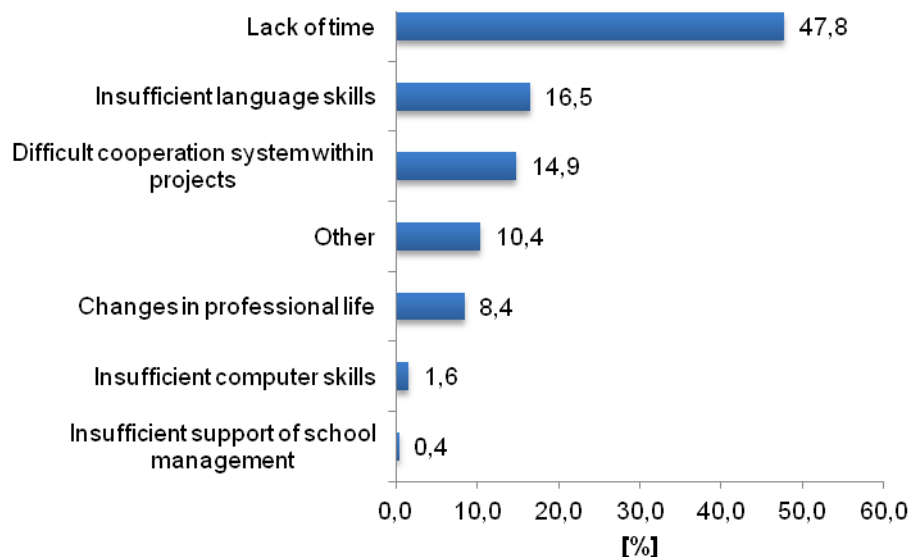
Respondents find organization of training courses the most useful activity in the eTwinning program done by the National support service.

The hypothesis has been **verified**. Accredited courses and training courses ranked among the most useful NSS activities.



Verification of hypothesis 7

The most frequent reason for not getting involved in eTwinning activities is a lack of time. The hypothesis has been **verified**. A lack of time and insufficient language skills of the respondents can be found among the most frequent reasons for not getting involved.



4 Overall research conclusion

This research on **the feedback to the most important issues related to the eTwinning program from teachers in the Slovak Republic**, who are involved/not involved in the program has proven an overall success of the program. Research has recorded substantial prevalence of positive responses in evaluation of NSS's work. Respondents suggested new topics for eTwinning projects, presented their preferences in communication channels between the NSS and schools as well as ways of cooperation, which if taken, would make eTwinning program even more successful.

Prepared by:	Rostášová Mária, Chrenková Alena
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Date:	2.11.2011
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