1 System 4 Inland Waterway Transport: Upskilling Pathways

Project number:

2022-1-NL01-KA220-VET-000088164

WP 3 Trans-national vocational curricula and life-long training content

Activity 3.1

Evaluation of current IWT learning user behavior

Contents

Workpackage	Work package n°3 - Trans-national vocational curricula and life-long training – content
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Version	01
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Executive summary

1System 4IWT aims to build a learning system that will act as a solution for ensuring and enduring continuity of education & training for IWT students and workers and generate a „personalized learning experience". Furthermore, the project will focus on developing commons resources, that meet the needs of nowadays trends and challenges for (incoming) staff in the IWT sector.

The specific objective of this work package is to create a resilient, easily accessible and future-proof education & training system for the IWT sector.

This WP will focus on developing common learning resources: content for executing education & training for different roles, including video tutorials and documentation. The partners mutually agreed to challenge the way of value creation in IWT VET education and share it from the start. The consortium will adopt co-creation and co-ownership of the resources with the

idea not to freeze in a close community but instead let them circulate freely among the commons. This way these commons will travel through the ecosystem and educational communities and even the related business sector can use them and develop them further. A major role in this spread will be played by members of the reference group, associated partners and attendees of multiplier events.

The goal of this WP is to create sustainable, user centric IWT VET content. WP3 focuses on defining the specific need for

IWT learning platforms and developing common learning resources for trans-national vocational and life-long learning content for executing education & training for different roles.

In particular, based on previous projects as COMPETING, Danube Skills, HINT and NELI and the results from WP2 learning modules developing interactive content including videos, animations and self-evaluation. Moreover, WP3 leads to an increased media and didactical competency through a transfer among the involved partners.

The activity 3.1. Evaluation of current IWT learning user behaviour has been conducted based on a survey among the partners' countries based on a questionnaire developed in common within the consortium.

A total number of 99 respondents answer to this survey and the results are presented below

Assessing of the learning user behaviour in IWT

Based on the results of the survey conducted among the consortium partners' countries the following results are presented below.

The first question was intended to provide an overview of the support received by the students in regard to the online teaching process

Question 1. During the online classes, have you received support and guidance predominantly from:
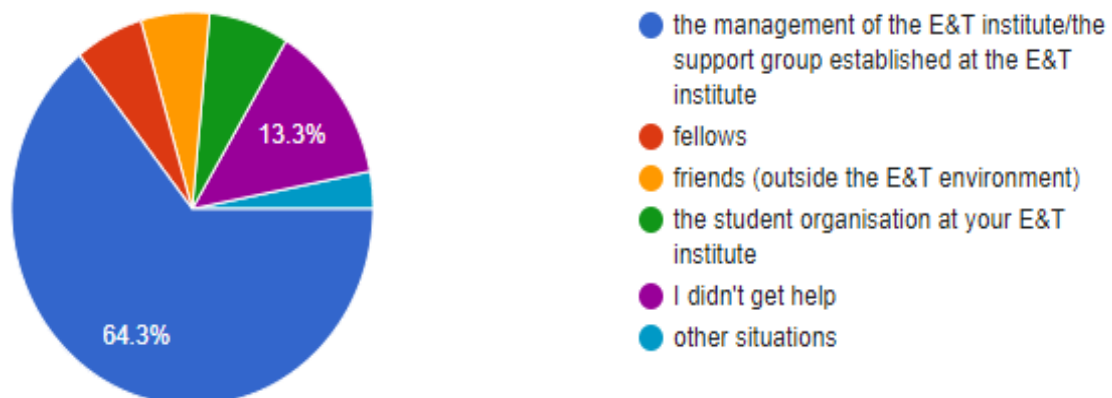

Figure 1. Percentages of the answers selected for the first question

The analysis of 98 responses revealed significant variations in the percentages of supporting sources. The highest percentage of support, 64.3%, was received from the management of the E&T Institute. This result indicates that a substantial majority of students relied on institutional support to navigate the challenges of online learning. In contrast, the

lowest percentage, at 3.1%, was attributed to "other situations," suggesting that only a small fraction of students sought support from sources not listed in the questionnaire.

The students' organization established at the E&T institute received 7.1% of the responses. These percentages reflect a relatively low level of reliance on internal support structures outside of the institute's management. Fellows and friends outside the institute both gathered 6.1% of the responses. A percentage of 13.3% of the respondents didn't get any help.

Question 2. If you received support and guidance from other sources, please specify which they were:

Only 29 respondents answered to this question and the data revealed among the other sources which counted previously for a percentage of 3.1% friends, family, social media, internet shared resources.

Question 3. During this period, to what extent did you participate in the courses, seminars, laboratories and practical training within the study program you are attending?

Question 3 intended to give information about the degree of involvement of students in the online learning activities.
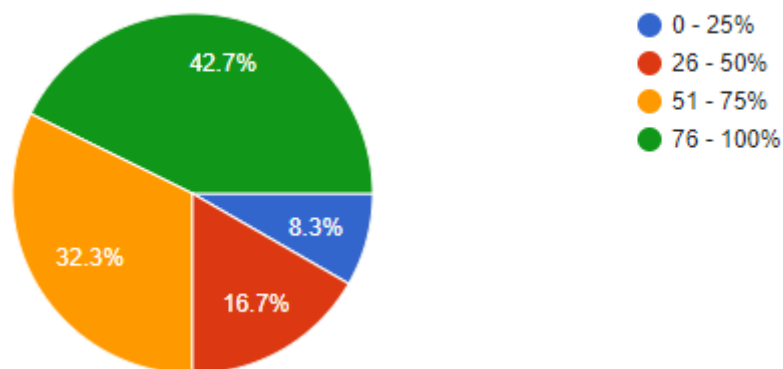

Figure 2. Percentages of the answers selected for the third question.

A total number of 96 respondents answered to this question. In analyzing the data presented in the pie chart, it is evident that there is a considerable variation in the extent of participation in courses, seminars, laboratories, and practical training within the study program among respondents. The distribution of responses can be categorized into four distinct groups: those who attended 76-100%, those who attended 51-75%, those who attended 26-50%, and

those who attended between 0-25%. This analysis will focus on comparing these groups, highlighting the higher and lower percentages.

The largest group of respondents, comprising 42.7% of the total, reported attending at between 75-100% of courses, seminars, laboratories, and practical training within their study program. This signifies a strong commitment to their academic pursuits, suggesting that a significant portion of the student body is highly engaged in their studies.

The second most substantial group, accounting for 32.3% of respondents, attended at a 51-75% level. This still indicates a significant degree of participation in academic activities. These students are likely making a substantial effort to engage with their coursework and are actively involved in their education.

The third group, constituting 16.7% of respondents, reported attending at a 26-50% level. This suggests a moderate level of participation, indicating that a portion of students may have varying degrees of commitment or may face certain constraints that prevent them from fully engaging in all aspects of their study program.

The smallest group, comprising 8.3% of respondents, reported attending between 0-25%. This represents the lowest level of participation, and it is essential to understand the reasons behind such limited engagement. Factors such as personal circumstances, lack of interest, or difficulties with the course material may contribute to this lower level of participation.

An encouraging conclusion is that 75% of the respondents attended more than 50% of the online teaching/learning activities.

In regard to the difficulties in participating at the online learning activities the results were as follows:

Question 4. Did you have difficulties participating in distance learning activities due to the aspects presented above.

Analyzing the data collected from the respondents regarding difficulties in participating in distance learning activities due to various aspects, it is evident that respondents' experiences vary significantly across different categories. Respondents could choose from four levels of impact: "not at all," "to a small extent," "to an average extent," and "to a large extent." These aspects are to be compared, highlighting the higher and lower percentages within each category.

Insufficient level of my digital competences
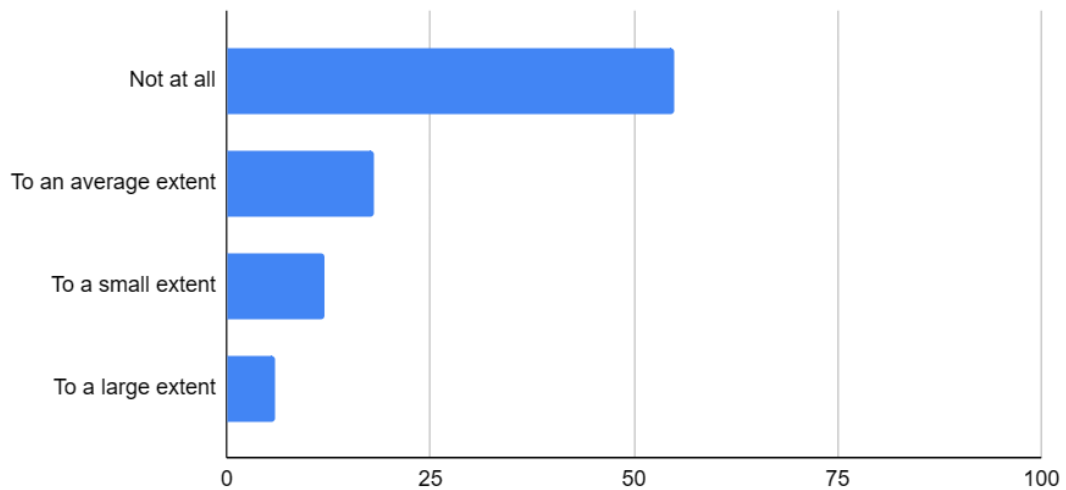
Number of respondents: 91

- The highest percentage of respondents (60.4%) indicated that they experienced "not at all" difficulties due to an insufficient level of digital competence. This suggests that a majority of respondents felt confident in their digital skills.

- In contrast, only 6.6% reported experiencing difficulties "to a large extent," indicating that a very small proportion struggled significantly with digital competence.

- The intermediate categories, with 13.9% and 19.1% of respondents selecting "to a small extent" and "to an average extent" respectively, represent a moderate level of challenges faced by a minority of respondents.

Lack of motivation
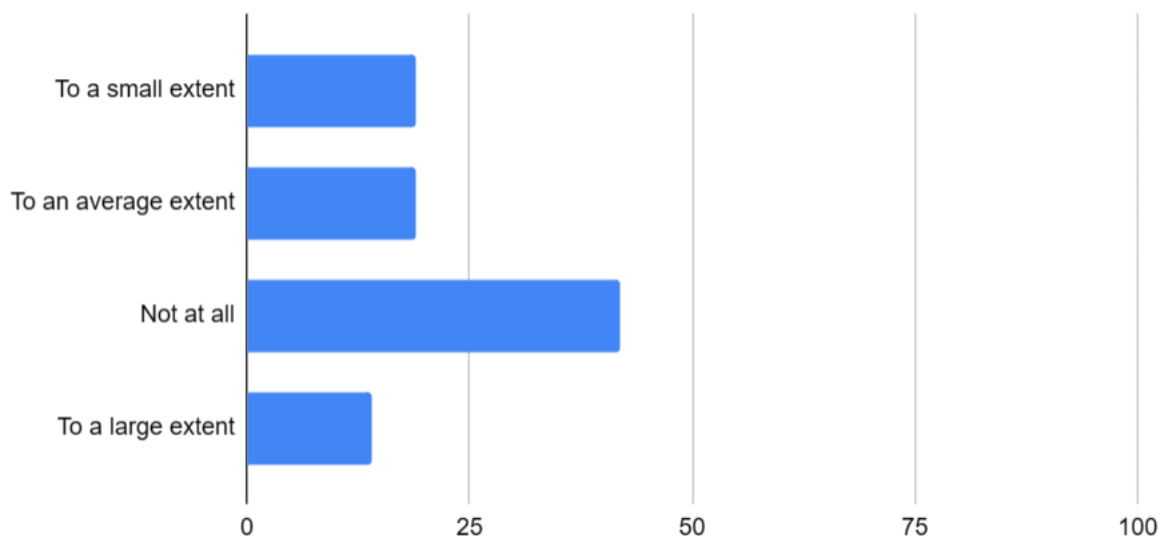
Number of respondents: 94

- A substantial portion (44.6%) reported that they did not face any difficulties due to a lack of motivation when participating in distance learning activities.
- Conversely, 14.8% of respondents reported experiencing difficulties "to a large extent," signifying that a notable proportion struggled significantly with motivation.
- The "to a small extent" and "to an average extent" categories had 20.3% of respondents each, indicating a relatively equal distribution of moderate motivation-related challenges.

Lack of time to understand and properly use digital tools and resources
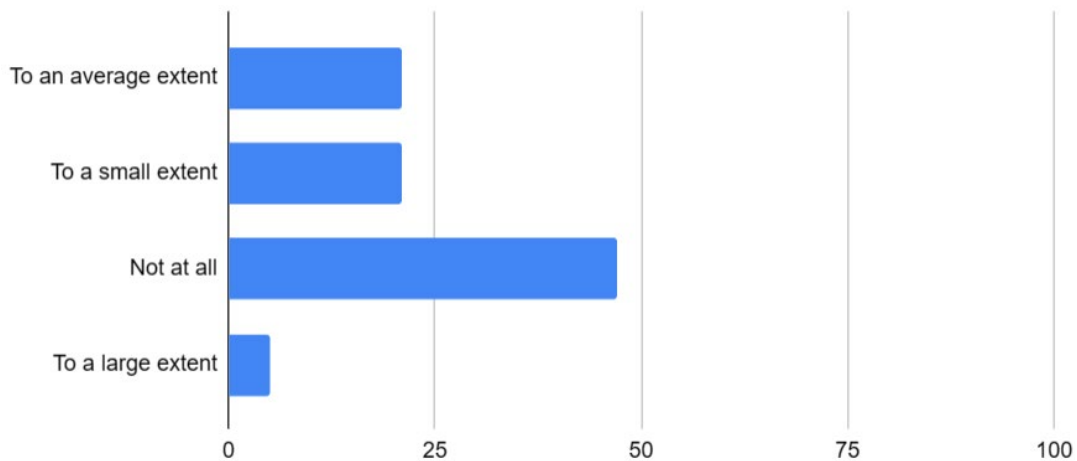
Number of respondents: 94

- The majority of respondents (50%) did not face difficulties concerning the lack of time to understand and use digital tools and resources, selecting "not at all."
- A mere 5.4% reported difficulties "to a large extent," suggesting that a very small fraction of respondents had significant time constraints.
- The "to a small extent" and "to an average extent" categories had 22.3% of respondents each, indicating that an equal number faced moderate time-related challenges.

Lack of habit of learning with the help of new technologies
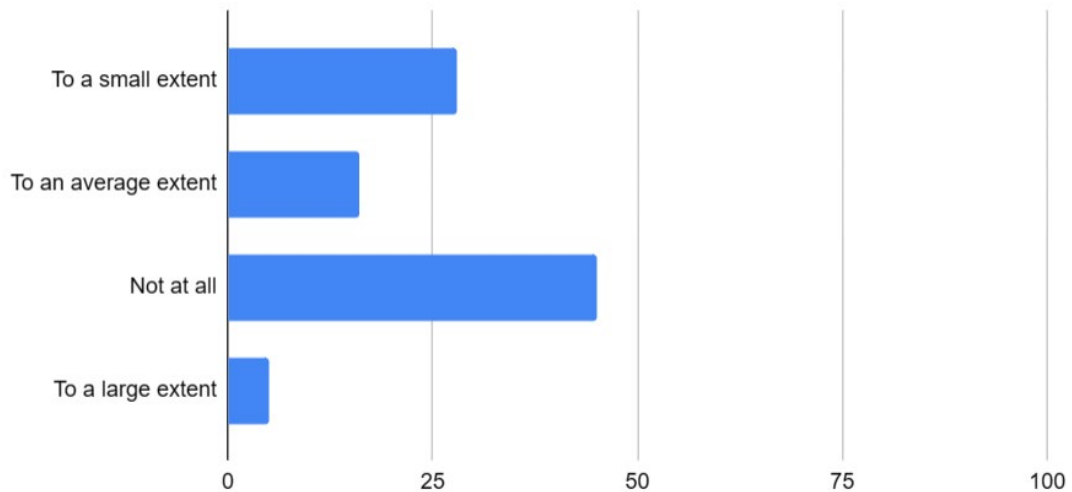
Number of respondents: 94

- Similar to the previous aspect, 47.9% of respondents reported that they did not face any difficulties due to a lack of habit in learning with new technologies.
- Only 5.3% reported experiencing difficulties "to a large extent," suggesting that a very small percentage of respondents had significant issues with adapting to new technologies.
- The "to a small extent" (29.8%) and "to an average extent" (17%) categories had semnificative percentages, indicating that a significant proportion faced minor challenges in developing the habit of learning with new technologies.

Lack of educational content (digital resources) provided by the teachers
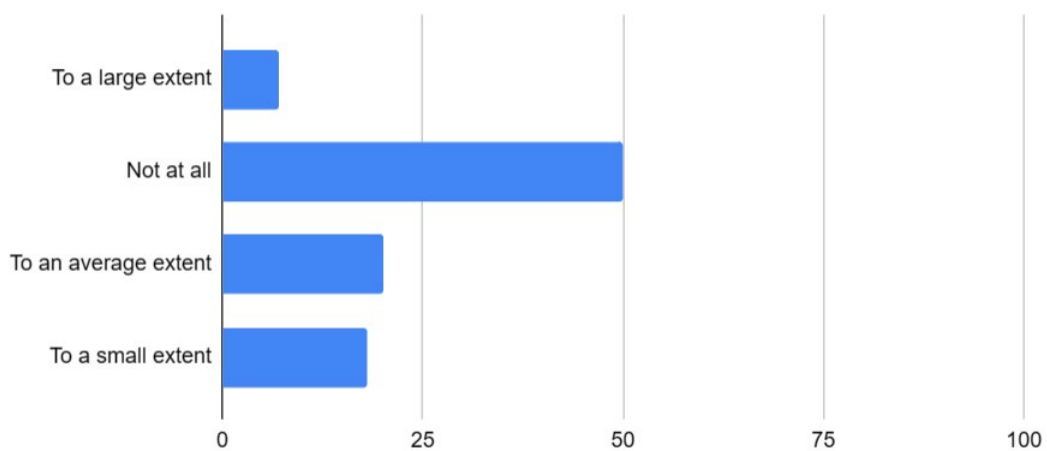
Number of respondents: 95

- A significant proportion of respondents (52.6%) reported experiencing no difficulties at all in terms of a lack of educational content provided by teachers.
- In contrast, only 7.4% reported experiencing difficulties "to a large extent," signifying that a very small percentage faced substantial challenges regarding educational content.
- The "to a small extent" and "to an average extent" categories had 19% and 21% of respondents, respectively, suggesting that a relatively equal number faced moderate challenges.

Lack of control and constant monitoring of my activites by teachers
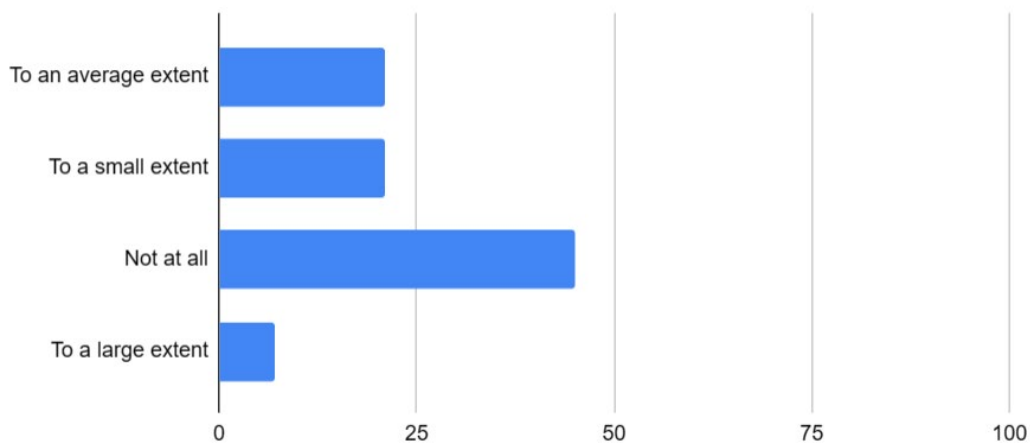
Number of respondents: 94

- Similar to the first aspect, 47.9% of respondents did not face difficulties concerning the lack of control and constant monitoring by teachers, selecting "not at all."
- A smaller but notable proportion (7.5%) reported difficulties "to a large extent," indicating that a minority felt overly monitored and controlled.
- The "to a small extent" and "to an average extent" categories both had 22.3% of respondents, suggesting an equal distribution of moderate challenges in this regard.

Technical difficulties (platforms that need to be installed, that do not work, accounts and browsers)
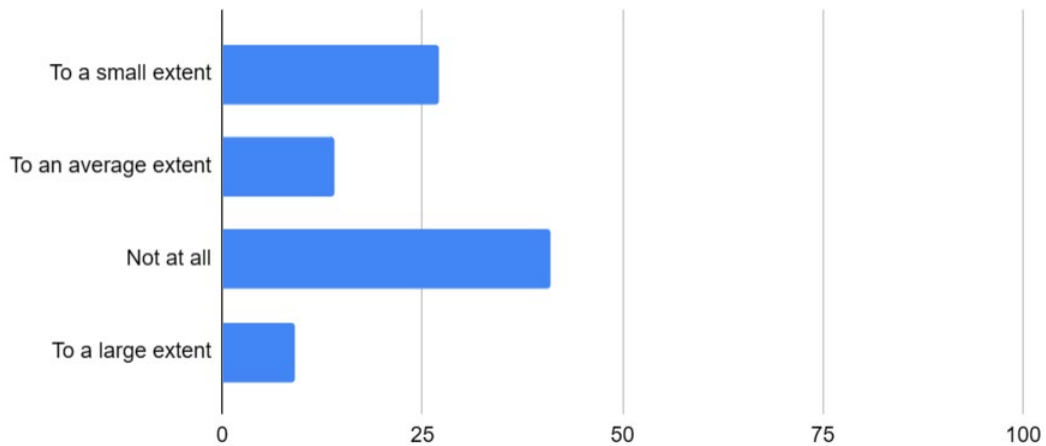

Number of respondents: 91

- In this category, 45.1% of respondents did not face any technical difficulties, selecting "not at all."
- The groups that experienced difficulties "to a large extent" and "to an average extent" were the smallest at 9.9%, respectively 15.4%, indicating that a very small fraction of respondents faced significant technical challenges.
- The "to a small extent" category, with 29.6% of respondents, signifying a substantial number faced minor technical issues, such as platform installation or account/browser problems.

