

Teacher Survey in a Nutshell

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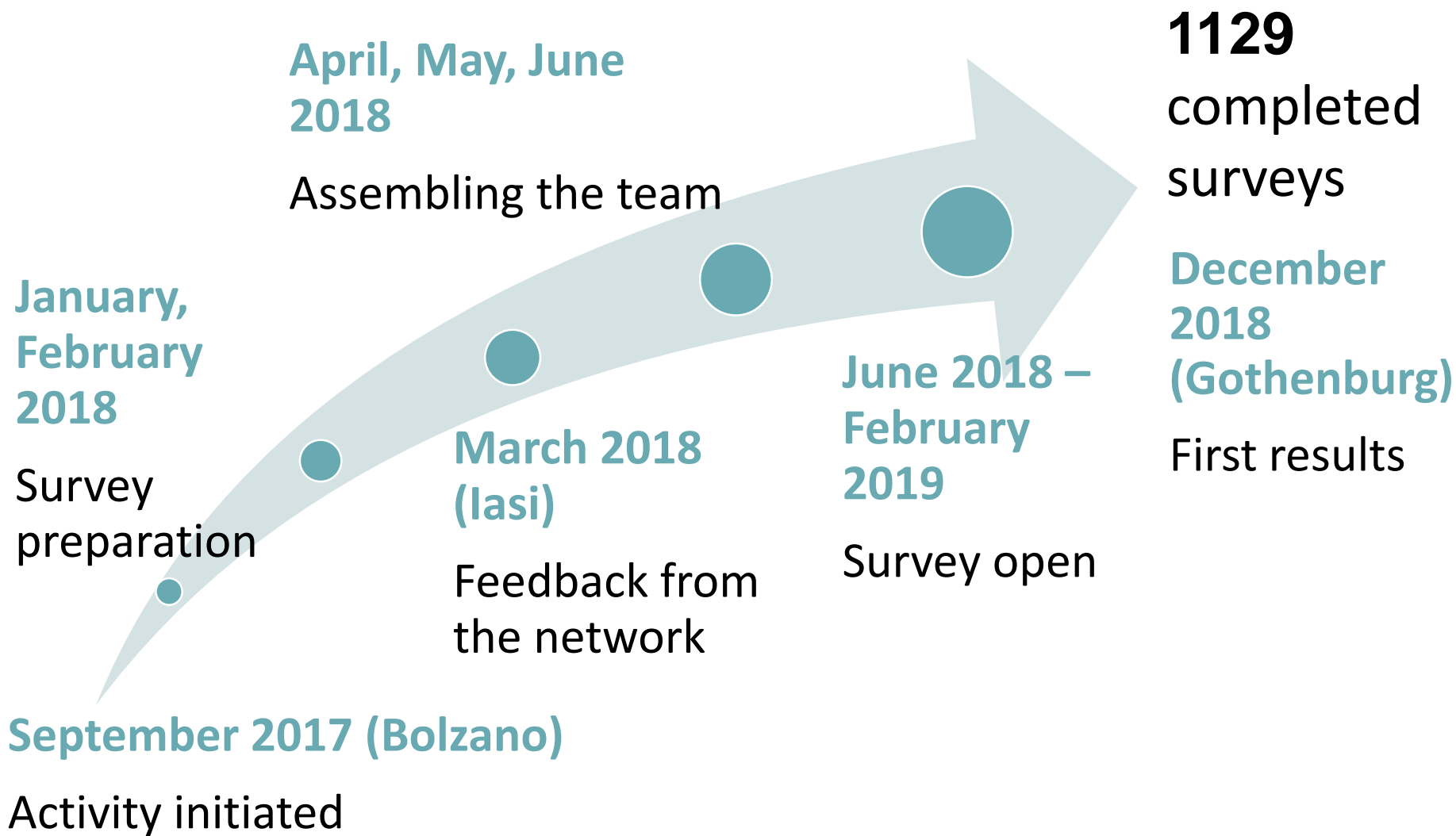


Centre for
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Teachers and Crowdsourcing

- a. Are teachers **familiar** with the concept of crowdsourcing?
- b. Are they **including crowdsourcing** in their teaching?
- c. Are they themselves **active in crowdsourcing** activities?
- d. If yes, **what** are these activities?
- e. What is their **attitude** towards crowdsourcing in general?
- f. What would **motivate** them to include crowdsourcing into their teaching?





