

PANEL Report 2023

Executive Summary



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Erasmus+ KA220 – Partnerships for adult education

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PANEL Results

Project's Aim

The implementation of the PANEL project intends to:

- Improve the capacity of training providers, to expand and enhance their online training offer;
- Enhance the skills of trainers in order to encourage people with low skills in the IT field to enrol and actively participate in online training programmes;
- Promote the innovation in training through the use of new training methods linked to information technology;
- Increase the training opportunities in order to make IT low-skilled learners actively participate in online courses.

Project's Results



PANEL Report

This PR is a report containing the analysis results of the research conducted by questionnaires to adult educators and learners regarding the major problems they both encounter in online courses along with their teaching and learning needs.



PANEL Pilot programmes

This PR is the preparation phase of the pilot courses that will be developed. The pilotings will be designed in accordance with the 4 training areas (learning foreign languages, artistic workshops, physical and mental wellbeing, and ICT).



PANEL Training Guidelines

This PR is the implementation guidelines (for each training area) addressed to educators regarding e-learning training paths in order to effectively use methodologies and modify their training methods in line with e-learning based on the training paths' piloting and evaluation.

Target groups of the project

Adult Educators



Adult Learners

PANEL Research

PANEL Report contains the analysis results of the research conducted by questionnaires to adult educators and learners.

A wide research among teachers and learners took place, in order to identify the experience of the target groups with the online and blended training in comparison with the traditional face to face methods of training as well as to provide a comparative analysis of the two target groups to point out convergences and divergences. The full report is also available on the project website: www.panelproject.eu

Research Methodology

Implementation
of the research phase:
March to April 2022

In which models have we based our research?

- Digital Competence Framework for Citizens (DigComp 2.0)
- Digital Competence Framework for Educators (DigCompEdu)
- Other tested scales

Questionnaires Distribution

May to October 2022

Methodology of the research

The questionnaires were designed to collect educators' and learners' experience of the teaching-learning process in E-learning and blended learning during the pandemic

Teaching Staff & Learners Surveys

61

Teaching staff in
partners countries and
beyond

Online and Blended Learning

- Barriers & Beliefs
- Appropriate teaching tools and resources
- Technical and emotional difficulties

57

Adult learners,
especially those with
lower IT skills and
backgrounds

Educators and learners

Advantages, barriers, needs and difficulties to foster online and blended learning experiences

- Digital & Soft skills
- Perceptions
- Learning methodologies
- Good practices

Report Compilation

PANEL
Report

www.panelproject.eu



e-Learning experience during the pandemic for teachers

- 70,5 % positive experience
- 21,3% Neither positive nor negative
- 8,2% negative

Professional Growth

59 per cent of the teaching staff consider that they have grown quite a lot or a great deal professionally, and 13.1 per cent have experienced no or little growth. A total of 27.9 per cent rated it neither positively nor negatively. The conclusion is that virtuality has been a very enriching experience for the teacher.

REASONS FOR MOTIVATION

- Learn new pedagogical approach and familiarise with digital tools
- Digital tools and ways to engage students
- Virtualisation allowed them to stay active
- Continue with the educational programme
- Break out of compulsory isolation

REASONS FOR DEMOTIVATION

- Technical difficulties (poor connection, audio quality)
- Little or no digital training for teachers and students in relation to virtual teaching platforms
- Stress they suffered due to the rapid adaptation to an unfamiliar environment
- Problems derived from the physical distance with the students: demotivation, frustration, poor cooperation, lack of attention, coldness or apparent disconnection
- Digital burnout



e-Learning experience during the pandemic for learners

- 33.3 % positive experience
- 29.6 % Neither positive nor negative
- 33.3 % negative

Previous experience with e-learning

Learners' previous experience with e-learning before the pandemic was quite limited. Only one third of the respondents - **35.1 per cent** - said they had received e-learning training. The remaining **64.9 per cent** had no such experience.

REASONS FOR MOTIVATION

- Possibility of being able to continue the course during the pandemic
- Comfort
- Being able to interact with other people
- No need for commuting
- Interpersonal relationships that improve the well being and mental state of people

REASONS FOR DEMOTIVATION

- Technical difficulties (poor internet connection, audio quality)
- Lack of digital means to improve the learning experience on behalf of the educators and lack in class control
- Disconnection from their peers
- Lack of attention, coldness or apparent disconnection
- Distraction from the learning during e-learning teaching
- Lack of technology equipment
- Digital burnout

PREFERENCE OF LEARNING MODALITY

Training Modality in order of preference for the **Teaching staff**

Training modality	1st preference	2nd preference	3rd preference
Face-to-face learning	50 (82%)	9 (14,7%)	2 (3,3%)
Blended learning	9 (14,7%)	42 (68,8%)	10 (16,4%)
E-learning	2 (3,3%)	10 (16,4%)	49 (80,3%)

In the order of preferences in the development of the teaching and learning process, the teaching staff chose face-to-face teaching as the first option. The next most preferred option was blended learning, followed by virtual learning.