Limited Internet access
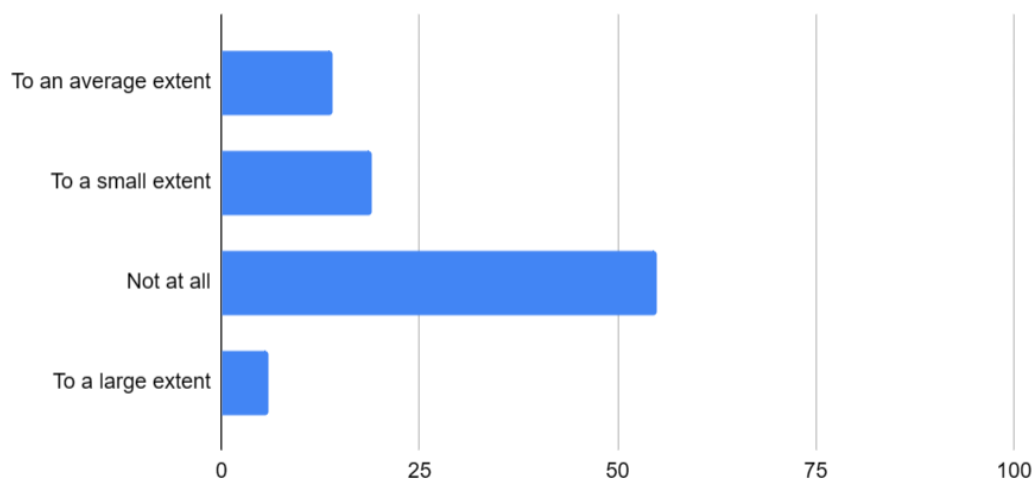
Number of respondents: 94

- The aspect of limited internet access saw the highest percentage of respondents (58.5%) reporting no difficulties at all.
- Those who reported difficulties "to a large extent" accounted for 6.4%, suggesting that only a small minority had substantial issues with internet access.
- The "to a small extent" category had 20.2% of respondents, while the "to an average extent" category had 14.9% demonstrating a relatively equal distribution of moderate challenges related to internet access.

Lack of a powerful computer

Number of respondents: 92
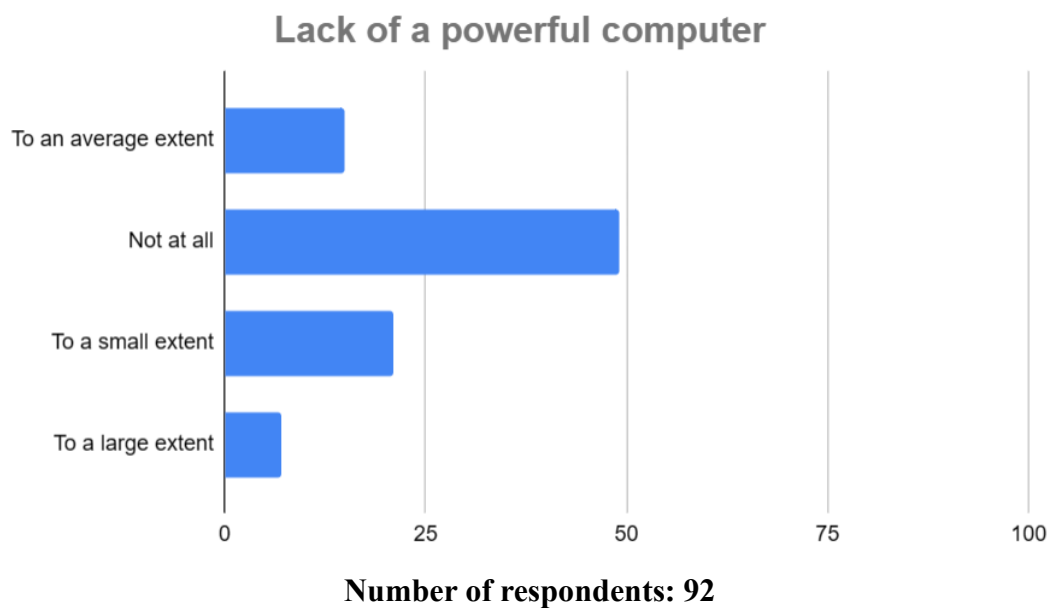
- A notable proportion of respondents 53.3% reported experiencing no difficulties at all due to a lack of a powerful computer. This suggests that a majority had access to suitable computing resources for distance learning.
- In contrast, only 7.6 % reported experiencing difficulties "to a large extent," indicating that a small fraction faced substantial challenges related to computer power.
- The "to a small extent" and "to an average extent" categories had 22.8% and 16.3% of respondents, respectively, implying that a minority faced moderate challenges due to the inadequacy of their computer systems.

Lack of tools for managing student groups and batches, for teacher feedback and evaluation
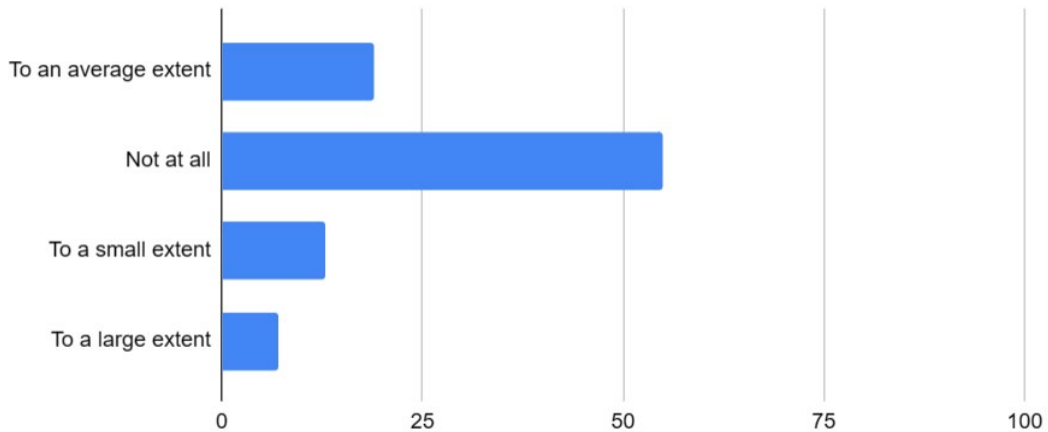
Number of respondents: 94

- The majority of respondents (58.5%) indicated that they did not face any difficulties related to the lack of tools for managing student groups and providing teacher feedback and evaluation.

- Those who reported difficulties "to a large extent" comprised only 7.4% of the total, indicating that a small minority experienced significant challenges in this area.

- The "to a small extent" category had 13.8% of respondents, while the "to an average extent" category had 20.3%, suggesting a relatively equal distribution of moderate difficulties in this aspect.

Lack of a well-structured schedule of teaching activities
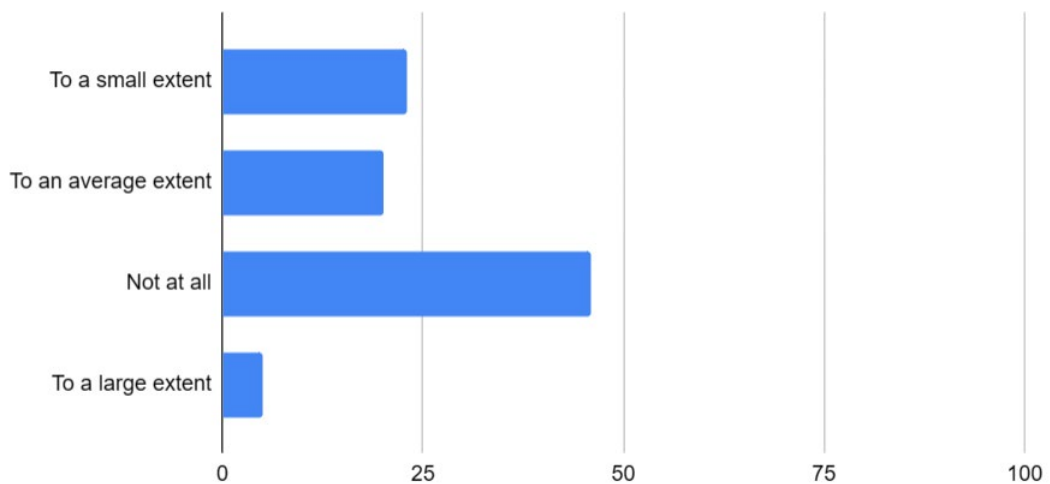
Number of respondents: 94

- A significant proportion of respondents (48.9%) reported no difficulties due to the lack of a well-structured schedule of learning activities.
- Those who faced difficulties "to a large extent" accounted for the smallest percentage (5.3%), suggesting that a very small fraction experienced substantial issues with scheduling.
- The "to a small extent" category had 24.5% of respondents, while the "to an average extent" category had 21.3%, indicating that a minority faced moderate challenges related to scheduling.

Limits due to the specifics of some disciplines (learning activities cannot easily be transposed into remote activities)
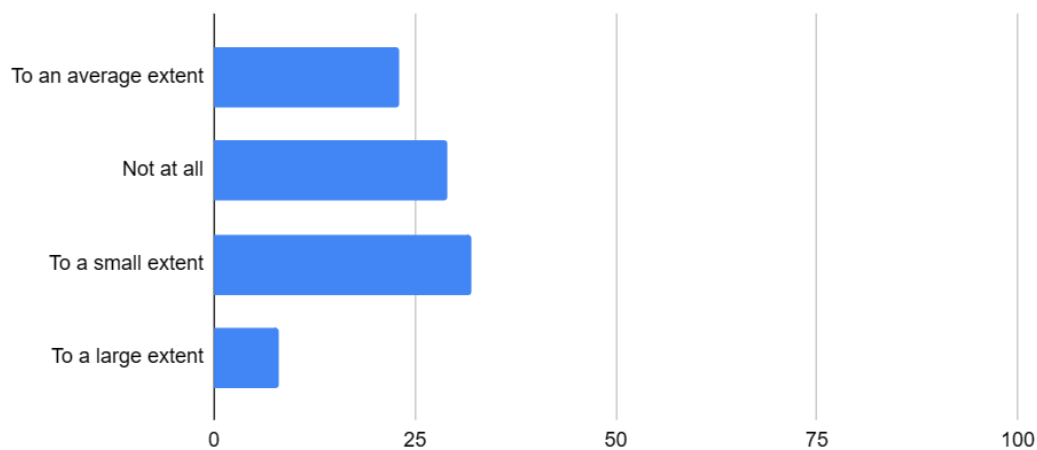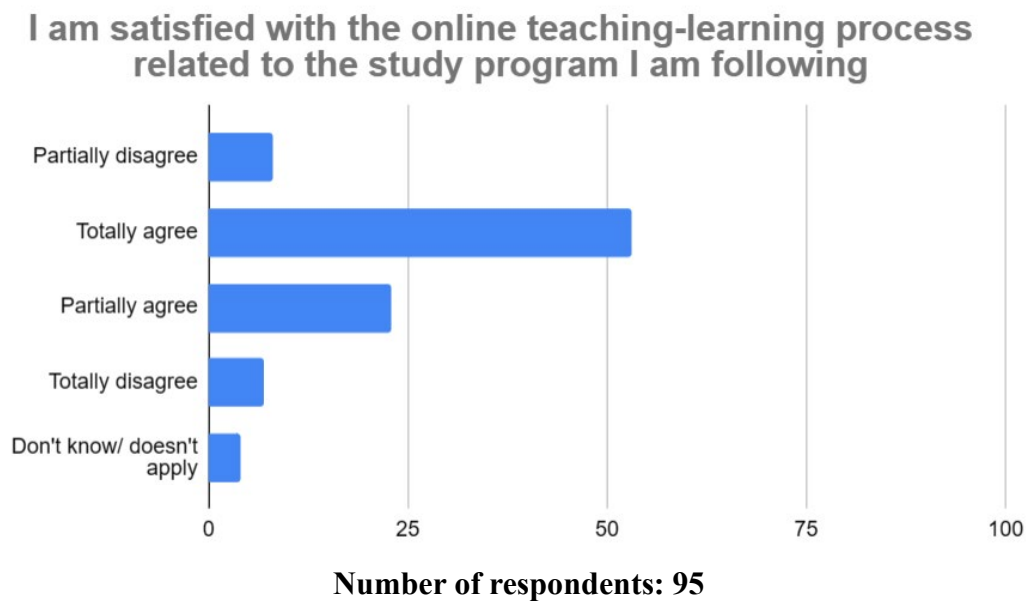

Number of respondents: 92

- The aspect of limits due to the specifics of some disciplines exhibited a noticeable disparity in responses. The "not at all" category had the lowest percentage at 31.5%, indicating that a substantial number of respondents faced challenges related to specific disciplines.
- The "to a small extent" category was the highest at 34.8%, signifying that a significant portion faced minor challenges, but not to an extensive degree.
- The "to an average extent" category had 25% of respondents, while the "to a large extent" category had 8.7%, indicating that a minority experienced moderate to substantial difficulties due to the nature of their disciplines.

Question 5. To what extent do the following statements apply to you in the current context of delivering distance courses, seminars and practical training?

Analyzing the data gathered from responses to questions related to the extent to which various statements apply in the context of delivering distance courses, seminars, and practical training, we observe significant variations in perceptions and attitudes among respondents. Respondents could choose from five options: "totally agree," "partially agree," "partially disagree," "totally disagree," or "don't know/doesn't apply." Below, we provide a comparative analysis, emphasizing the higher and lower percentages within each category for each statement.

I am satisfied with the online teaching-learning process related to the study program I am following
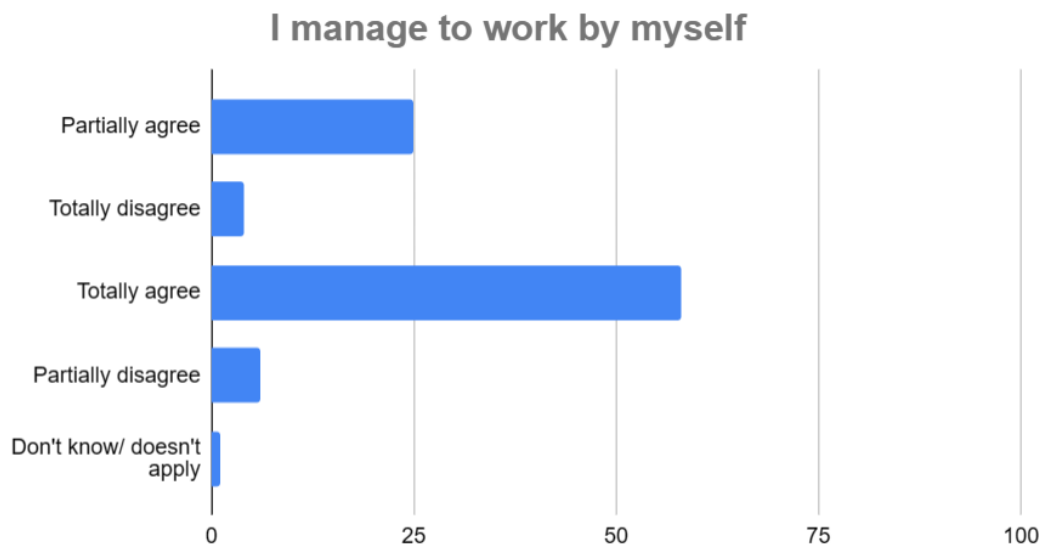
Number of respondents: 95

- The "totally agree" group, with 55.8% respondents, is the largest among the categories, indicating that a significant portion of respondents express high satisfaction with the online teaching-learning process.
- The "partially agree" group, with 24.2% respondents, represents a smaller but still substantial portion who have some level of satisfaction but may have certain reservations or concerns.
- The "partially disagree" group, with 8.4% respondents, indicates a minority who have reservations or concerns about the online teaching-learning process.
- The "totally disagree" group, with 7.4% respondents, represents an even smaller minority who express strong dissatisfaction.
- The "don't know" group, with 4.2% respondents, is the smallest, indicating uncertainty or lack of a definitive opinion.

In online activities, students only aim to "tick off" attendance
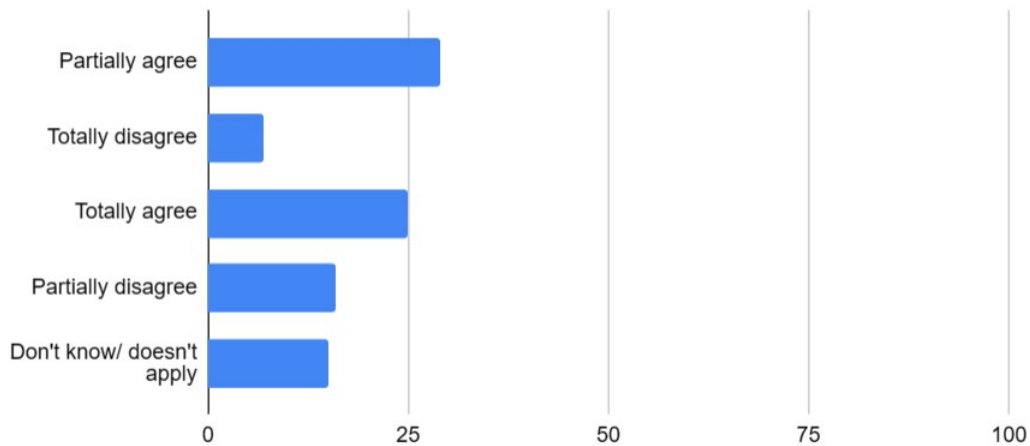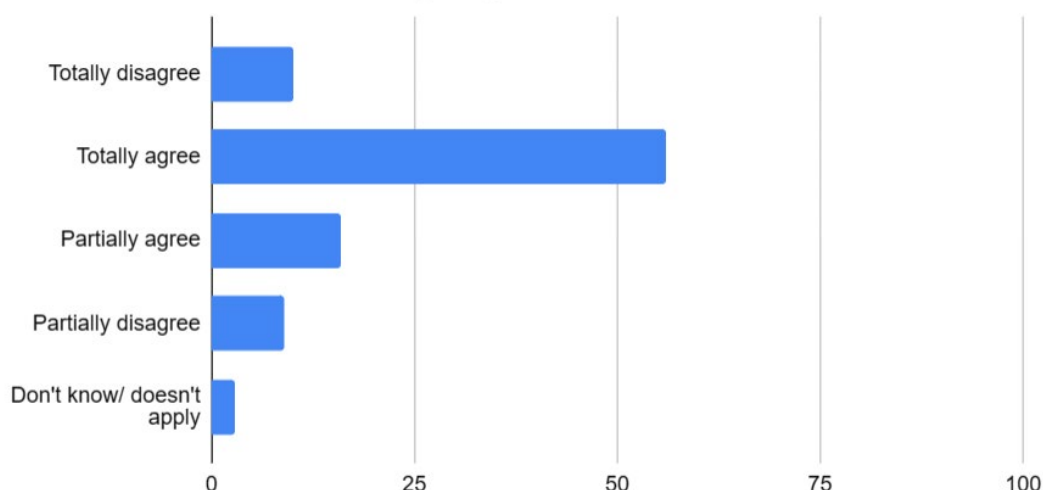

Number of respondents: 92

- The "partially agree" group, with 31.5% respondents, is the largest among the categories, suggesting that a significant portion of respondents perceive that students aim to "tick off" attendance to some extent.

- The "totally agree" group, with 27.2% respondents, represents another substantial portion who strongly agree with this perception.

- The "totally disagree" group, with 7.6% respondents, indicates a smaller minority who strongly disagree with this perception.

- The "partially disagree" group, with 17.4% respondents, represents a minority who have some reservations or doubts about this perception.

- The "don't know" group, with 16.3% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion on this matter.

I manage to work by myself

Number of respondents: 94

- The "totally agree" group, with 61.6% respondents, is the largest among the categories, indicating that a significant majority of respondents feel confident in their ability to work independently.
- The "partially agree" group, with 26.6% respondents, represents a smaller but still substantial portion who agree to some extent but may have certain reservations.
- The "partially disagree" group, with 6.4% respondents, indicates a minority who have reservations or doubts about their ability to work independently.
- The "totally disagree" group, with 4.3% respondents, represents a small minority who strongly disagree with this statement.
- The "don't know" group, with 1,1% respondent, is the smallest, indicating a lack of a definitive opinion on this matter.
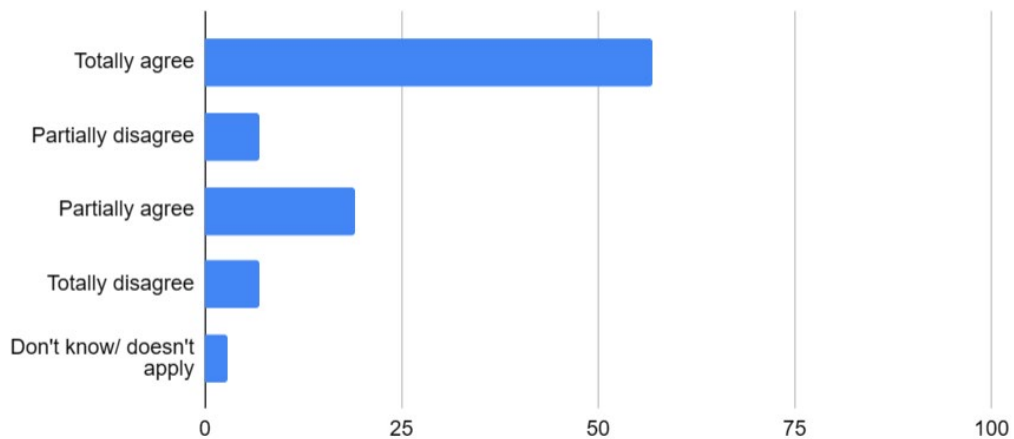
I like to learn using digital tools and resources

Number of respondents: 94

- The "totally agree" group, with 59.6% respondents, is the largest among the categories, indicating that a significant majority have a strong preference for learning using digital tools and resources.
- The "partially agree" group, with 17% respondents, represents a minority who agree to some extent but may not have a strong preference.
- The "partially disagree" group, with 9.6% respondents, indicates a small minority who have reservations or doubts about this preference.
- The "totally disagree" group, with 10.6% respondents, represents a minority who strongly disagree with this preference.
- The "don't know" group, with 3.2% respondents, is the smallest, indicating uncertainty or a lack of a definitive opinion.