National Representatives

1. **Rina Zviel-Girshin**
2. **Ela Gajek**
3. **Isabel Durán**
4. **Ann Devitt**
5. **Elena Volodina**
6. **Iztok Kosem**
7. Costanza Navarretta
8. Svetla Koeva
9. Christos Rodosthenous
10. Jirka Hana
11. Ramunė Kasperavičienė
12. Therese Lindström
13. Karën Fort
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17. Johannes Graën
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19. Antonia Svetić
20. Petra Bago
21. Jelena Kallas
22. Kristina Koppel
23. Tassja Weber
24. Branislav Bédi
25. João da Silva
26. Claudia Borg
27. Sarah Grech
28. Anabela Barreiro
29. Ilze Auzina
30. Claudine Kirsch
31. Ciler Hatipoglu
32. Lorenzo Zanasi
33. Corina Forascu
34. Michaela Mosatova
35. Nihada Delibegović
36. Edina Špago



RESULTS

Are teachers familiar with the concept of crowdsourcing?



Are teachers familiar with the concept of crowdsourcing?

- **A definition was provided** on the first page of the survey!
i had to start again after the third page because i didn't read closely enough the text at the beginning. my understanding has always been that crowdsourcing refers to obtaining funding.
- Answers throughout the survey indicate that teachers want/need more information on crowdsourcing.
- The low participation rate is the first indicator.
- 245 participants (14%) opted-out from the survey as they believed they do not understand the concept well enough to proceed.



Are teachers including crowdsourcing in their teaching?



Are teachers including crowdsourcing in their teaching?

- 23% replied that they have previously organised crowdsourcing activities for their pupils or students.
- Many of the activities listed by the participants do not fall under the (provided) definition of crowdsourcing. Many **equated crowdsourcing with any sort of cooperation** - in the digital environment or even outside of it.
- The participants listed several platforms previously unknown to us, such as *Kahoot*, *Powtoon*, and *Quizlet*.



Are teachers themselves active in crowdsourcing activities?



Are teachers themselves active in crowdsourcing activities?

- 40% reported that they have previously contributed to the wider community by crowdsourcing teaching materials.
- Actual crowdsourcing activities as well as file-sharing applications or social media platforms, such as *Dropbox*, *Whatsapp*, *Facebook*, *Prezi*, *Youtube* + sharing material in/via workshops, projects, conferences, blogs, university repositories, etc.



What is the attitude towards crowdsourcing in general?



What is the attitude towards crowdsourcing in general?

- Only 4% (39) replied they would not be willing to crowdsource teaching materials for the language(s) they teach. (Yes – 639; 69%. *I don't know* – 246; 27%).
- Preferred crowdsourcing tasks are to:
 1. Collaborate with other teachers in the creation of **interactive digital learning materials** (380; 45% are likely to participate).
 2. Select, edit and share **language examples for exercises or tests** (342; 40% are likely to participate).



MOTIVATION

a. What would help you to include more crowdsourcing activities in your teaching?

- **ideas** about which specific crowdsourcing activities are suitable for the language(s) I teach (selected 686 times)
- **tutorials** about crowdsourcing-based teaching techniques (selected 622 times)



b. What technical equipment is available to your students/pupils?

- 62% of the participants reported the availability of computer rooms, 56% reported students can use their own smartphones, and classroom computers were reported in 52% of the answers.
- There are cases where there is no technical equipment.



c. What would motivate you to participate in crowdsourcing?

- acquiring **new skills and knowledge** in the process (selected 638 times),
- **saving time in the long term** on my own class preparation (selected 523 times).



d. Any other comments?

- *i would like university to teach us on crowdsourcing...*
- *i need more information*
- *my key concern is quality control*
- *sounds like a lot of extra work...*
- *true collaboration and sharing, all parties contributing, is an ideal i have never seen realised - yet. it is always one or two parties that give and the rest take.*
- *crowdsourcing is a promising approach, although i am still not convinced of the teaching value.*



Proposed next steps

- Rebranding!
- Prepare **promotional and educational** materials (tutorials, courses) that addresses the identified needs.
- Prepare **concrete** scenarios of crowdsourcing for language learning.
- Develop platforms that will **optimise crowdsourcing** activities and results for the teaching community.
- Keep in mind **the reality** of here and now and prepare applicable and useful solutions.



Thank you! :)

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