Training Modality in order of preference for the **Learners**

In the order of preferences for the development of the teaching and learning process, the learners chose face-to-face learning as the first option. The next most preferred option was blended learning and the least preferred was e-learning.

Training modality	1st preference	2nd preference	3rd preference
Face-to-face learning	35 (61,4%)	14 (24,6%)	8 (14,03%)
Blended learning	18 (31,6%)	30 (52,6%)	9 (15,8%)
E-learning	4 (7,02%)	13 (22,8%)	40 (70,2%)

DIGITAL BURNOUT



78,5%

of the teaching staff felt some digital burnout

65%

of the learners observed burnout symptoms

BLENDDED Learning

SURVEY FINDING ON BLENDED LEARNING

"Blended learning is a process where more traditional methods for training (in-class, instructor-led) are combined with eLearning content to create a more flexible user experience."

Experience with Blended learning for Teaching Staff

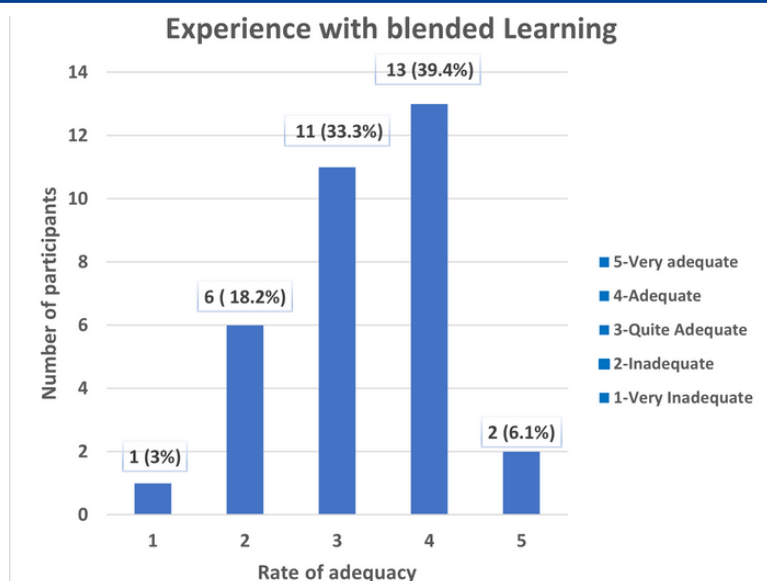
BLENDDED LEARNING EXPERIENCE

78,8%

From quite to very adequate

21,2%

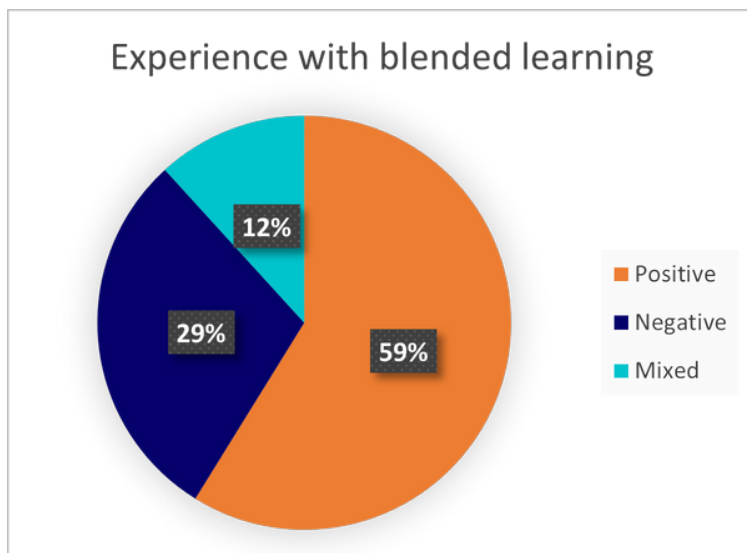
From inadequate to very inadequate



In spite of the almost generalised positive opinion, voices were also heard regarding the difficulties encountered. For example, some teachers consider blended learning to be exhausting and very demanding for teachers due to the dispersion of energy when trying to manage two spaces in a balanced way.