The digital skills acquired during this period are useful acquisitions for the future professional activity

Number of respondents: 93

- The "totally agree" group, with 61.4% respondents, is the largest among the categories, indicating that a significant majority believe that the digital skills acquired during this period are valuable for their future professional activities.
- The "partially agree" group, with 20.4% respondents, represents a smaller but still substantial portion who agree to some extent but may have certain reservations.
- The "partially disagree" group, with 7.5% respondents, indicates a minority who have reservations or doubts about the usefulness of the acquired digital skills.
- The "totally disagree" group, with 7.5% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 3.2% respondents, is the smallest, indicating uncertainty or a lack of a definitive opinion.

I hope that some of the digital tools and resources that we started to use during this period will be used in the face-to-face teaching activity
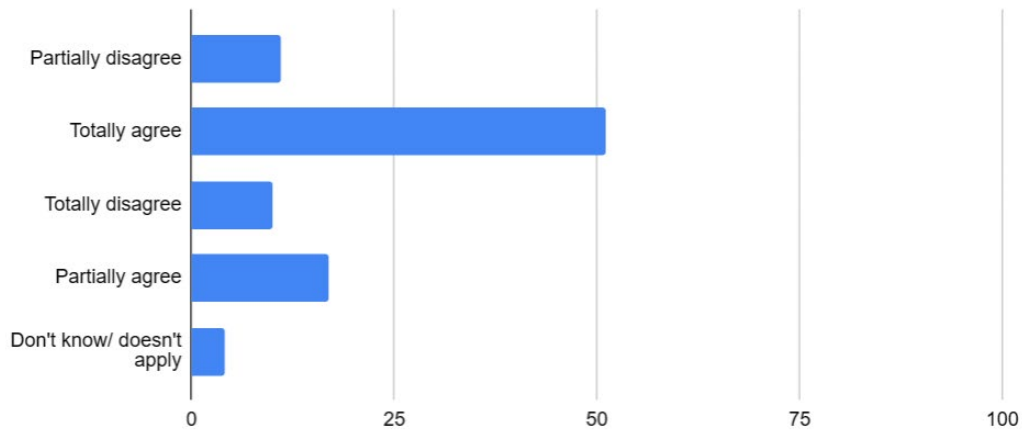
Number of respondents: 93

- The "totally agree" group, with 54.9% respondents, is the largest among the categories, indicating that a significant majority express hope that some of the digital tools and resources introduced during this period will continue to be used in face-to-face teaching activities.

- The "partially agree" group, with 18.3% respondents, represents a minority who agree to some extent but may not hold strong hopes for continued use.

- The "partially disagree" group, with 11.8% respondents, indicates a small minority who have reservations or doubts about the continuation of these tools and resources.

- The "totally disagree" group, with 10.7% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 4.3% respondents, is the second smallest, indicating uncertainty or a lack of a definitive opinion.

I feel that I can learn in the same way as in the period when teaching activities were carried out face-to-face
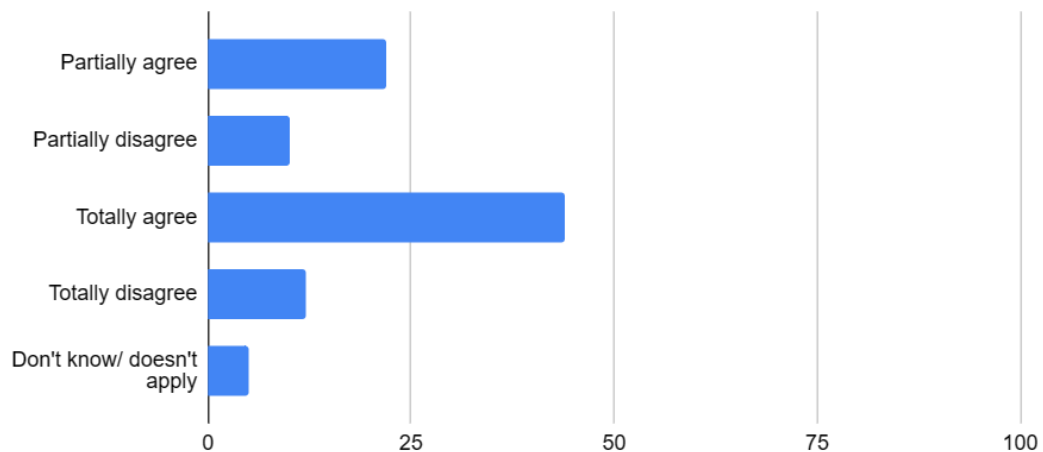
Number of respondents: 93

- The "totally agree" group, with 47.3% respondents, is the largest among the categories, indicating that a significant portion feels they can learn effectively in the same way as when teaching activities were conducted face-to-face.
- The "partially agree" group, with 23.6% respondents, represents a minority who agree to some extent but may not be fully convinced of their ability to learn effectively.
- The "partially disagree" group, with 10.8% respondents, indicates a small minority who have reservations or doubts about their ability to learn effectively.
- The "totally disagree" group, with 12.9% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 5.4% respondents, is the second smallest, indicating uncertainty or a lack of a definitive opinion.

For all the subjects I attend, the tasks I have to solve are very clear to me
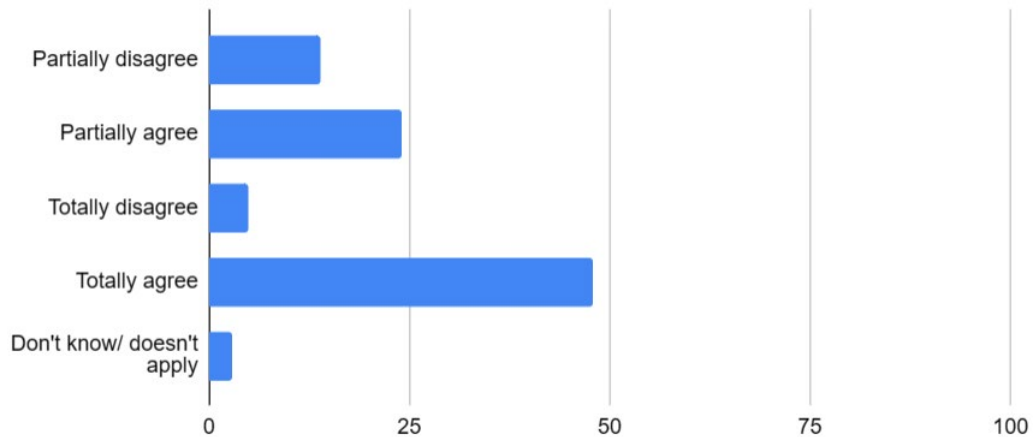
Number of respondents: 94

- The "totally agree" group, with 51.1% respondents, represents the largest among the categories, indicating that a significant portion feels that the tasks for attended subjects are very clear to them.

- The "partially agree" group, with 25.5% respondents, is another significant portion who agree to some extent but may not find tasks entirely clear.

- The "partially disagree" group, with 14.9% respondents, indicates a minority who have reservations or doubts about the clarity of tasks.

- The "totally disagree" group, with 5.3% respondents, represents a smaller minority who strongly disagree with this statement.

- The "don't know" group, with 3.2% respondents, is the smallest, indicating uncertainty or a lack of a definitive opinion.

For all the subjects I attend, I know how I will be evaluated for completing the task
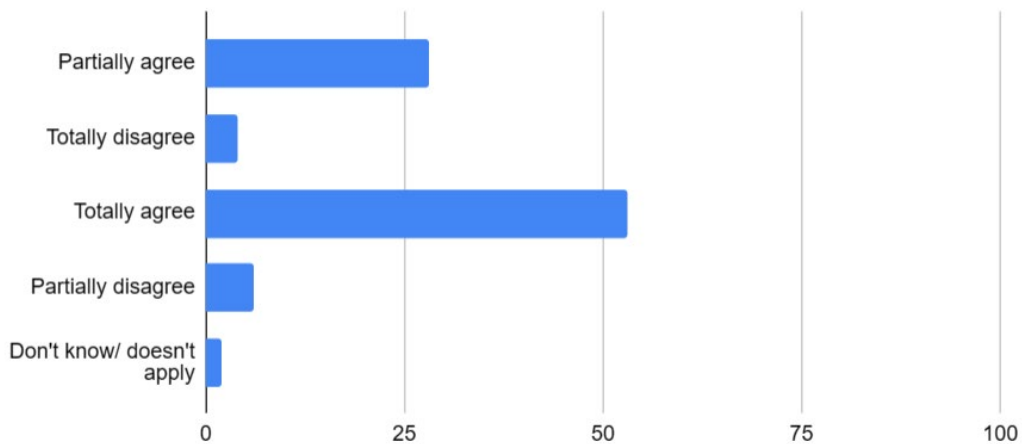
Number of respondents: 93

- The "totally agree" group, with 57% respondents, is the largest among the categories, indicating that a significant majority feel confident in their knowledge of how they will be evaluated for completing tasks in all subjects.
- The "partially agree" group, with 30.1% respondents, represents a substantial portion who agree to some extent but may have some reservations.
- The "partially disagree" group, with 6.4% respondents, indicates a small minority who have reservations or doubts about their knowledge of evaluation criteria.
- The "totally disagree" group, with 4.3% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 2.2% respondents, is the second smallest, indicating uncertainty or a lack of a definitive opinion.

I can submit my thesis online without any problems
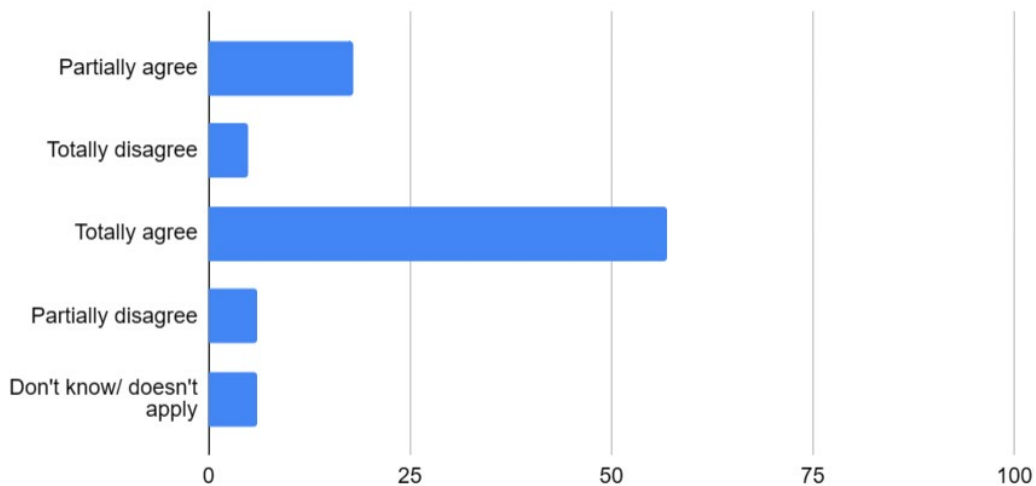
Number of respondents: 92

- The "totally agree" group, with 62% respondents, is the largest among the categories, indicating that a significant majority feel confident about submitting their thesis online without any problems.
- The "partially agree" group, with 19.6% respondents, represents a minority who agree to some extent but may have some reservations.
- The "partially disagree" group, with 6.5% respondents, indicates a small minority who have reservations or doubts about online thesis submission.
- The "totally disagree" group, with 5.4% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 6.5% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion.

Teaching staff can no longer provide the necessary support for an effective training course
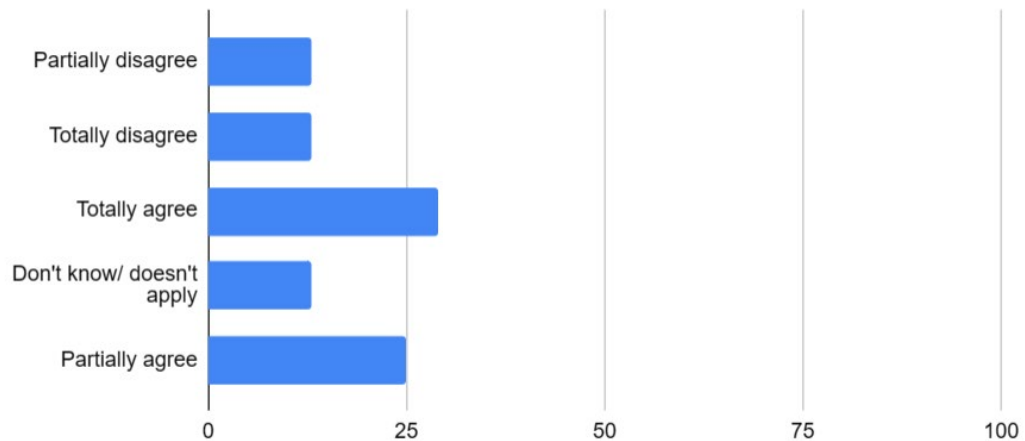
Number of respondents: 93

- The "totally agree" group, with 31.1% respondents, represents a minority who believe that teaching staff can no longer provide the necessary support for effective training.

- The "partially agree" group, with 26.9% respondents, is another minority who agree to some extent but may have some reservations about the availability of support.

- The "partially disagree" group, with 14% respondents, indicates a small minority who have reservations or doubts about the unavailability of support.

- The "totally disagree" group, with 14% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 14% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion.

Students are given more assignments and homework than usual
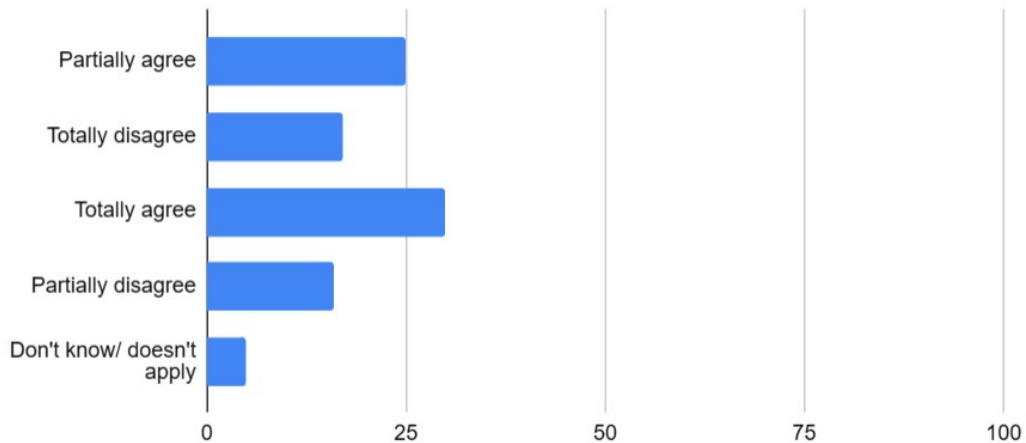
Number of respondents: 93

- The "totally agree" group, with 32.2% respondents, represents a minority who believe that students are given more assignments and homework than usual.

- The "partially agree" group, with 26.9% respondents, is another minority who agree to some extent but may have some reservations about the increased workload.

- The "partially disagree" group, with 17.2% respondents, indicates a small minority who have reservations or doubts about the increased volume of assignments.

- The "totally disagree" group, with 18.3% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 5.4% respondents, is the smallest, indicating uncertainty or a lack of a definitive opinion.
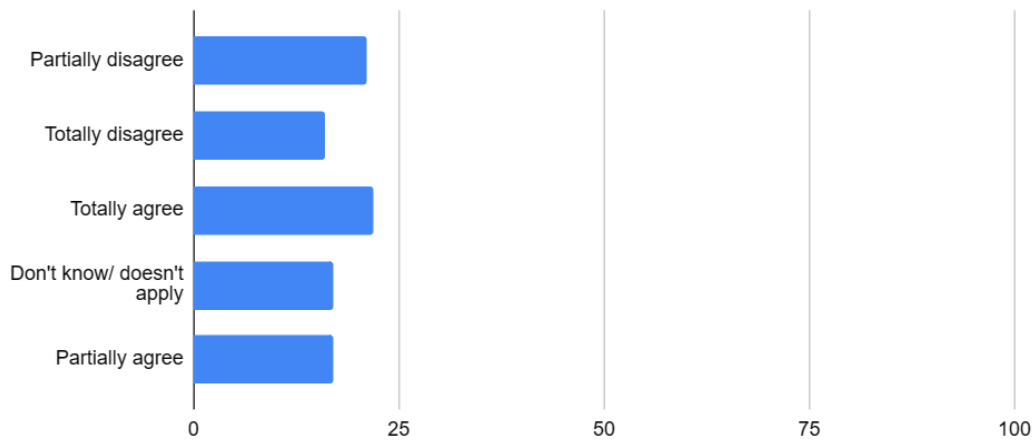
Teachers have difficulties regarding the effective organization of learning activities to facilitate interaction between students
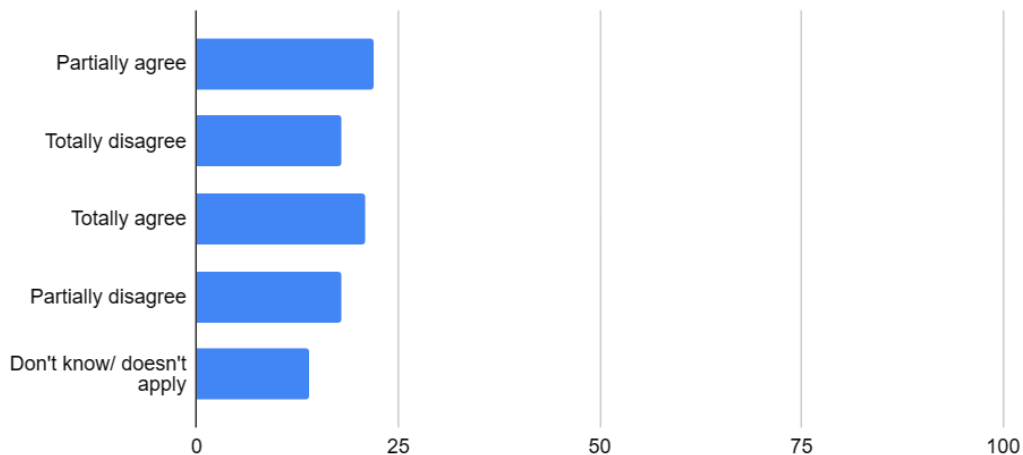
Number of respondents: 93

- The "totally agree" group, with 22.6% respondents, represents a minority who strongly believe that teachers have difficulties in effectively organizing learning activities to facilitate interaction between students.
- The "partially agree" group, with 23.7% respondents, is another minority who agree to some extent but may not hold strong convictions about these challenges.
- The "partially disagree" group, with 19.3% respondents, indicates a minority who have reservations or doubts about the challenges related to interaction facilitation.
- The "totally disagree" group, with 19.3% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 15.1% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion.
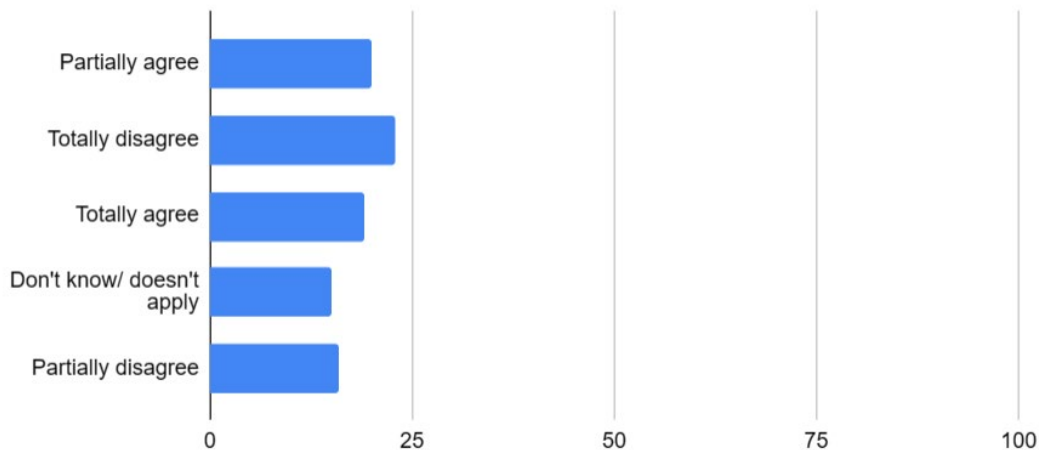
Teachers have difficulties regarding the effective structuring of the content of the teaching discipline in a format suitable for distance activities

Number of respondents: 93

- The "totally agree" group, with 23.6% respondents, represents a minority who strongly believe that teachers have difficulties in effectively structuring the content of teaching disciplines for distance activities.

- The "partially agree" group, with 18.3% respondents, is another minority who agree to some extent but may not hold strong convictions about these challenges.

- The "partially disagree" group, with 22.6% respondents, indicates a minority who have reservations or doubts about the challenges related to content structuring.

- The "totally disagree" group, with 17.2% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 18.3% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion.
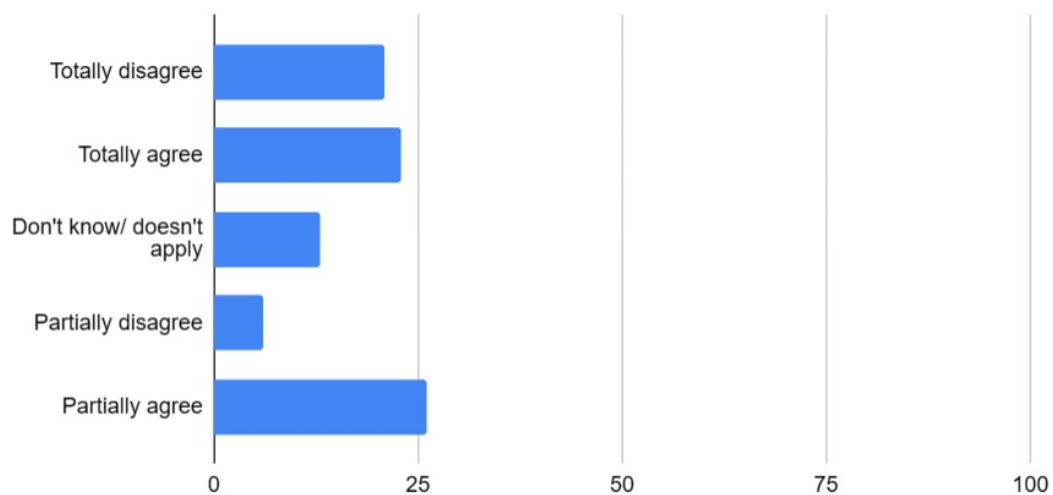
Teachers have trouble providing timely and relevant feedback to students

Number of respondents: 93

- The "totally agree" group, with 20.4% respondents, represents a minority who strongly believe that teachers have difficulties in providing timely and relevant feedback to students.

- The "partially agree" group, with 21.5% respondents, is another minority who agree to some extent but may not hold strong convictions about these challenges.

- The "partially disagree" group, with 17.2% respondents, indicates a minority who have reservations or doubts about the challenges related to feedback provision.

- The "totally disagree" group, with 24.8% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 16.1% respondents, is the second largest, indicating uncertainty or a lack of a definitive opinion.
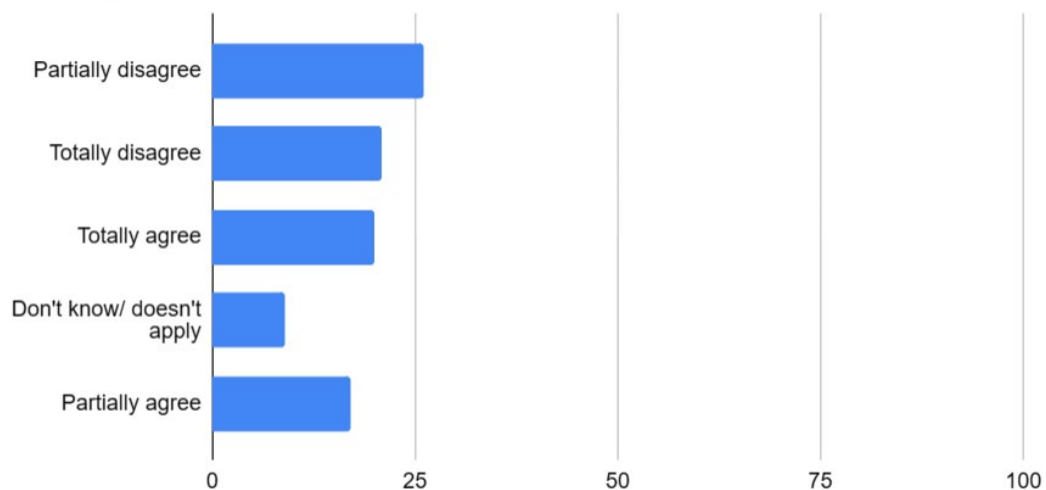
Teachers have trouble getting feedback from students

Number of respondents: 89

- The "totally agree" group, with 25.8% respondents, represents a minority who strongly believe that teachers have difficulties in obtaining feedback from students.

- The "partially agree" group, with 29.3% respondents, is another minority who agree to some extent but may not hold strong convictions about these challenges.

- The "partially disagree" group, with 6.7% respondents, indicates a small minority who have reservations or doubts about the challenges related to obtaining feedback.

- The "totally disagree" group, with 23.6% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 14.6% respondents, is relatively small, indicating uncertainty or a lack of a definitive opinion.
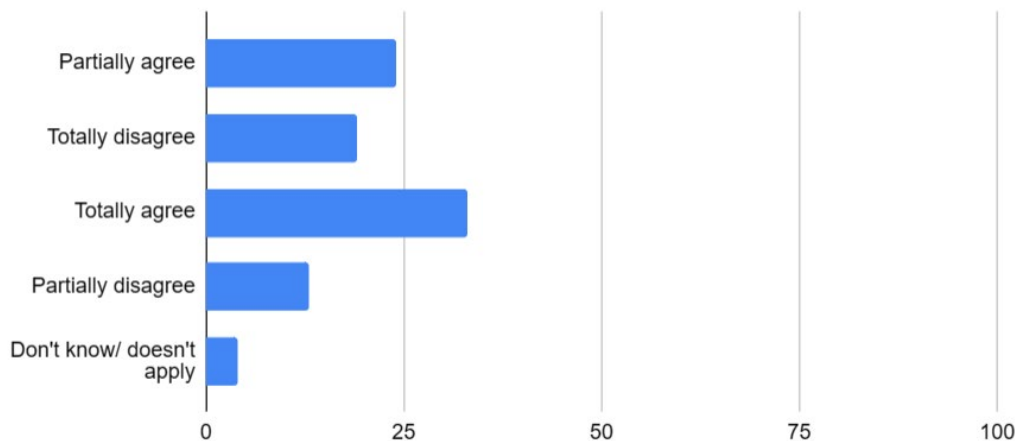
Digital tools and online platforms confuse students

Number of respondents: 93

- The "totally agree" group, with 21.5% respondents, represents a minority who strongly believe that digital tools and online platforms confuse students.
- The "partially agree" group, with 18.3% respondents, is another minority who agree to some extent but may not hold strong convictions about this impact.
- The "partially disagree" group, with 28% respondents, indicates a minority who have reservations or doubts about the extent of confusion caused by digital tools and platforms.
- The "totally disagree" group, with 22.5% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 9.7% respondents, is relatively small, indicating uncertainty or a lack of a definitive opinion.

The lack of human contact can be compensated with the help of well-designed remote activities

Number of respondents: 93

- The "totally agree" group, with 35.5% respondents, is the largest among the categories, indicating that a significant majority believe that the lack of human contact can be compensated with well-designed remote activities.

- The "partially agree" group, with 25.8% respondents, represents a minority who agree to some extent but may have certain reservations.

- The "partially disagree" group, with 14% respondents, indicates a small minority who have reservations or doubts about the compensation potential of remote activities.

- The "totally disagree" group, with 20.4% respondents, represents a minority who strongly disagree with this statement.

- The "don't know" group, with 4.3% respondents, is the smallest, indicating uncertainty or a lack of a definitive opinion.

The suspension period of face-to-face classes allows teachers and students to focus on the essential, on quality, on capabilities and competencies
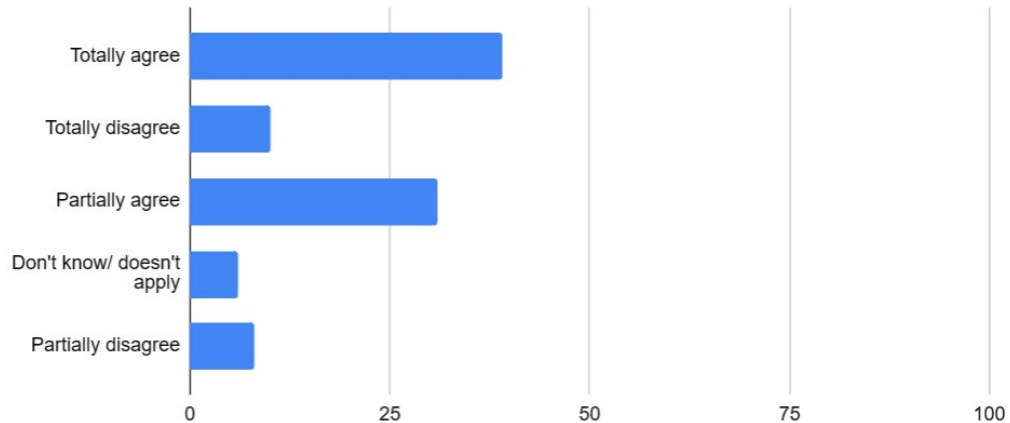
Number of respondents: 94

- The "totally agree" group, with 41.5% respondents, represents a significant minority who strongly believe that the suspension period of face-to-face classes allows teachers and students to focus on the essential aspects, quality, capabilities, and competencies.
- The "partially agree" group, with 33% respondents, is another substantial minority who agree to some extent but may not hold strong convictions about this statement.
- The "partially disagree" group, with 8.5% respondents, is a small minority who have reservations or doubts about the statement.
- The "totally disagree" group, with 10.6% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 6.4% respondents, is the second smallest, indicating some uncertainty or a lack of a definitive opinion.
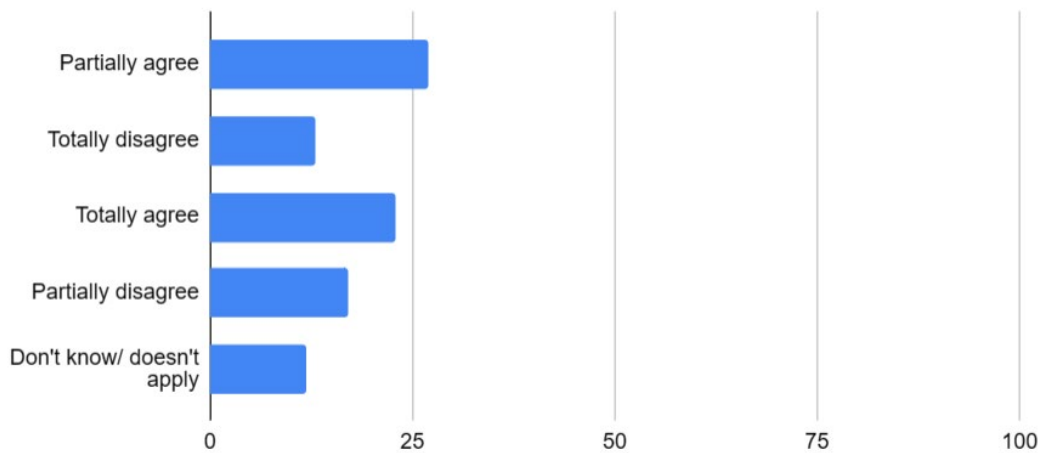
The suspension of face-to-face teaching activities adversely affects lectures and course activities
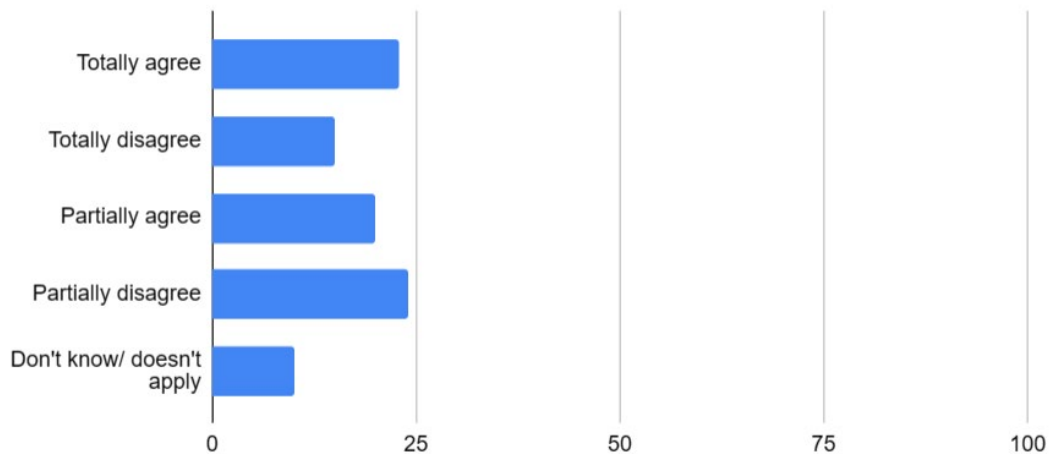
Number of respondents: 92

- The "totally agree" group, with 25% respondents, represents a minority who strongly believe that the suspension of face-to-face teaching activities adversely affects lectures and course activities.
- The "partially agree" group, with 21.7% respondents, is another minority who agree to some extent but may not hold strong convictions about this adverse effect.
- The "partially disagree" group, with 26.1% respondents, indicates a minority who have reservations or doubts about the adverse effect on lectures and course activities.
- The "totally disagree" group, with 16.3% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 10.9% respondents, is relatively small, indicating some uncertainty or a lack of a definitive opinion.

Suspension of face-to-face teaching activities adversely affects applicative activities

Number of respondents: 92

- The "totally agree" group, with 25% respondents, represents a minority who strongly believe that the suspension of face-to-face teaching activities adversely affects applicative activities.
- The "partially agree" group, with 29.3% respondents, is another minority who agree to some extent but may not hold strong convictions about this adverse effect.
- The "partially disagree" group, with 18.5% respondents, indicates a minority who have reservations or doubts about the adverse effect on applicative activities.
- The "totally disagree" group, with 14.1% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 13,1% respondents, is relatively small, indicating some uncertainty or a lack of a definitive opinion.

Moving teaching activities online did not affect their quality in any way
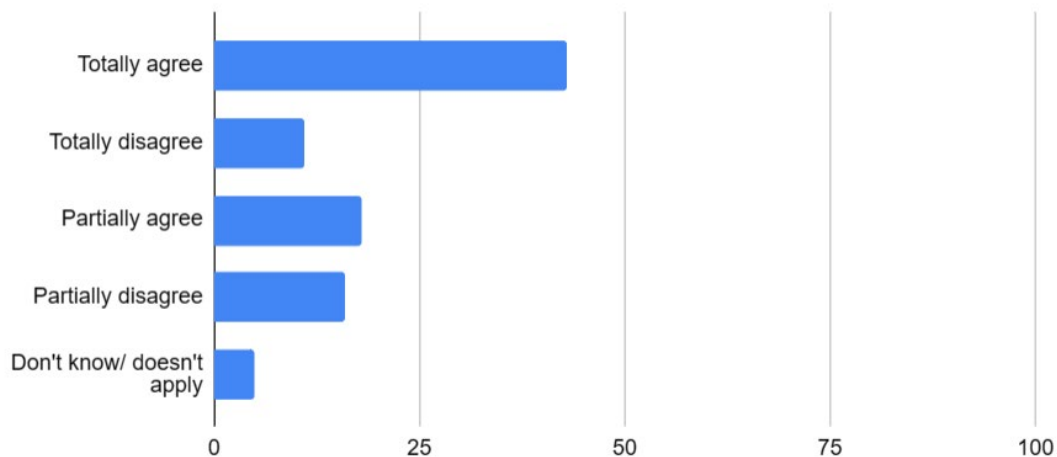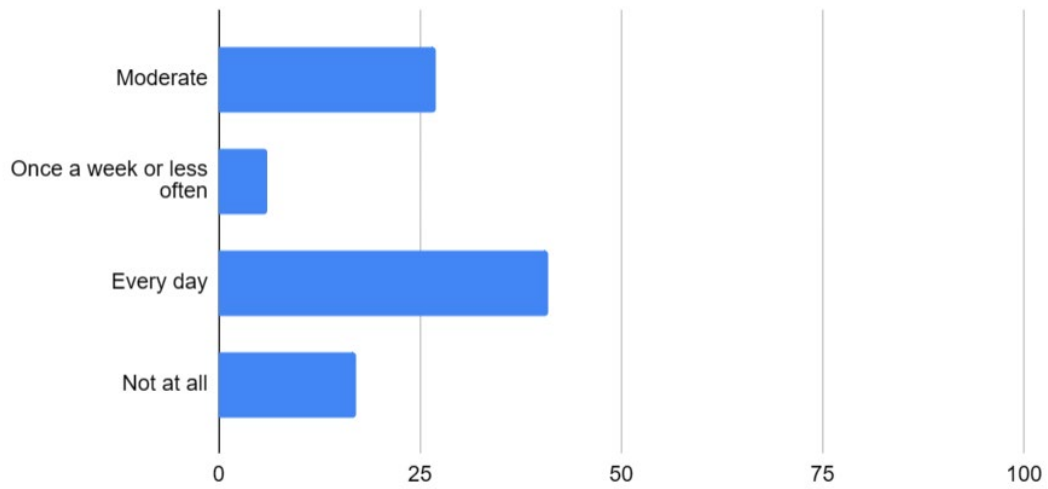

Number of respondents: 93

- The "totally agree" group, with 46.2% respondents, is the largest among the categories, indicating that a significant majority believe that moving teaching activities online did not affect their quality in any way.
- The "partially agree" group, with 19.4% respondents, represents a minority who agree to some extent but may have certain reservations.
- The "partially disagree" group, with 17.2% respondents, indicates a minority who have reservations or doubts about the impact on quality.
- The "totally disagree" group, with 11.8% respondents, represents a minority who strongly disagree with this statement.
- The "don't know" group, with 5.4% respondents, is the smallest, indicating some uncertainty or a lack of a definitive opinion.

Question 6. During this period, to support distance learning activities, you used:
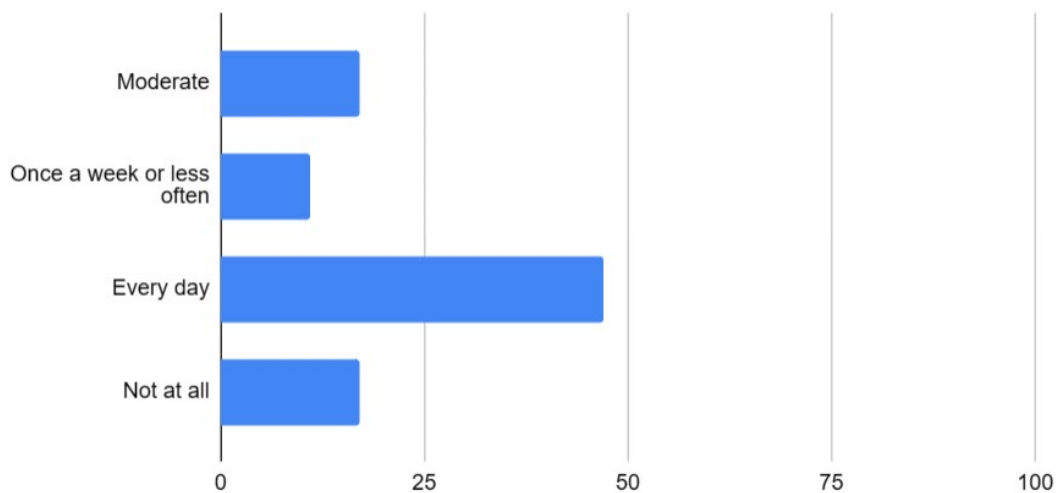
The E&T institute e-learning platform

Number of respondents: 91

- **Every Day**: 45.1% of responders
- **Moderate**: 29.7% of responders
- **Once a Week or Less Often**: 6.5% of responders
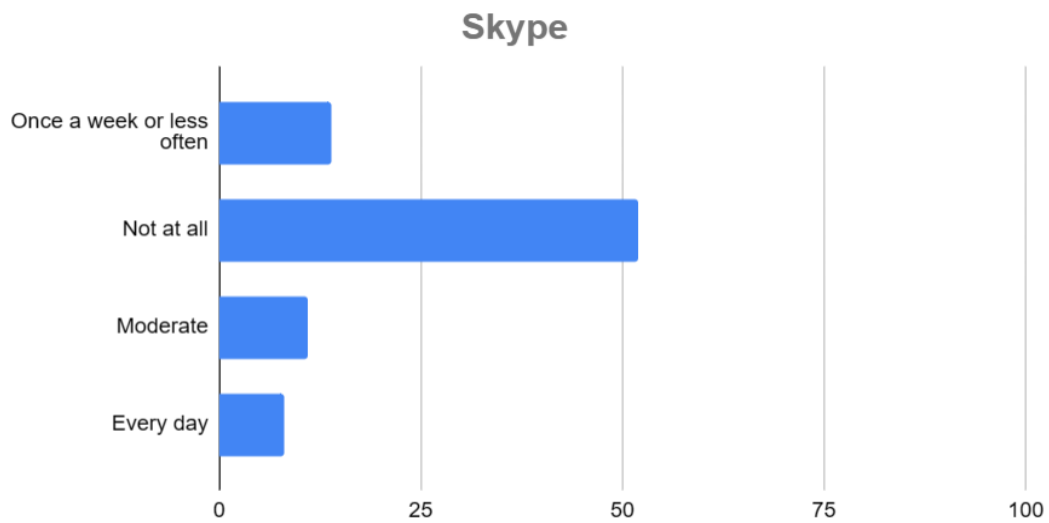- **Not at All**: 18.7% of responders

The e-mail received from the E&T institute
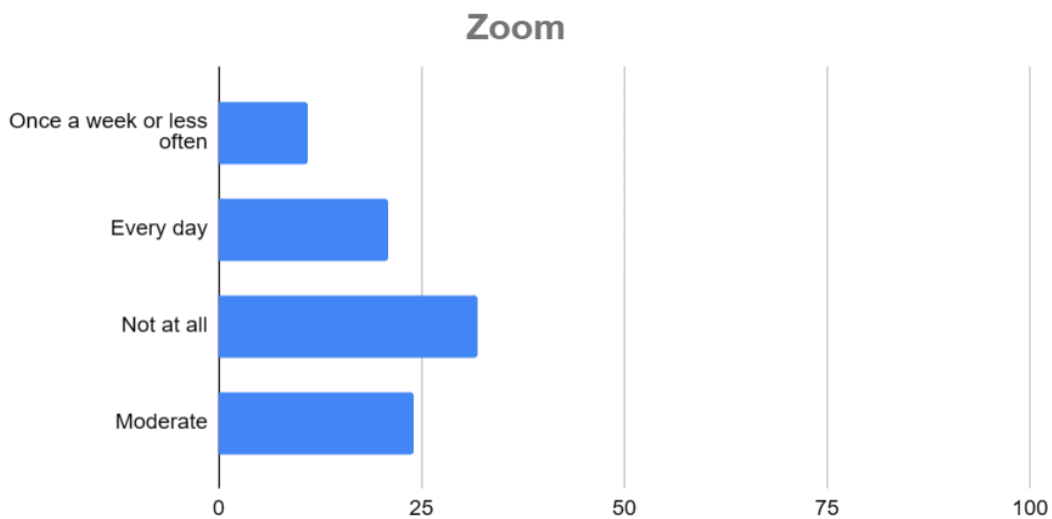

Number of respondents: 91

- **Every Day**: 51,1% of responders
- **Moderate**: 18.4% of responders

- **Once a Week or Less Often**: 12,1% of responders
- **Not at All**: 18.4% of responders