Experience with Blended learning for Learners

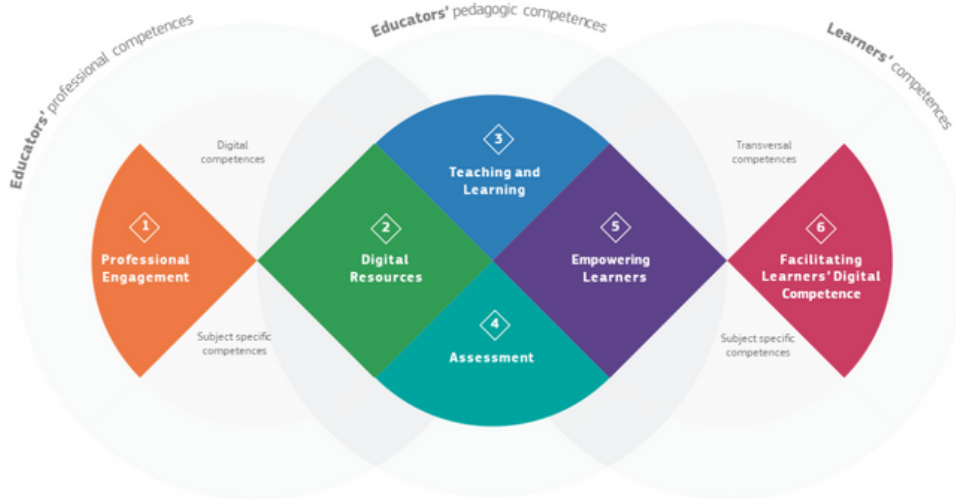
When learners were asked what they thought of the blended learning received during the pandemic out of the 17 responses obtained: **10 were positive**, **5 were negative** and **2 were mixed**, with both positive and negative aspects being taken into account. The fact that this teaching modality, by combining e-learning with face-to-face teaching, compensates for the shortcomings that students consider e-learning to have, is viewed positively.



Technical Parameters



The results of this survey, in short, show the existence of a digital divide, recognised by teachers and students, in its cognitive aspect (insufficient training and experience in online teaching) and technical divide, evidenced by the connection problems suffered by students who had the material resources to continue the course. The pandemic has shed light on the problem of the digital divide, a problem that was thought to be minimised in technologically developed countries.



Digital Competence Framework for Education (DigCompEdu).



69%
of the teaching staff

Technical difficulties

56%
of the learners

ISSUES ENCOUNTERED

- Internet access
- Limited interaction
- Lack of personalization
- Issues with navigation
- Lack of Technical Equipment
- Crashing systems
- Security
- Adjusting of online courses to deaf or hard of hearing students

”
54% of Europeans in 2021 had at least basic digital skills.
Eurostat

Conclusions

The spread of e-learning or/and blended learning as emerged by the Covid-19 pandemic requires further improvements from both educator and learner's sides, as it offers great opportunities and benefits. We were moved towards a hybrid way of learning that requires strengthening digital skills and cultural changes.

Main outcomes

- Percentage for no previous experience of e-learning is higher for teachers than for learners
- For both teachers and learners the first learning modality preference is face-to-face, second is blended learning and the least preferred is e-learning.
- Greater motivation on the part of the students than on the part of the teaching staff in relation to e-learning
- Teachers feel more comfortable than students using the camera during e-learning
- Learners appreciate more empathy on the part of the teaching staff than the teaching staff find in their learners
- Teachers face more difficulties in adapting to an unfamiliar environment and a new methodology, in reconciling the instantaneous transition with their personal lives than those faced by learners
- Teachers face more difficulties related to technical issues of the e-learning than those faced by learners
- Insufficient training and experience in online teaching
- Stronger preference to face-to-face learning for both target groups

PANEL project will contribute to EU objectives improving e-learning experience both for adult educators and learners, equipping them with efficient e-learning methodologies to teach them online.



PANEL
Report



PANEL
Pilot
programmes



PANEL
Training Guidelines

ADULT EDUCATORS

82%

PREFERENCE
TO FACE-TO-
FACE
LEARNING

LEARNERS

61,4%

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FOCUS GROUPS

WITH EXTERNAL EXPERTS



Focus Groups Methodology

The focus group was set up to provide solutions to the problems that teachers had encountered during the Pandemic in the development of e-learning teaching. The people who participated in the focus group were teachers with experience in e-learning who worked during the Pandemic. In the configuration of the group, representation was sought from all PANEL project partners and from all areas of knowledge completed in the project. The group was composed of seven people, of which three are English teachers, one Italian teacher, one teacher of English and Greek, one teacher of a textile workshop and one ICT teacher.

Proposals for solving the problems associated with e-learning teaching


- Ensure the availability of material and technical resources, technical support staff and ICT induction courses for pupils with low levels of digital skills.
- Adapt curricula and training programmes to e-learning and develop specific legislation.
- Promote learner socialisation in both online and offline environments. And involve learners in taking responsibility for the learning process.
- Create video tutorials that respond to learners' specific needs; record videoconferencing sessions to facilitate asynchronous learning; digitise teaching resources; use written language tools to reinforce oral communication in the online classroom and make work patterns accessible to learners through a timetable.



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PANdemic emergency and E-Learning: innovative
learning and teaching methodologies
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More information:
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