Skype
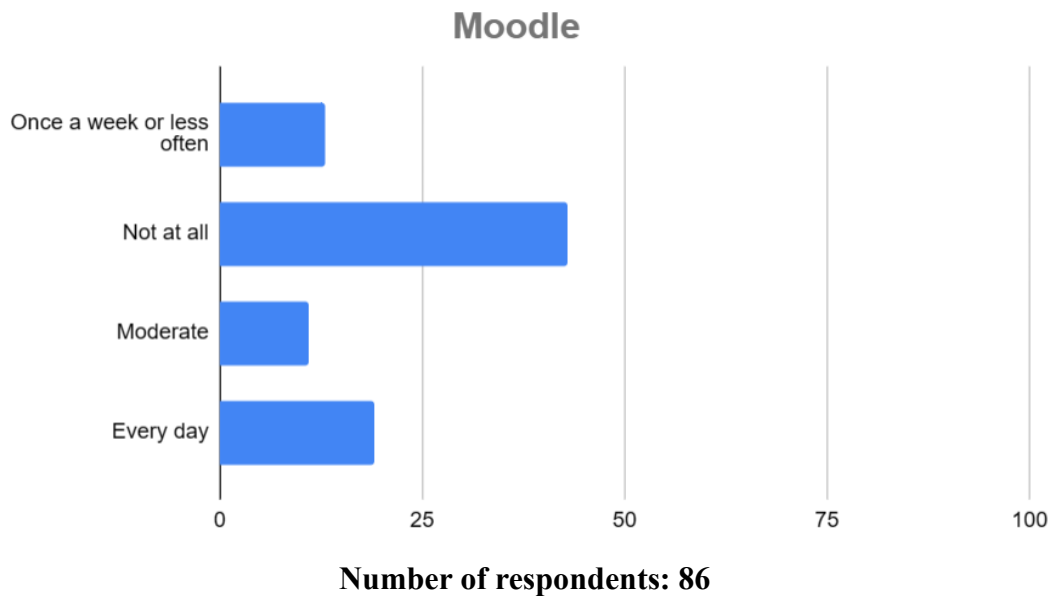

Number of respondents: 85

- **Every Day**: 9.4% of responders
- **Moderate**: 12.9% of responders
- **Once a Week or Less Often**: 16.5% of responders
- **Not at All**: 61.2% of responders

Zoom

Number of respondents: 88

- **Every Day**: 23.8% of responders
- **Moderate**: 27.3% of responders
- **Once a Week or Less Often**: 12.5% of responders

- **Not at All**: 36.4% of responders

Moodle

Number of respondents: 86

- **Every Day**: 22.1% of responders
- **Moderate**: 12.8% of responders
- **Once a Week or Less Often**: 15.1% of responders
- **Not at All**: 50% of responders

Personal e-mail

Number of respondents: 88

- **Every Day**: 34.1% of responders
- **Moderate**: 28.4% of responders
- **Once a Week or Less Often**: 19.3% of responders
- **Not at All**: 18.2% of responders

Microsoft Teams

Number of respondents: 85

- **Every Day**: 27,1% of responders
- **Moderate**: 25.9% of responders
- **Once a Week or Less Often**: 20% of responders
- **Not at All**: 27% of responders

Google Meet

Number of respondents: 89

- **Every Day**: 47.2% of responders
- **Moderate**: 9% of responders

- **Once a Week or Less Often**: 6.7% of responders
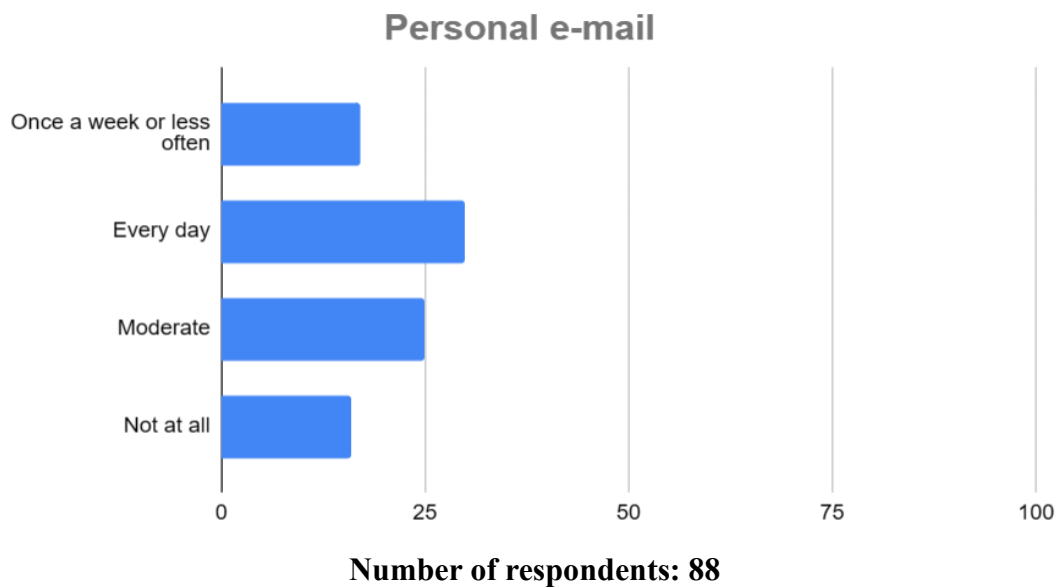- **Not at All**: 37.1% of responders
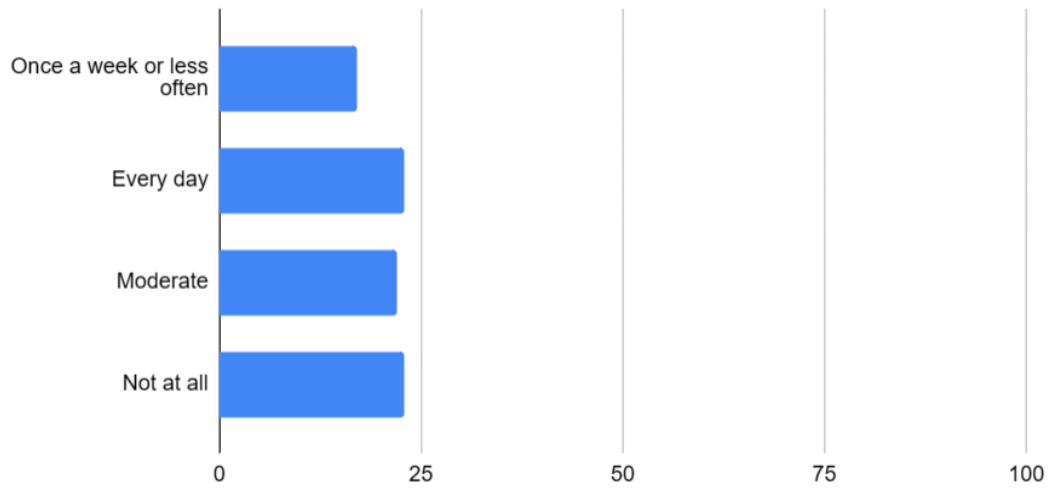
Cisco Webex

Number of respondents: 82

- **Every Day**: 8.5% of responders
- **Moderate**: 9.7% of responders
- **Once a Week or Less Often**: 15.9% of responders
- **Not at All**: 65.9% of responders

WhatsApp

Number of respondents: 91

- **Every Day**: 55% of responders
- **Moderate**: 19.7% of responders
- **Once a Week or Less Often**: 8.8% of responders

- **Not at All**: 16.5% of responders

Facebook Messenger

Number of respondents: 85

- **Every Day**: 15.3% of responders
- **Moderate**: 16.4% of responders
- **Once a Week or Less Often**: 11.8% of responders
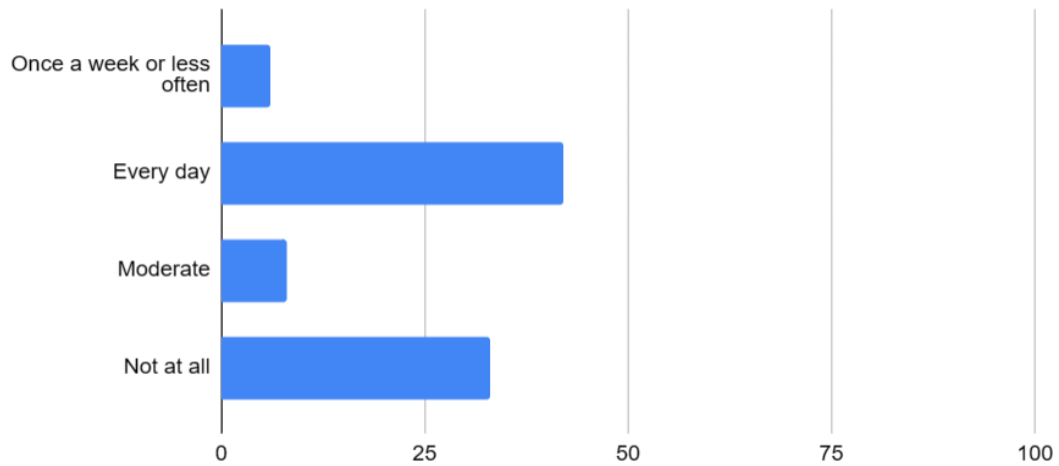- **Not at All**: 56.5% of responders

Padlets

Number of respondents: 83

- **Every Day**: 8.4% of responders
- **Moderate**: 16.9% of responders
- **Once a Week or Less Often**: 15.7% of responders
- **Not at All**: 59% of responders

Google Classroom

Number of respondents: 90

- **Every Day**: 50% of responders
- **Moderate**: 10% of responders
- **Once a Week or Less Often**: 3.3% of responders
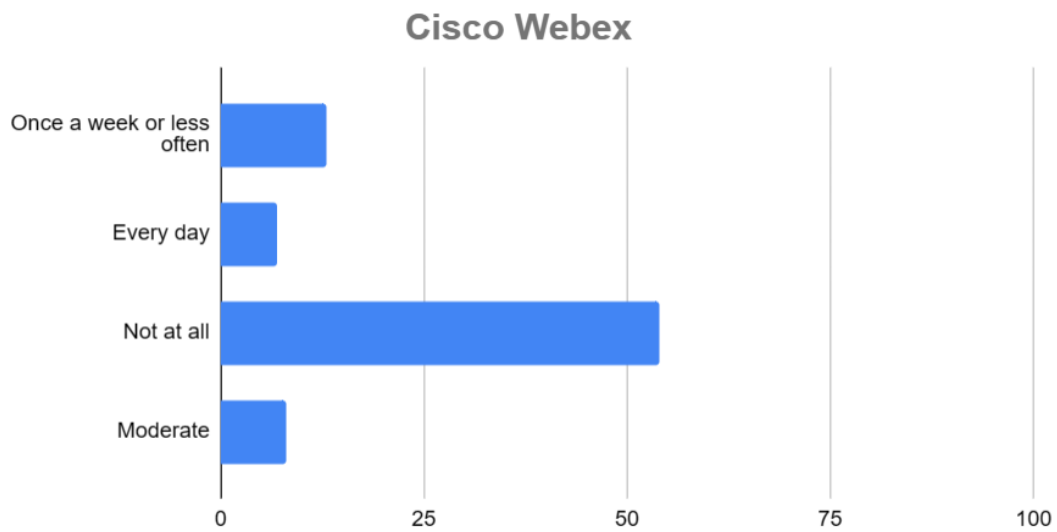- **Not at All**: 36.7% of responders

Edmodo

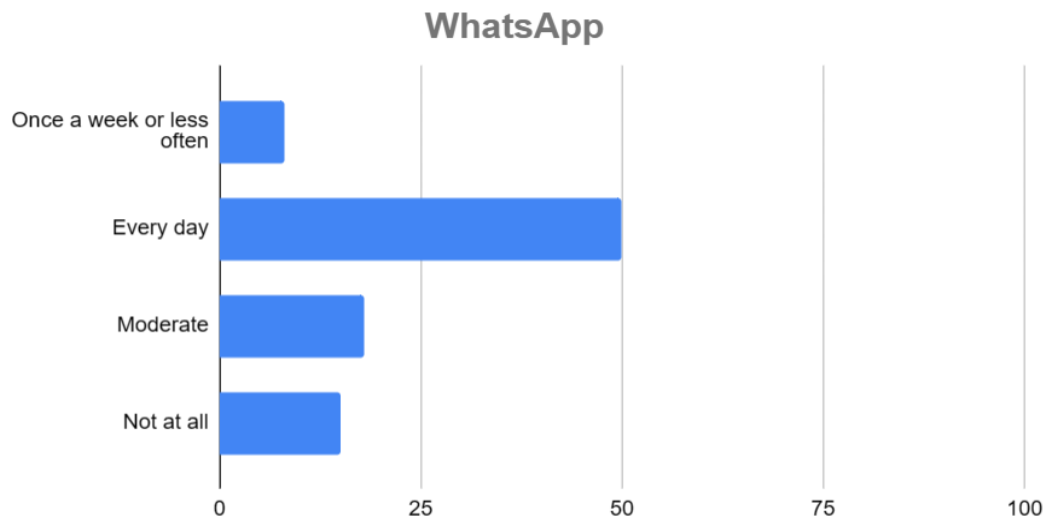**Number of respondents: 82**

- **Every Day**: 8.5% of responders
- **Moderate**: 6.1% of responders
- **Once a Week or Less Often**: 14.7% of responders
- **Not at All**: 70.7% of responders
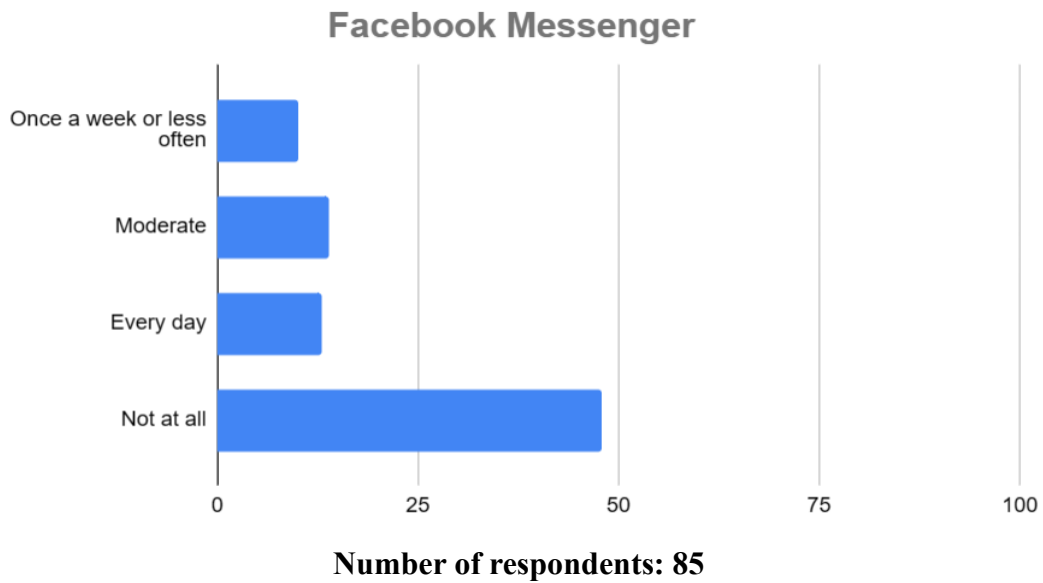
Easyclass
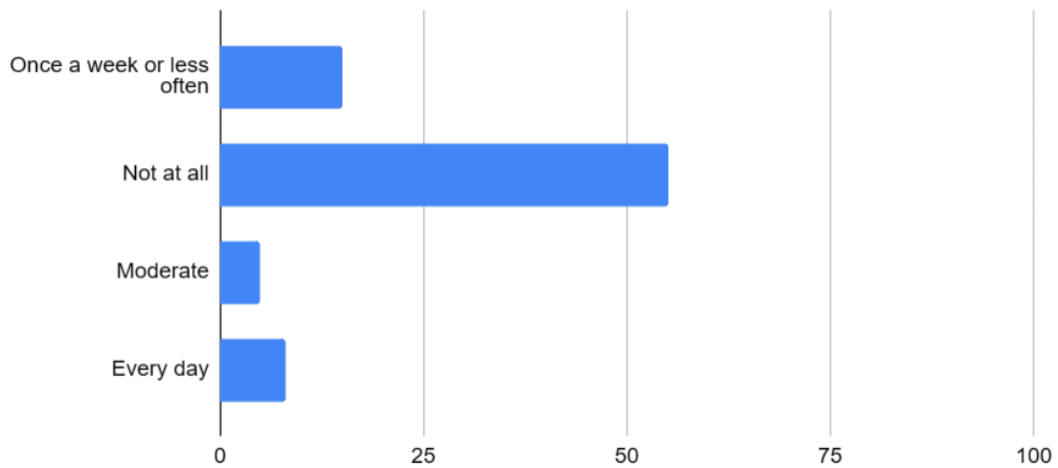
Number of respondents: 83

- **Every Day**: 9.6% of responders
- **Moderate**: 6% of responders
- **Once a Week or Less Often**: 18.1% of responders
- **Not at All**: 66.3% of responders

Blackboard

Number of respondents: 83

- **Every Day**: 8.4% of responders
- **Moderate**: 6% of responders
- **Once a Week or Less Often**: 18.1% of responders
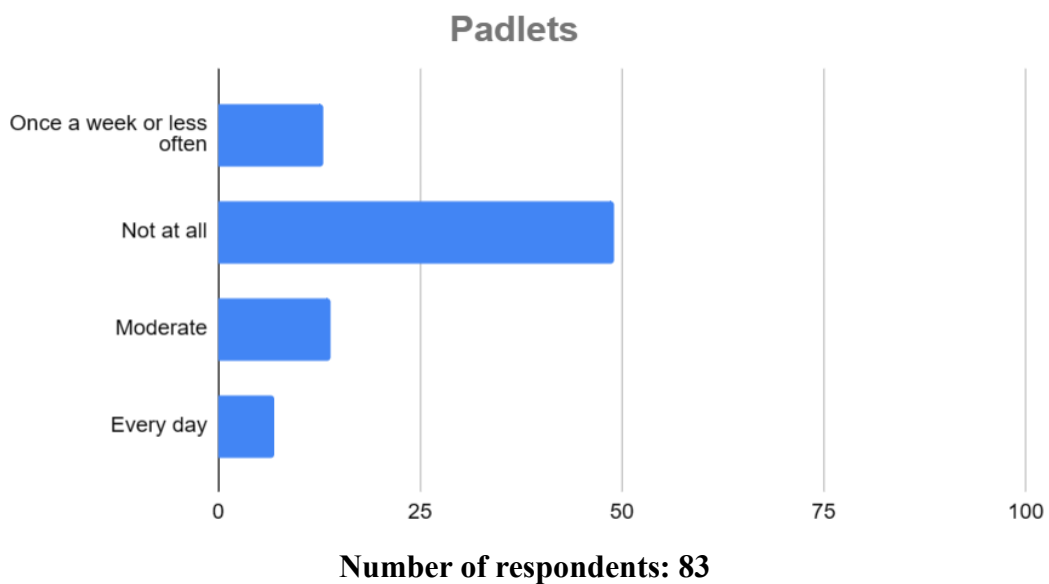- **Not at All**: 67.5% of responders

Kahoot

Number of respondents: 83

- **Every Day**: 12% of responders
- **Moderate**: 16.9% of responders
- **Once a Week or Less Often**: 26.5% of responders
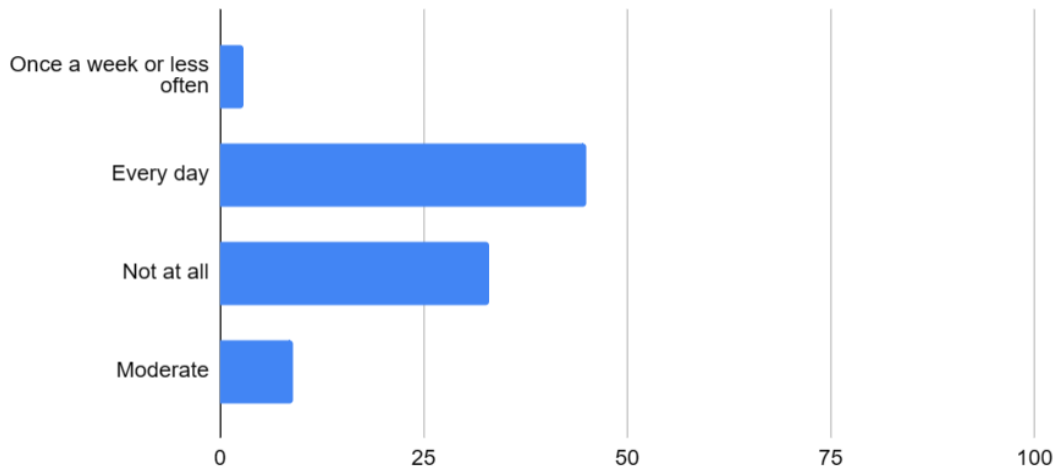- **Not at All**: 44.6% of responders

Bubbl.us

Number of respondents: 83

- **Every Day**: 8.4% of responders
- **Moderate**: 8.4% of responders
- **Once a Week or Less Often**: 10.8% of responders
- **Not at All**: 72.4% of responders

Dotstorming
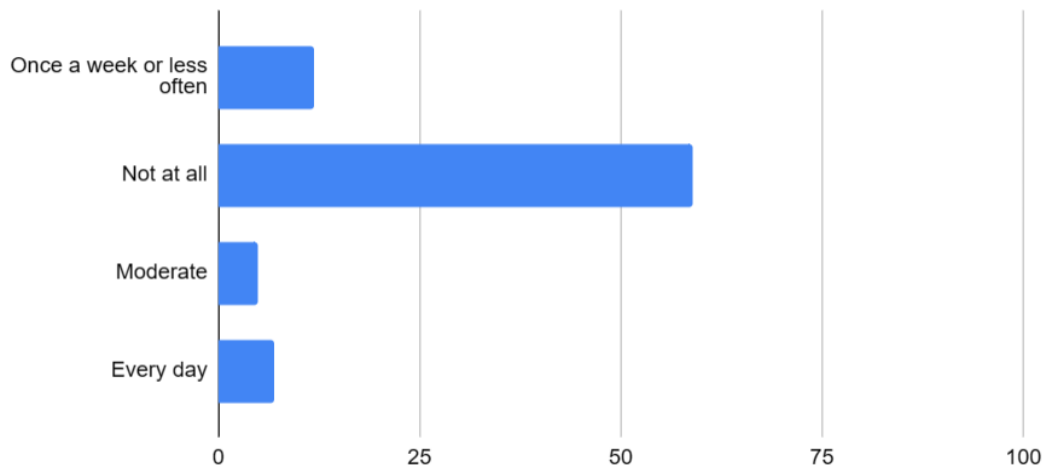
Number of respondents: 83

- **Every Day**: 8.4% of responders
- **Moderate**: 6% of responders
- **Once a Week or Less Often**: 14.5% of responders
- **Not at All**: 71.1% of responders

Wordwall
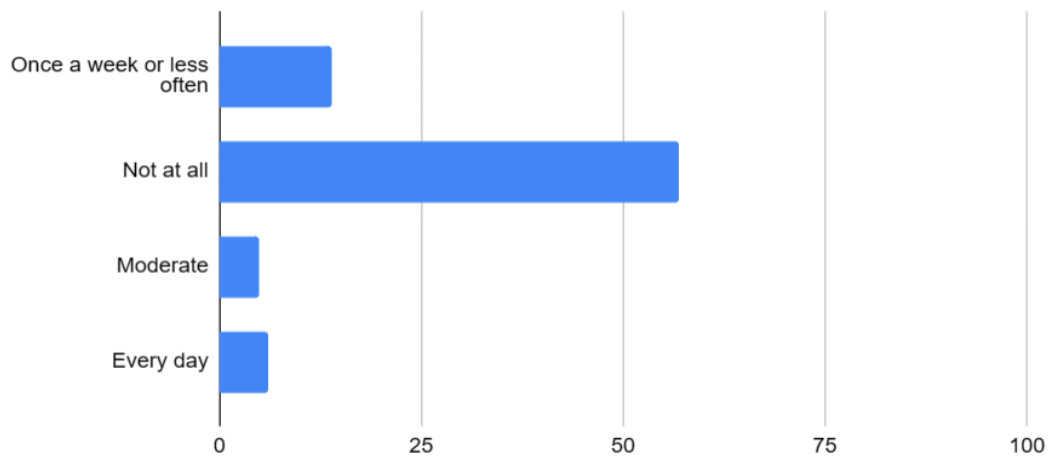
Number of respondents: 82

- **Every Day**: 7.3% of responders
- **Moderate**: 6.1% of responders
- **Once a Week or Less Often**: 17.1% of responders
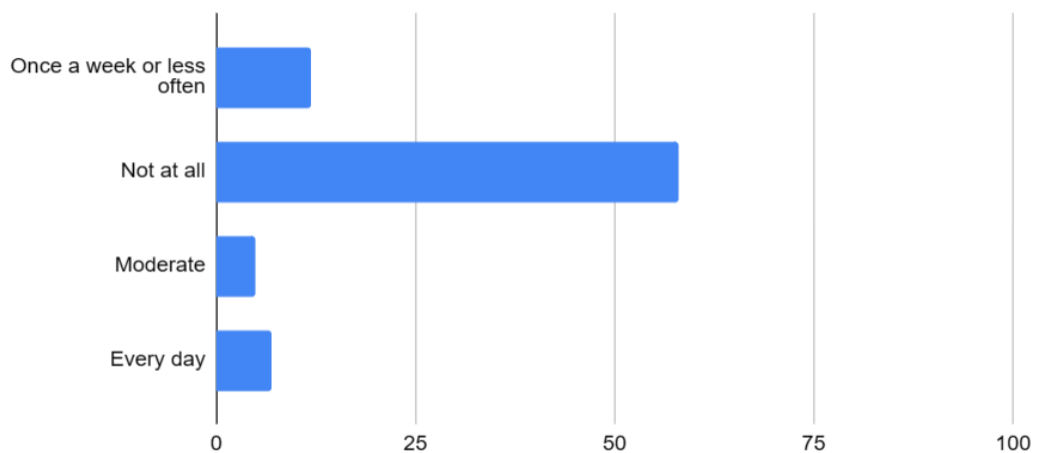- **Not at All**: 69.5% of responders

Open educational resources and digital content
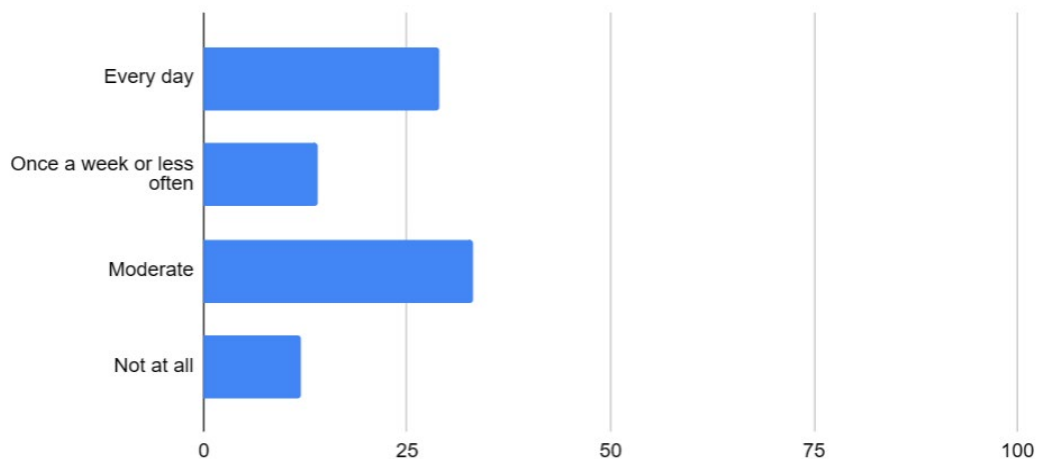
Number of respondents: 85

- **Every Day**: 34.1% of responders
- **Moderate**: 37.7% of responders
- **Once a Week or Less Often**: 15.3% of responders
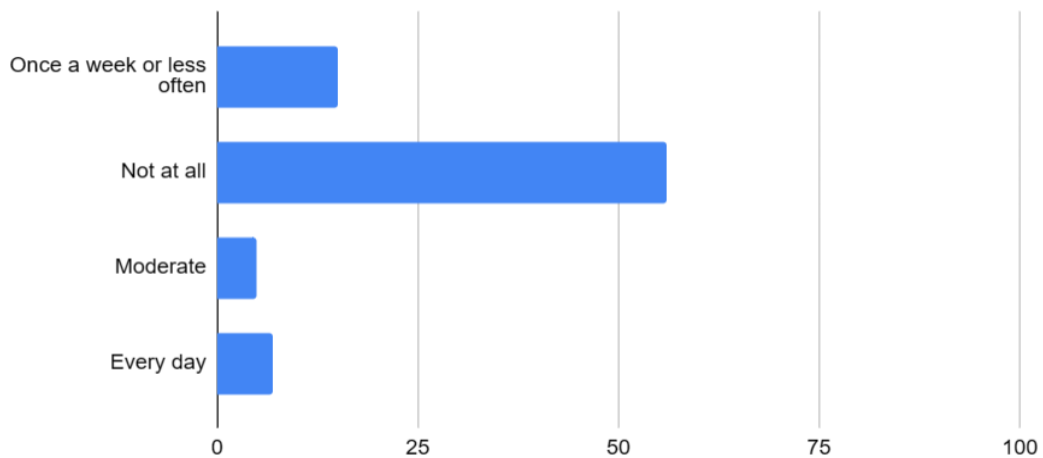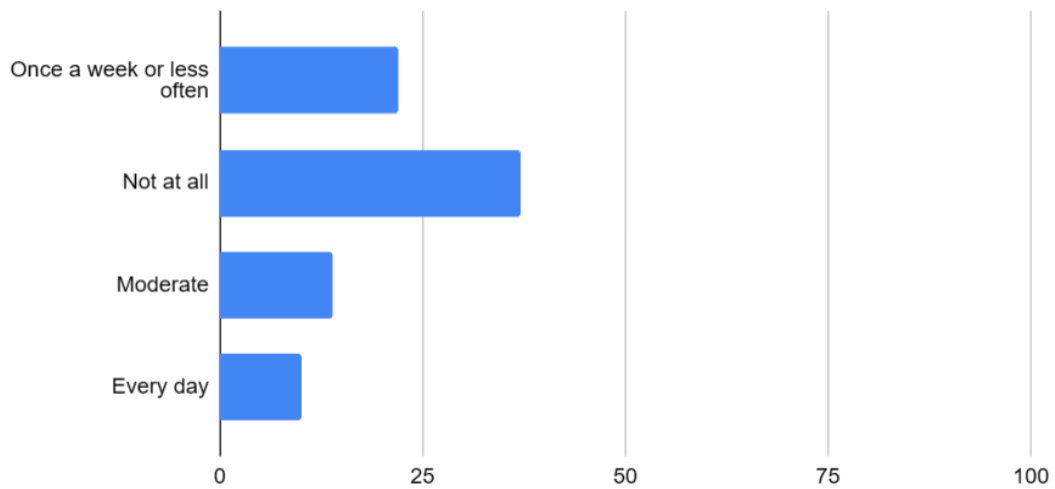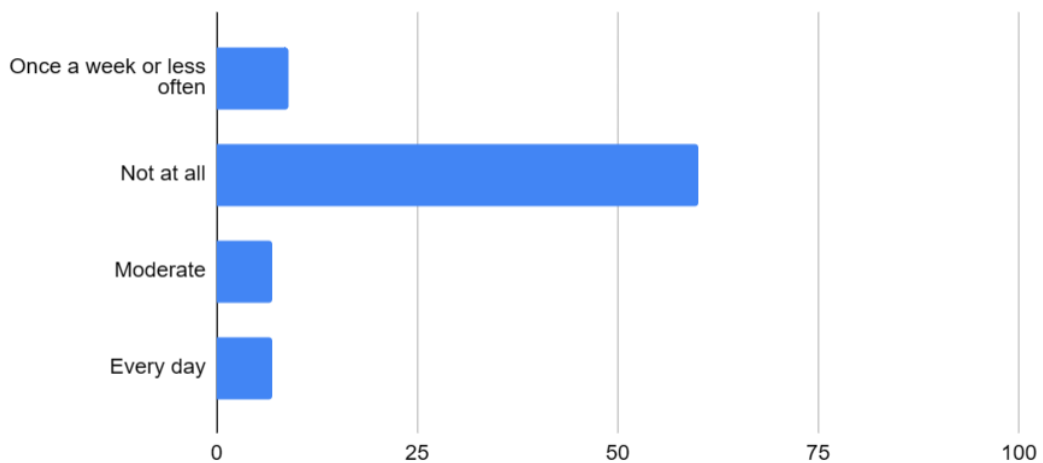- **Not at All**: 12.9% of responders

Key Observations and Comparisons:

1. **Frequency of Usage**:
   - The tools that were used "Every Day" or with high frequency include WhatsApp (53.19%), The E&T Institute E-learning Platform (43.62%), Google Meet (44.68%), and Zoom (22.34%).
   - On the other hand, tools like Edmodo (61.70%), Blackboard (59.57%), and EasyClass (58.51%) were primarily not used at all.

2. **Moderate Usage**:
   - Some tools, such as Microsoft Teams (24.47%), Moodle (20.21%), and Facebook Messenger (14.89%), had a moderate level of usage.
   - Others, like Skype (8.51%) and Cisco Webex (7.45%), also had a moderate user base but with lower overall usage.

3. **Infrequent Usage**:
   - Tools like Kahoot (23.40%) and Google Classroom (15.96%) were used infrequently but had a notable user base.
   - Several tools, including Wordall (14.89%), Padlet (13.83%), and Dotstorming (12.77%), were used once a week or less often but not extensively.

4. **Tools with High Non-Usage**:

- Some tools, such as Bubbl.us (63.83%), WhatsApp (15.96%), and Blackboard (59.57%), had a high percentage of respondents who did not use them at all.

5. **Variability in Tool Adoption**:
   - The responses demonstrate a wide variability in the adoption of these tools, suggesting that institutions and educators employed a diverse range of platforms to support distance learning.

6. **Preference for Communication Tools**:
   - WhatsApp (53.19%) and Facebook Messenger (51.06%) were the preferred tools for communication, likely due to their widespread use and familiarity.

7. **Learning Management Systems**:
   - Moodle (45.74%) and Google Classroom (59.57%) were used by a significant number of respondents, indicating their importance for managing educational content and activities.

8. **Collaboration Tools**:
   - Microsoft Teams (24.47%), Google Meet (44.68%), and Zoom (34.04%) were widely used for online meetings and collaboration.

9. **Low Utilization of Specialized Tools**:
   - Tools like Edmodo (61.70%), EasyClass (58.51%), and Blackboard (59.57%) were less favored, indicating that respondents may have preferred more versatile and widely recognized platforms.

10. **Resource Accessibility**:
    - Open Education Resources and Digital Content (30.85%) were moderately utilized, highlighting the importance of open educational materials during distance learning.

11. **Consideration for User-Friendly Platforms**:
    - The results suggest that tools with a more user-friendly interface and lower technical barriers may have seen higher adoption rates.

In summary, the data reveals a complex landscape of tool usage for distance learning. While certain tools like WhatsApp, Google Meet, and The E&T Institute E-learning Platform were extensively employed, others received minimal attention. These variations may reflect differences in institutional preferences, educators' familiarity with the platforms, and the specific requirements of different courses and subjects.

Question 6. What other online resources and applications do you use to support distance learning?

In response to the question regarding the utilization of online resources and applications to support distance learning, the majority of respondents highlighted several key platforms, demonstrating their significance in facilitating remote education. The most prominent resources and applications reported include Wikipedia, YouTube, the university website, and Discord.

These responses collectively emphasize the diverse range of tools and platforms that support distance learning. While traditional educational resources and websites continue to play a critical role, newer and more interactive platforms like Discord have emerged as essential tools for maintaining communication and fostering a sense of community among students and educators. YouTube's prominence highlights the importance of multimedia content in enhancing the learning experience, while Wikipedia underscores the significance of readily accessible reference materials.

Question 7. Please choose the extent to which you agree with the following statements regarding how you personally relate to this type of distance/online education.

In analyzing respondents' perceptions of distance/online education, the data reflects a diverse range of opinions on various aspects of this educational approach. The comparison below explores the differences between each group for the given statements:

Number of respondents: 93
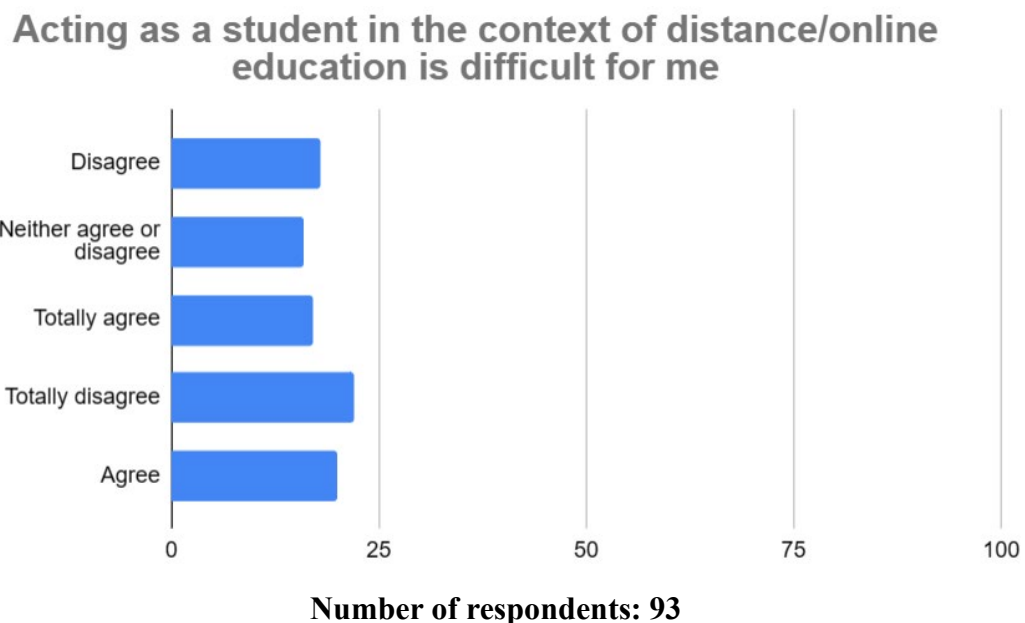
- The responses to this statement reveal a relatively balanced distribution across the spectrum. While 40% of participants expressed some level of agreement

(18,5% totally agree and 21,5% agree), an almost equal percentage 43%, made of 19,4% disagreed and 23,6% totally disagreed. This suggests a nuanced view of the difficulty associated with being a student in an online context. A considerable group (17%) chose "Neither Agree nor Disagree," suggesting a neutral stance.

I find it difficult to use the tools needed to do distance/online education
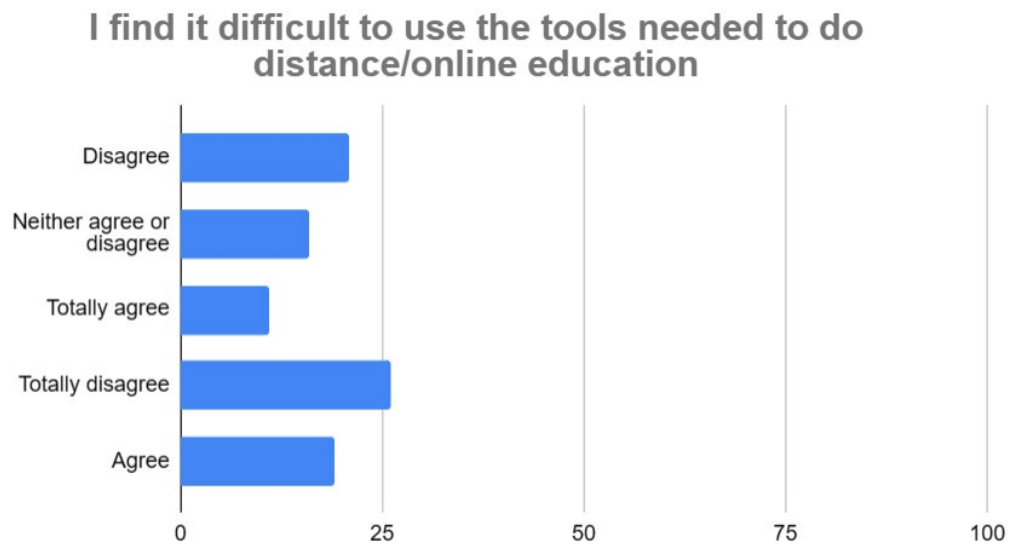
Number of respondents: 93

- A substantial part of respondents (32.2%) acknowledged some level of difficulty (11.8% totally agree and 20.4% agree) in using the tools required for online education. However, an even larger group (50.6%) expressed disagreement (22.7% disagree and 27.9% totally disagree) with this notion. This indicates that, while some individuals face challenges with tools, a majority find them manageable. A group representing 17.2% neither agreed or disagreed.

It is easy as a student to benefit from distance/online education actions
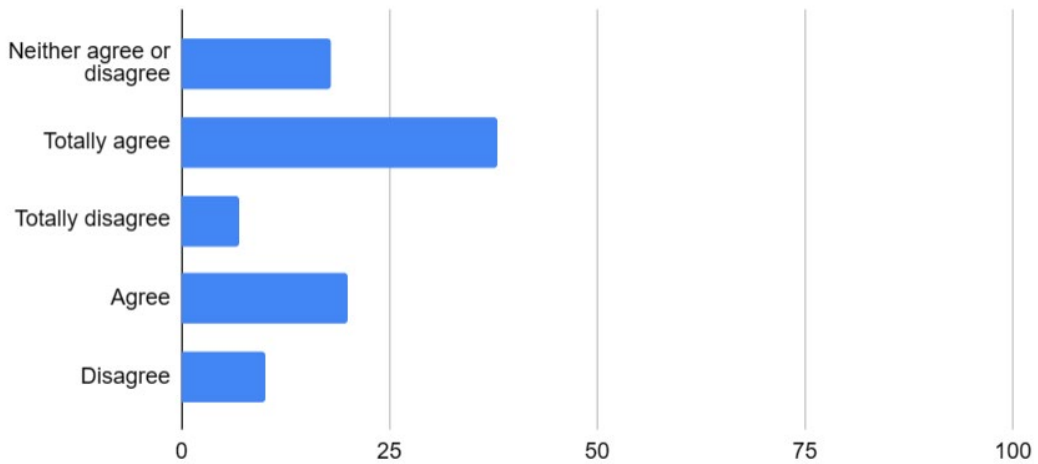
Number of respondents: 93

- A clear consensus emerged regarding the ease of benefiting from distance/online education, with 62.4% of participants agreeing (40.9% totally agree and 21.5% agree) that it is easy. Only 18.2% disagreed (10.7% disagree and 7.5% totally disagree) with this statement, reflecting a strong positive sentiment towards the benefits of online learning. A group representing 19.4% neither agreed or disagreed.

The tools for implementing distance/online education seem rigid and inflexible to me
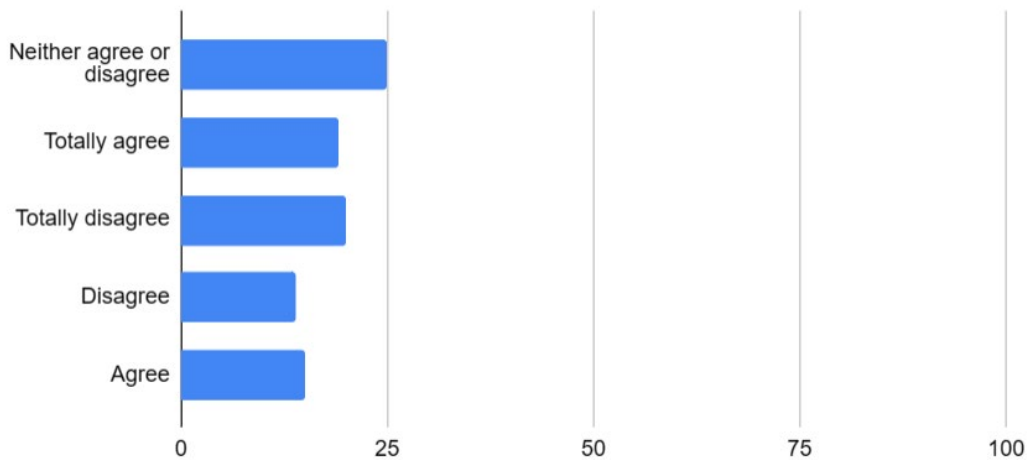
Number of respondents: 93

- Opinions on the rigidity of tools for implementing online education were more evenly distributed. While a significant part (36.5%) expressed some level of agreement (20.4% totally agree and 16.1% agree) with the rigidity of these tools, a substantial group of 36.6% disagreed (15.1% disagree and 21.5% totally disagree). This indicates a noteworthy divide in perceptions regarding tool flexibility. A group representing 26.9% neither agreed or disagreed.

Distance/online education makes me more productive in my work as a student
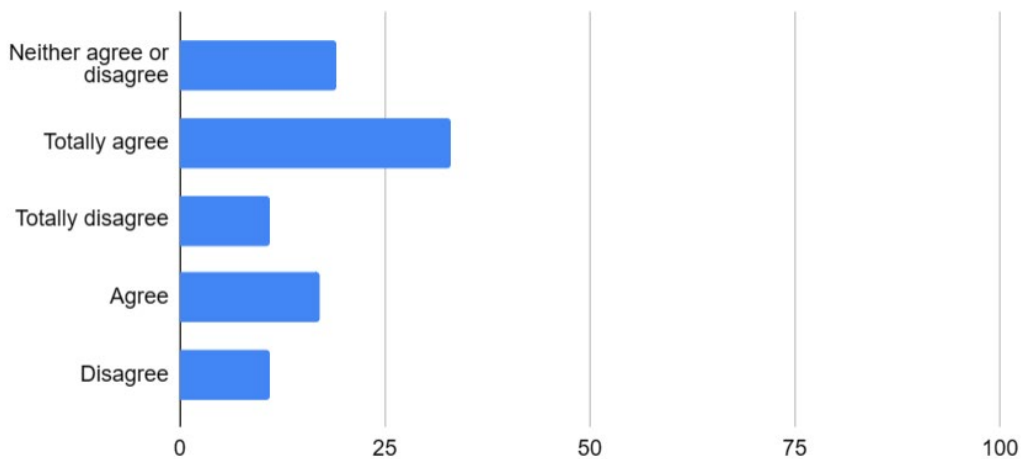
Number of respondents: 91

- A dominant consensus emerged that distance/online education enhances productivity, with 55% of respondents agreed (36.3% totally agree and 18.7% agree). Only 24.2% disagreed (12.1% for both disagree and totally disagree) with this sentiment. This suggests a prevailing belief that online education positively impacts productivity. A group representing 20.8% neither agreed or disagreed.

Distance/online education helps me improving my learning
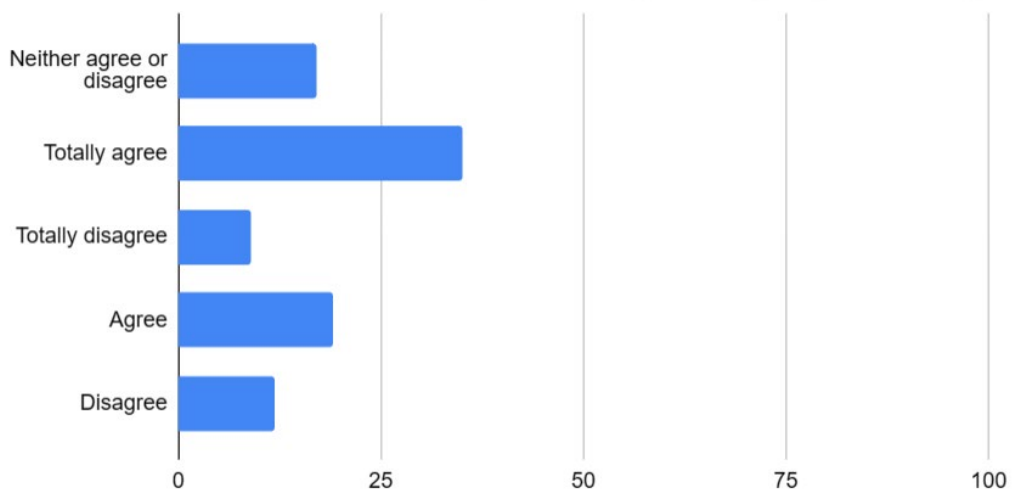
Number of respondents: 92

- Respondents generally agreed that distance/online education aids in learning improvement, with 58.7% expressing agreement (38.1% totally agree and 20.6% agree). A minority of 22.8% disagreed (13% disagree and 9.8% totally disagree) with this notion. This highlights a prevalent belief in the educational benefits of online learning. A group representing 18.5% neither agreed or disagreed.

Distance/online education helps me to complete my teaching tasks faster
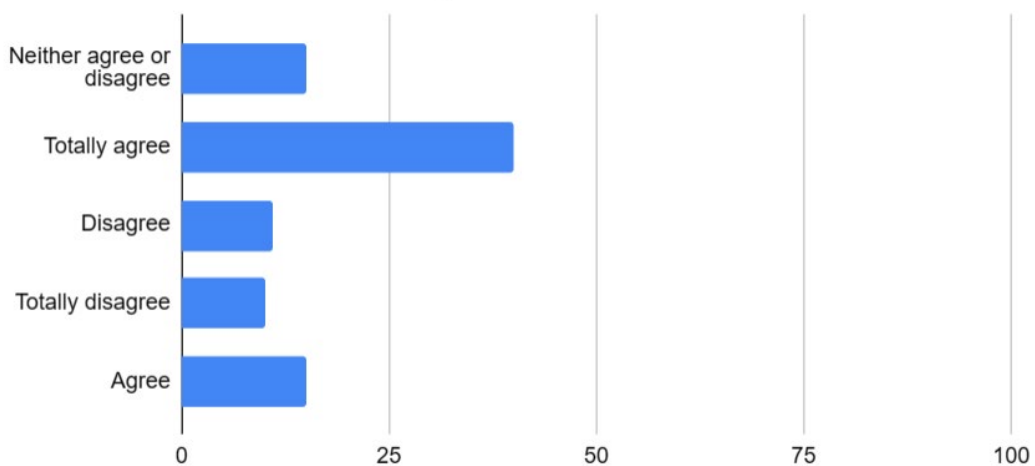
Number of respondents: 91

- The majority of respondents (60.4%) agreed with the statement, with 44% choosing "Totally Agree" and 16.4% selecting "Agree." This suggests that a

significant portion of participants find that online education speeds up their teaching tasks.

- A notable 16.4% of respondents chose "Neither Agree nor Disagree," indicating a level of neutrality or uncertainty.
- A smaller percentage disagreed with the statement, with 12.2% choosing "Disagree" and 11% selecting "Totally Disagree." This indicates that while most respondents agreed, a minority found that online education did not contribute to completing teaching tasks faster.

The manner of how I take part as a student in distance/online education actions is clear and easy to explain/understand

Number of respondents: 91

- A significant majority of respondents (64.8%) agreed with this statement, with 41.7% choosing "Totally Agree" and 23.1% choosing "Agree." This suggests that most participants find their role as students in online education clear and understandable.
- A substantial 26.4% chose "Neither Agree nor Disagree," indicating some level of neutrality or uncertainty.
- Very few respondents disagreed with the statement, with 4.4% choosing "Disagree" and an equally small percentage (4.4%) chose "Totally Disagree." This indicates that almost all respondents found their role in online education clear and easy to understand.

Distance/online education increases my effiency in my studying activity
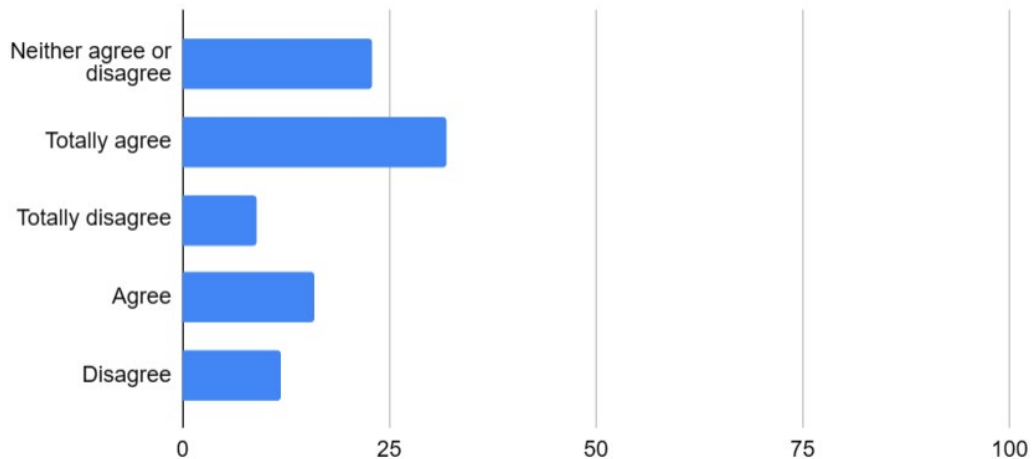
Number of respondents: 92

- A majority of respondents (52,2%) agreed with the statement, with 34.8% choosing "Totally Agree" and 17.4% choosing "Agree." This suggests that a significant portion of participants believe online education enhances their efficiency in studying.
- A notable 25% chose "Neither Agree nor Disagree," indicating a level of neutrality or uncertainty.
- A smaller percentage (22.8%) disagreed with the statement, with 13% choosing "Disagree" and 9.8% selecting "Totally Disagree." This indicates that while many agreed, a significant minority did not believe online education increases their efficiency in studying.

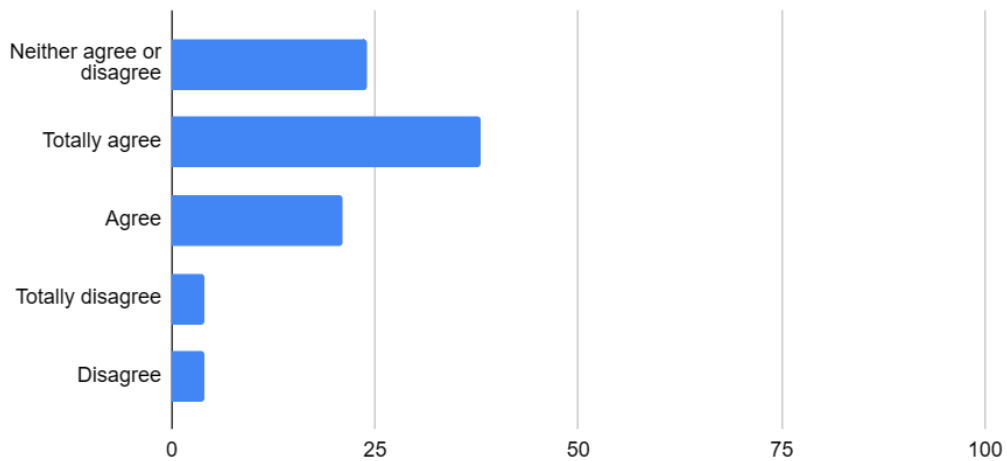## Distance/online education makes teaching tasks easier to accomplish
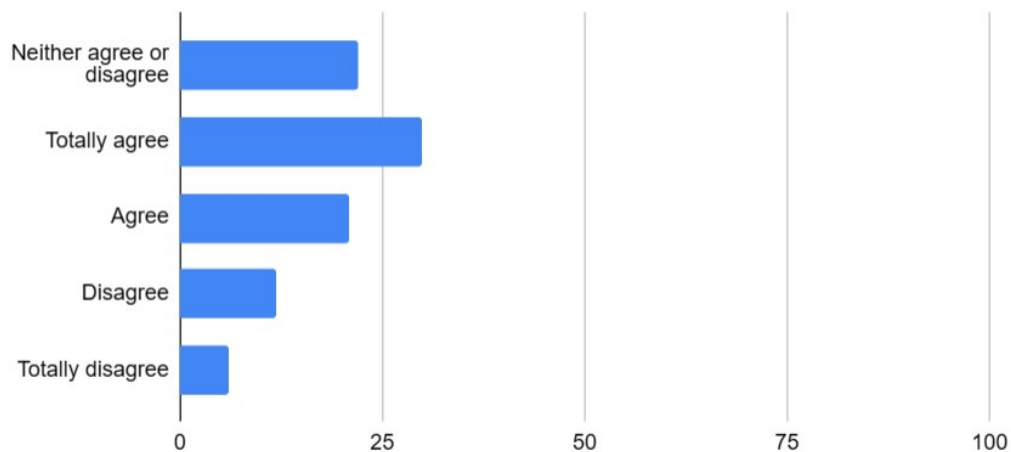
Number of respondents: 91

- The majority of respondents (56%) agreed with the statement, with 33% choosing "Totally Agree" and 23% selecting "Agree." This suggests that a significant portion of participants believe online education makes teaching tasks easier.

- A substantial 24.2% chose "Neither Agree nor Disagree," indicating some level of neutrality or uncertainty.

- A smaller percentage (19.8%) disagreed with the statement, with 13.2% choosing "Disagree" and 6.6% selecting "Totally Disagree." This indicates that while most respondents agreed, a minority did not find online education helpful in accomplishing teaching tasks.

It is easy for me to become proficient in implementing distance education
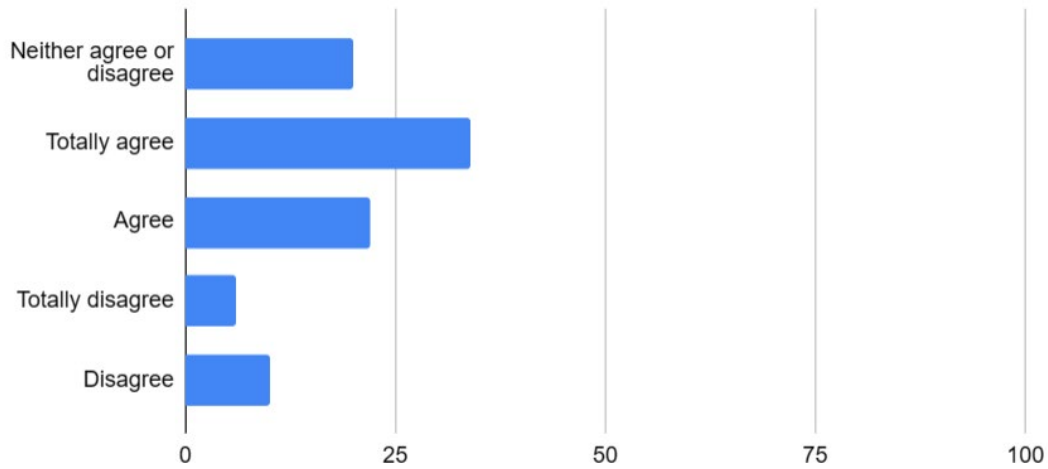
Number of respondents: 92

- The majority of respondents (60.9%) agreed with the statement, with 37% choosing "Totally Agree" and 23.9% selecting "Agree." This suggests that a significant portion of participants find it easy to become more proficient in implementing distance education.
- A substantial 21.7% chose "Neither Agree nor Disagree," indicating some level of neutrality or uncertainty.
- A smaller percentage (17.4%) disagreed with the statement, with 10.9% choosing "Disagree" and 6.5% selecting "Totally Disagree." This indicates that while most respondents agreed, a minority found it difficult to become more proficient in implementing distance education.

Distance/online education is useful for facilitating student learning
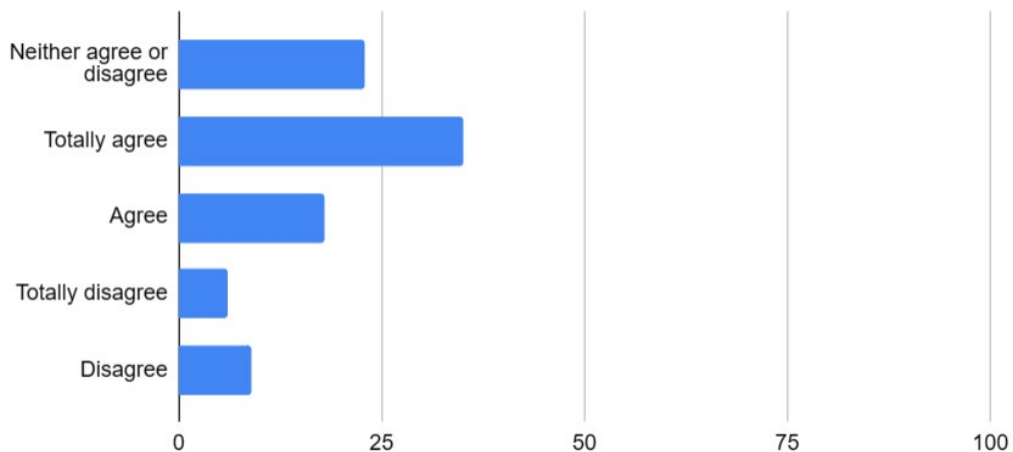
Number of respondents: 91

- The majority of respondents (58.2%) agreed with the statement, with 38.4% choosing "Totally Agree" and 19.8% selecting "Agree." This suggests that a significant portion of participants believe online education is useful for facilitating student learning.
- A substantial 25.3% chose "Neither Agree nor Disagree," indicating some level of neutrality or uncertainty.
- A smaller percentage (16.5%) disagreed with the statement, with 9.9% choosing "Disagree" and 6.6% selecting "Totally Disagree." This indicates that while many agreed, a minority did not find online education useful for facilitating student learning.

For me, distance/online education is easy to implement
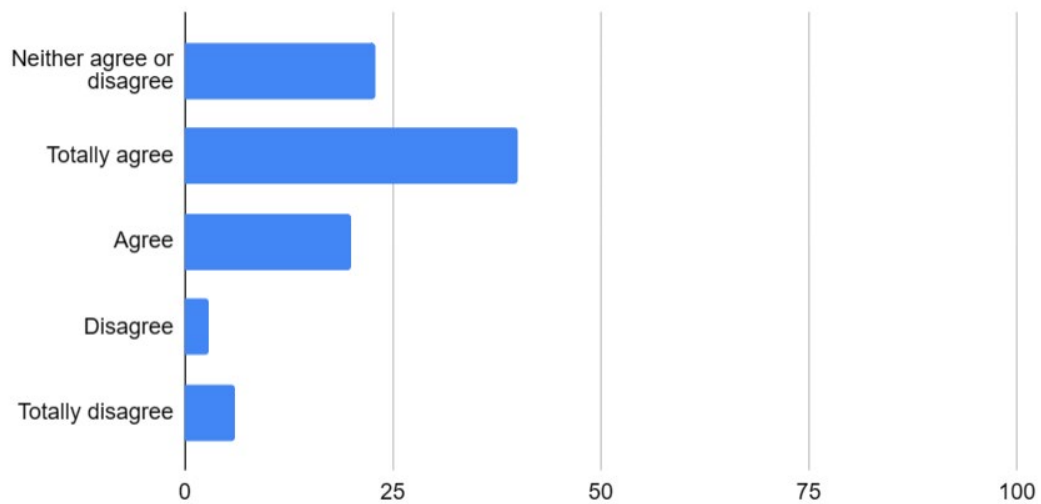
Number of respondents: 92

- The majority of respondents (65.2%) agreed with the statement, with 43.5% choosing "Totally Agree" and 21.7% selecting "Agree." This suggests that a significant portion of participants find online education easy to implement.

- A substantial 25% chose "Neither Agree nor Disagree," indicating some level of neutrality or uncertainty.

- A very small percentage (9.8%) disagreed with the statement, with 3.3% choosing "Disagree" and 6.5% selecting "Totally Disagree." This indicates that while most respondents agreed, a minority found online education difficult to implement.

Question 8. What would you improve related to the online teaching process?

A predominant proportion of respondents conveyed their satisfaction with online teaching by stating that "nothing needs to be improved." This sentiment reflects the belief among many participants that the online teaching process, as it stands, meets their expectations and needs. This perspective is indicative of a segment of the population for whom online teaching has proven effective and satisfactory.

Some participants suggested that teachers should provide clearer explanations regarding the use of digital teaching materials. This feedback underscores the importance of instructional clarity in online education, emphasizing the need for educators to ensure that students comprehend and effectively utilize the digital resources at their disposal.

Another set of responses indicated a desire for more motivation and additional content. This viewpoint highlights the potential for further enriching the online learning experience by incorporating motivational elements and expanding the educational material. This suggestion aligns with the notion that online education can benefit from dynamic and engaging content to enhance student engagement and learning outcomes.

A small minority of respondents expressed concerns about the quality of information in the online teaching process. While these responses were limited in number, they emphasize the significance of ensuring that online educational content maintains high standards and accuracy.

Question 9. Did you have permanent access to the necessary materials for individual study?
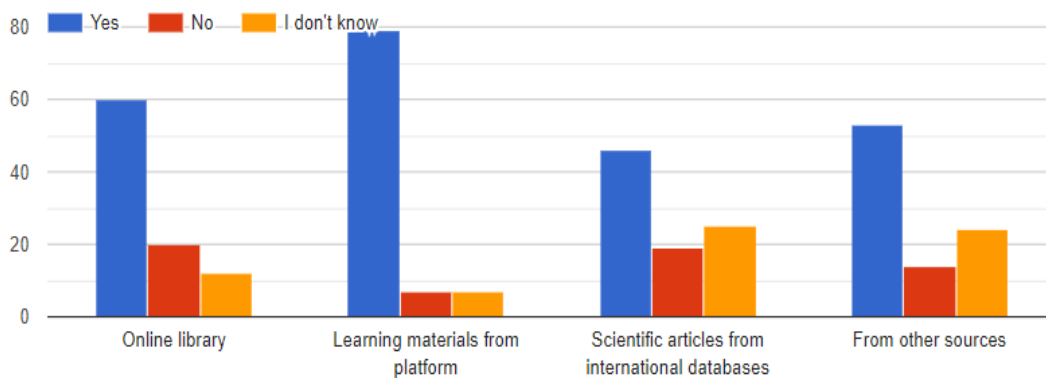
Figure 21. Percentages of the answers selected for the nineth question

Analyzing respondents' access to necessary materials for individual study, it becomes evident that there are variations in access to different types of resources. The comparison below examines the differences between each group's responses to this question:

Access to Online Library:

- The majority of respondents (60 out of 92) reported having permanent access to the online library. This indicates that a substantial proportion of participants had access to a vital educational resource, which is essential for academic research and learning.
- A minority (20 out of 92) indicated that they did not have permanent access to the online library. This suggests that there is room for improvement in providing access to this critical resource for those who reported a lack of access.

- A smaller group (12 out of 92) responded that they were unsure about their access to the online library. This uncertainty implies a need for better communication or awareness regarding available resources.

Access to Learning Materials from Platform:

- The majority of respondents (79 out of 93) confirmed having permanent access to learning materials from the platform. This underscores the importance of platforms as primary sources of educational content in online learning environments.

- A very small proportion (7 out of 93) reported not having permanent access to platform materials, indicating potential technical or logistical issues that may need addressing.

- Similarly, a minority (7 out of 93) expressed uncertainty about their access to platform materials, suggesting the possibility of unclear communication or user-interface issues.

Access to Scientific Articles from International Databases:

- Nearly half of the respondents (46 out of 90) reported having permanent access to scientific articles from international databases. This indicates that a significant portion of participants had access to scholarly resources, which is crucial for academic research and scholarship.

- On the other hand, 19 out of 90 respondents stated that they did not have permanent access to scientific articles from international databases, suggesting potential limitations in access to global research.

- A notable number (25 out of 90) indicated uncertainty about their access to international databases. This uncertainty highlights the importance of ensuring clarity regarding available resources and access procedures.

Access to Other Sources:

- A majority of respondents (53 out of 91) reported having permanent access to materials from other sources. This suggests that many participants utilized a variety of external resources for their individual study needs.

- A smaller group (14 out of 91) stated that they did not have permanent access to materials from other sources, which indicates potential limitations in access to supplementary materials.

- Additionally, 24 out of 91 respondents expressed uncertainty about their access to materials from other sources, emphasizing the need for better guidance on available external resources.

Question 10. Have you been asked for feedback from your E&T institute in relation to the teaching process during this period?
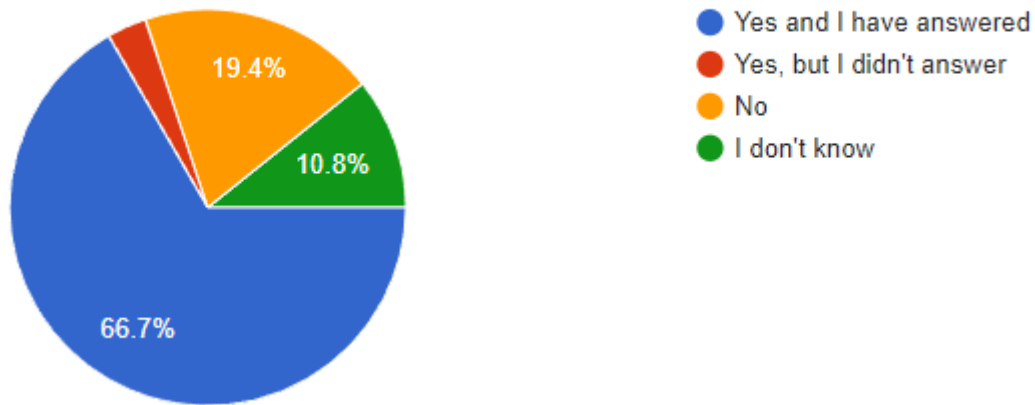
Figure 22. Percentages of the answers selected for the nineth question

Yes, and I Have Answered (66.7%):

The majority of respondents (66.7%) reported that they were asked for feedback by their E&T institute, and they actively responded to the request. This group's high participation rate in providing feedback suggests a willingness to engage in constructive dialogue with the institute and contribute to the improvement of the teaching process.

Yes, but I Didn't Answer (3.1%):

A small percentage of respondents (3.1%) acknowledged that they were asked for feedback by their E&T institute, but they chose not to respond. While this group's size is relatively tiny, their decision not to participate in the feedback process may indicate reasons such as time constraints, disinterest, or a lack of perceived impact.

No (19.4%):

Nearly one-fifth of respondents (19.4%) stated that they were not asked for feedback by their E&T institute. This group's size is substantial, and their responses raise questions about the institute's engagement with its learners in terms of seeking feedback. It also suggests that a significant portion of respondents did not have an opportunity to provide feedback during the specified period.

I Don't Know (10.8%):

A notable percentage of respondents (10.8%) expressed uncertainty regarding whether they were asked for feedback. This group's uncertainty highlights potential communication

issues between the institute and its learners. It is crucial for institutes to ensure clear communication regarding feedback processes to avoid confusion among learners.

University of Craiova (21 responses):

A notable number of respondents (21) hail from the Faculty of Mechanics, Craiova. This group's substantial representation suggests that this institution played a significant role in the survey's sample. Their collective responses may reflect the experiences and perspectives of students from a specific department or program within the Faculty of Mechanics.

Shipping & Transport College (STC) Rotterdam (14 responses):

Fourteen respondents are affiliated with Shipping & Transport College (STC) Rotterdam. This group's representation suggests a presence of students from a maritime and transport-focused institute. Their responses may provide insights into the experiences of learners in this particular educational domain.

Schiffer Berufskolleg Rhein (6 responses):

A smaller but still significant group of respondents (6) identified Schiffer Berufskolleg Rhein as their institution. This group likely represents a distinct educational context, potentially with specialized programs or courses related to shipping and transport. Their responses may reflect perspectives unique to this institution.

Naval Academy "Mircea cel Batran" Constanta (2 responses):

Two respondents are affiliated with the Naval Academy "Mircea cel Batran" Constanta. This group represents a specialized institution focused on naval education. Their responses may reflect the unique challenges and opportunities associated with maritime training.

Maritime Collage Ijmuiden (1 response):

One respondent is associated with Maritime College Ijmuiden. While this is a small representation, their perspective may offer a glimpse into the experiences of students at this institution.

Rudolf Steiner Schule Solothurn (1 response):

Similarly, one respondent is linked to Rudolf Steiner Schule Solothurn. This single response may provide insights into the experiences of a student in this particular educational setting.

University of Craiova, Faculty of Mechanics - Navigation Maritime and River Transport (25 responses):

The largest group of respondents (25) identified their affiliation with the Faculty of Mechanics - Navigation Maritime and River Transport. This substantial representation suggests that this faculty plays a significant role in the survey's sample. Their collective responses may reflect the experiences and perspectives of students within this specific field of maritime and river transport.

Inland Navigation (5 responses):

A smaller but noteworthy group of respondents (5) specified their affiliation with Inland Navigation. This group likely represents students with a particular focus on inland navigation, which may include the study of navigational aspects specific to rivers, canals, and inland waterways. Their responses may provide insights into the experiences and perspectives of students pursuing this specialized field.

Inland Shipping (4 responses):

Four respondents are affiliated with Inland Shipping. This group represents students with a focus on inland shipping operations, logistics, and related areas. Their responses may offer insights into the challenges and opportunities associated with this particular domain of study.

Captain Inland Shipping (7 responses):

A group of respondents (7) identified themselves as part of the Captain Inland Shipping program. This group likely includes students pursuing specialized training to become captains in inland shipping. Their responses may shed light on the unique experiences and requirements of individuals preparing for leadership roles in this field.

Naval Academy "Mircea cel Batran" Constanta - Navigation Maritime and River Transport (2 responses):

Two respondents are associated with the Naval Academy "Mircea cel Batran" Constanta - Navigation Maritime and River Transport. This group represents students from a specialized maritime institution. Their responses may provide insights into the experiences and perspectives of learners within this academy's programs.

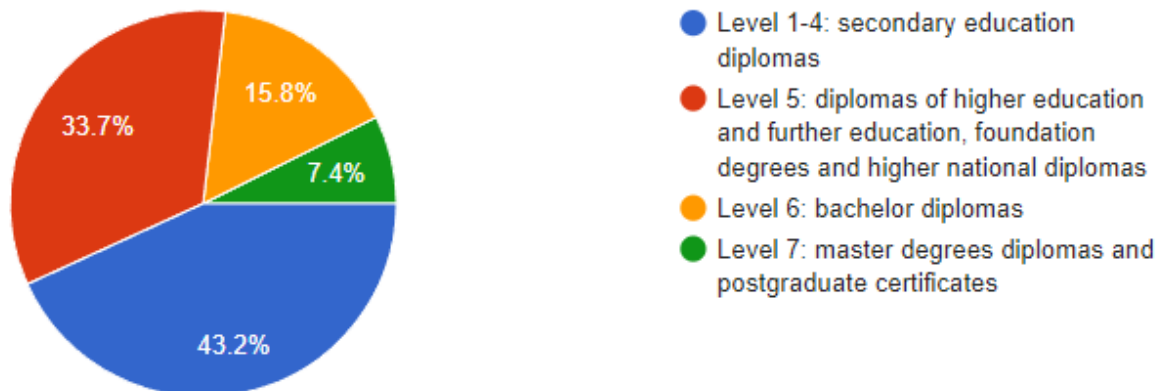**Question 13. Please let us know which is, currently, your level of study:**

Figure 23. Percentages of the answers selected for the thirteenth question

Level 1-4: Secondary Education Diplomas (43.2%):

The largest group of respondents (43.2%) is currently pursuing or holds secondary education diplomas. This group represents individuals at the secondary education level, which typically includes students in high school or its equivalent. Their educational focus may primarily be on completing their secondary education requirements.

Level 5: Diplomas of Higher Education and Further Education, Foundation Degrees, and Higher National Diplomas (33.7%):

A significant portion of respondents (33.7%) falls into the category of Level 5, which includes individuals with diplomas of higher education, further education, foundation degrees, and higher national diplomas. This group represents individuals who have pursued post-secondary education beyond secondary school, but they may not have completed a bachelor's degree. Their educational experiences likely encompass a range of specialized fields and vocational training.

Level 6: Bachelor Diplomas (15.8%):

The Level 6 category comprises respondents (15.8%) who have attained bachelor's degrees. This group represents individuals who have completed undergraduate studies and have earned their bachelor's diplomas. Their experiences may include a diverse array of bachelor's degree programs across various academic disciplines.

Level 7: Master Degrees Diplomas and Postgraduate Certificates (7.4%):

The smallest group of respondents (7.4%) is at Level 7, which includes individuals with master's degree diplomas and postgraduate certificates. This group represents individuals who

have pursued advanced education beyond the bachelor's level, often specializing in specific fields. Their educational experiences may include graduate-level coursework and research.

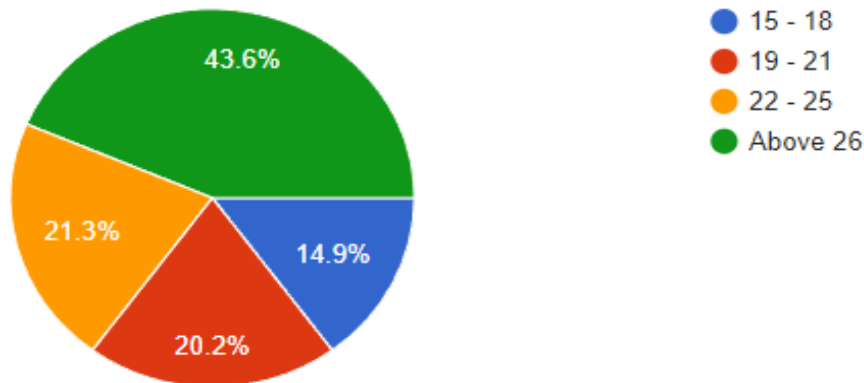**Question 14. Please let us know which is your age group:**

Figure 24. Percentages of the answers selected for the fourteenth question

Above 26 Years Old (43.6%):

The largest age group among respondents comprises individuals above 26 years old, accounting for 43.6% of the total participants. This group represents respondents who are likely in their late twenties and beyond. Their responses may reflect a more mature perspective on education, often with prior life and work experiences, which can influence their expectations and needs from online education.

Between 22-25 Years Old (21.3%):

Approximately one-fifth of the respondents fall into the age group of 22-25 years old, making up 21.3% of the total. These individuals are typically in their early to mid-twenties, often pursuing higher education or beginning their careers. Their responses may align with the experiences and challenges faced by young adults transitioning to more independent and focused educational paths.

Between 19-21 Years Old (20.2%):

The age group of 19-21 years old represents 20.2% of the respondents. These individuals are typically in their late teens to early twenties, often enrolled in undergraduate programs or higher education institutions. Their responses may reflect the challenges and opportunities associated with entering adulthood and navigating higher education.

Between 15-18 Years Old (14.9%):

The youngest age group in the survey comprises individuals between 15-18 years old, constituting 14.9% of the respondents. These are typically high school students or early college students. Their responses may reflect the unique needs and experiences of younger learners, including adapting to online education platforms while still in their formative years of education.

The importance of age diversity in this survey becomes evident as it highlights the varying perspectives, needs, and challenges faced by individuals at different stages of their lives and educational journeys. Respondents above 26 years old may prioritize flexibility and practicality in online education, while those between 22-25 years old might emphasize career advancement. The age group of 19-21 years old may focus on academic achievement and skill development, while those between 15-18 years old may require more guidance and support in their online learning endeavors.

Question 15. Please let us know about your gender:
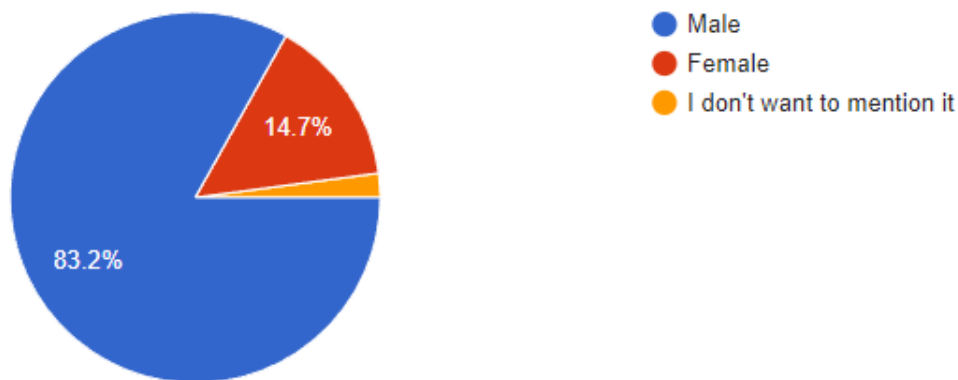
Figure 25. Percentages of the answers selected for the fifteenth question

Male Respondents (83.2%):

The majority of respondents, comprising 83.2% of the total participants, identified as males. This substantial representation suggests that men are more prevalent among the survey participants. Their responses may reflect the unique perspectives, expectations, and experiences of male learners in distance/online education.

Female Respondents (14.7%):

Approximately 14.7% of the respondents identified as females. While this group is a minority in the survey, their voices are essential in providing insights into the experiences and

challenges faced by female learners in the context of online education. Their responses may highlight gender-specific needs, preferences, or obstacles in accessing and benefiting from online learning resources.

Unspecified Gender (2.1%):

A small percentage of respondents, constituting 2.1% of the total, chose not to specify their gender. While this group is relatively minor, their decision to withhold gender information may indicate a preference for privacy or a desire to emphasize the universality of educational experiences. Their responses, if provided, could contribute to a broader understanding of the diverse perspectives on distance/online education.

The importance of gender diversity in this survey becomes evident as it underscores the need to consider gender-specific factors and experiences in the design and implementation of online education programs. Male and female respondents may have distinct expectations, challenges, and preferences in online learning environments, which educational institutions and policymakers should consider when developing inclusive and equitable online education initiatives.

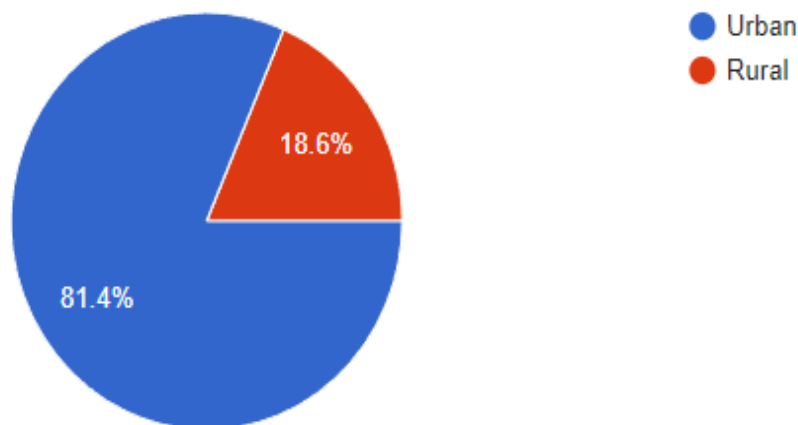**Question 16. Which is your residential environment?**

Figure 26. Percentages of the answers selected for the sixteenth question

Urban Areas (81.4%):

A substantial majority, comprising 81.4% of the total respondents, indicated that they reside in urban areas. This prevalence suggests that urban dwellers are overrepresented among

the survey participants. Their responses likely reflect the unique challenges, advantages, and access to resources associated with urban living in the context of online education.

In urban environments, learners may have more reliable internet connectivity, greater access to digital devices, and increased opportunities for engaging in online learning. However, they may also encounter challenges related to distractions, noise, and the fast-paced urban lifestyle, which can affect their ability to fully engage in distance/online education.

Rural Areas (18.6%):

Approximately 18.6% of the respondents reported residing in rural areas. While this group represents a minority in the survey, their perspectives are vital in shedding light on the distinct challenges and opportunities faced by rural learners in the realm of online education.

Rural learners may contend with limited internet access, slower connectivity, and fewer digital resources compared to their urban counterparts. However, they may also benefit from quieter environments, reduced distractions, and a stronger sense of community support, which can positively impact their online learning experiences.

The pronounced difference between urban and rural respondents underscores the critical importance of considering learners' residential environments in the design and delivery of online education. Educational institutions and policymakers must acknowledge and address the unique needs and challenges faced by students from various residential backgrounds.

Conclusions

After analyzing the results of this survey some conclusions can be drawn.

Most of the respondents mentioned that they have received support from the E&T Institutions in during the online teaching process.

The validation of the responses is given by the fact that 75% of the respondents participated at more than 50% of the online teaching activities.

More than 60% of the respondents mentioned that they did not have difficulties participating in distance learning activities due to their digital competences, which is an encouraging fact for continuing this manner of transfer of knowledge. Neither motivation nor time to understand the use of digital tools was a problem for the respondents. About 30% of respondents mentioned, however, that to a small extent have encountered issues related to minor technical difficulties such as platform installation or account/browser problems.

No significant issues were mentioned in terms of internet access or the performant computers, devices.

In terms of scheduling of the teaching activities while 48.9% of the respondents mentioned that they did not encounter any difficulties still remains a group of 24.5% respondents mentioning that they encountered problems "to a small extents" and 21.3% "to an average extent" showing that more focus on the well-structured schedule of teaching activities should be taken into consideration.

Almost 60% of the respondents agreed upon the fact that "to a small extent" and "to an average extent" exist some disciplines that cannot be easily transposed into remote activities due to their applicative trait.

More than 55% of the respondents were happy with the online teaching-learning process. Another important finding of the survey was that more than 60% of the respondents "totally agree" that during the online teaching-learning process they managed to acquire digital skills they consider useful for the future professional activity. 57% of the respondents "totally agree" upon the fact thet they were aware about the evaluation method and also 62% "totally agree" that they were able to submit online their theses.

A significant percentage of 58% of the respondents both "totally agree' and "partially agree" that the teaching staff could no longer provide the necessary support for an effective training course, and this is something that requires further attention and efforts from the teaching staff. A train-the trainer course or a series of train-the trainer courses would be required in order to tackle this challenge.

59% of the respondents "totally agree" and "partially agree" that they were given more assignments than usual.

56.3% of respondents "totally agree" and "partially agree" that teachers have difficulties facilitating interaction between students and the effective organization of the learning activities. This result show that more training activities/courses for the teaching staff are required oriented towards distance learning methods.

Almost the same percentage was encountered among the respondents when the structuring of the content of the teaching disciplines were put in a suitable format for distance activities. This is also an important finding of the survey giving an idea that improvement in terms of structuring the content of the disciplines in order to fit withing the distance learning activities is required.

However, a significant percentage of 46.2% of the respondents "totally agree" that moving teaching activity online did not affect the quality in any way.

45.1% of respondents mentioned that they used every day the E&T institute e-learning platform, and 51.1% checked daily the e-mail for the E&T which is encouraging for the objectives of the project.

Among the platfiorms most frequently used every day it is a clear advantage for "WhatsApp" followed by "Microsoft teams" and "Moodle".

A clear consensus among the respondents emerged in case of benefitting from distance/online education with 62.4% of the respondents.

The majority of respondents (60.4%) agreed, with 44% choosing "Totally Agree" and 16.4% selecting "Agree" that distance/online education is helpful in completing the tasks faster.

Another important aspect that requires attention is that a majority of respondents (52,2%) agreed with the statement that distance online education increase their efficiency in studying, with 34.8% choosing "Totally Agree" and 17.4% choosing "Agree." This suggests that a significant portion of participants believe online education enhances their efficiency in studying.

A majority of respondents (60.9%) agreed with the statement that they become proficient in implementing distance learning, with 37% choosing "Totally Agree" and 23.9% selecting "Agree." This suggests that a significant portion of participants find it easy to become more proficient in implementing distance education.

The largest group of respondents (43.2%) is currently pursuing or holds secondary education diplomas whilst 33.7% of the respondents falls into the category of Level 5, which includes individuals with diplomas of higher education, further education, foundation degrees, and higher national diplomas. The Level 6 category comprises respondents (15.8%) who have attained bachelor's degrees. This group represents individuals who have completed undergraduate studies and have earned their bachelor's diplomas.

In regard to the age group the largest group of respondents 43.6% comprises of individuals above 26 years old. Their responses may reflect a more mature perspective on education, often with prior life and work experiences, which can influence their expectations and needs from online education.

In terms of residential environment, a substantial majority, comprising of 81.4% of the total respondents, indicated that they reside in urban areas. In urban environments, learners may have more reliable internet connectivity, greater access to digital devices, and increased opportunities for engaging in online learning.