



D-TEACH: Digital Teaching Tools
2023-2-BG01-KA210-VET-000175078

COMMON EVALUATION REPORT

By Skill Up



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1. Introduction

The D-TEACH project is focused on identifying and promoting the most effective digital educational applications for content creation, based on the preferences and needs of educators across several European countries. To achieve this, national surveys were conducted in Italy, Spain, and Bulgaria, gathering data on the use, familiarity, and effectiveness of various digital tools within teaching practices. This common report synthesizes the findings from these national surveys to provide a comprehensive overview of educators' perspectives and to support the final selection of the six most relevant educational applications.

2. Evaluation Process

The evaluation process involved the creation and distribution of a standardized questionnaire designed by the Italian partner, Skill Up. The questionnaire was then adapted by each country to reflect local educational contexts and priorities. **The survey was conducted online over one month, with each country collecting responses from educators working at different educational levels**, including primary, secondary, higher education, and vocational training. The goal was to ensure a broad representation of educational roles, experiences, and perspectives, thereby providing a solid foundation for selecting the most relevant digital tools.

In each country, the survey targeted educators who were actively engaged in classroom teaching, online education, and professional training. The questionnaire was distributed via various channels, including email and professional networks, allowing for a wide and diverse range of participants.

3. Structure of the Questionnaire

The questionnaire was divided into four main sections to systematically capture the relevant data needed for the analysis:

Section 1: Professional/Educational Background

This section aimed to collect detailed information about the educators' professional roles, levels of experience, and educational contexts. **Participants were asked to specify their current role in education**, with options including primary school teacher, secondary school teacher, higher education professor, vocational training instructor, and support teacher. Additionally, participants provided details on their years of experience in the field, ranging from less than one year to more than 15 years. The purpose of this section was to contextualize the responses and understand the diversity of the respondents' backgrounds.

Section 2: Frequency and Usefulness of Apps in Teaching

The second section focused on understanding how frequently educators use digital educational applications in their teaching practices and how useful they find these tools in enhancing learning experiences. Participants rated their frequency of use on a Likert scale from 1 to 5, where 1 indicated "never" and 5 indicated "daily use." Similarly, they assessed the usefulness of these applications in improving teaching and learning outcomes, again using a Likert scale. **This section provided insights into the practical application of educational technology and its perceived benefits across different teaching environments.**

Section 3: Selection of the 6 Apps Among 6 Categories

In this section, educators were asked to select their preferred application from each of six predefined categories: **Questionnaires/Evaluation, Augmented Reality, Content Creation, Concept Maps, Video Making, and Gamification.** Each category contained several options, and participants were encouraged to choose the application they found most interesting or likely to use. This section was critical in identifying the tools that educators value most for their specific teaching needs and contexts.

Section 4: Familiarity with Apps

The final section assessed the educators' familiarity with the applications they selected in the previous section. Participants rated their familiarity on a scale from 1 to 5, where 1 indicated "not familiar at all" and 5 indicated "very familiar." Additionally, an open-ended question allowed participants to mention any other applications not covered in the survey. **This section aimed to gauge the existing knowledge base of educators and identify areas where further training might be necessary.**

Each country made slight adjustments to the questionnaire to better suit their specific educational context, while maintaining the core structure and objectives to ensure comparability across countries.

4. National Results

Italy:

In Italy, the survey attracted a diverse group of educators, **with primary education teachers making up the largest portion of respondents (34.7%)**. The majority of participants had over 15 years of experience, indicating a group with significant professional expertise. **The primary objectives for integrating technology into teaching were improving student involvement (38%) and enhancing learning outcomes (32%)**. The survey also revealed a strong preference for specific digital tools: **Kahoot was the leading choice for Questionnaires/Evaluation, Metaverse was favored for Augmented Reality, and Canva was the most popular for Content Creation**. Padlet emerged as the top choice for Concept Maps, while Flipgrid and Genially were preferred for Video Making and Gamification, respectively. Although educators reported moderate to high familiarity with these tools, the survey also highlighted additional applications like Wordwall and Book Creator as valuable resources.

Spain:

In Spain, secondary education teachers were the predominant respondents (38%), followed by primary education teachers (18%). The participants mainly had between 1 and 10 years of experience, suggesting a moderately experienced group. **The most prominent objectives for integrating technology were improving learning outcomes (38%) and meeting students' needs (30%)**, reflecting a focus on student-centered teaching practices. **Kahoot led the category for Questionnaires/Evaluation, while Metaverse was the preferred choice for Augmented Reality. Canva was overwhelmingly popular for Content Creation, and Padlet was the dominant tool for Concept Maps**. For Video Creation, Edpuzzle was the top choice, with Genially being the most favored for Gamification. Despite the widespread use of these tools, the survey indicated that there is still room for improving educators' familiarity, as most rated their familiarity as moderate. Additional tools like Wooclap and Prezi were also mentioned, showcasing a broader range of digital tools in use.

Bulgaria:

In Bulgaria, the survey included a significant number of non-formal educators (44%), with the majority of participants having 1-5 years of experience. **The primary goals for technology integration were enhancing student engagement (38%) and improving learning outcomes (28%)**. In terms of preferred applications, **Kahoot and Ahaslides were the leading tools for Questionnaires/Evaluation, while Metaverse and Blippar were equally popular for Augmented Reality. Canva was the standout choice for Content Creation, with Padlet, Datawrapper, and Miro being close contenders for Concept Maps**. Flipgrid was the most preferred tool for Video Creation, and Genially was favored for Gamification. However, the survey highlighted a lower level of familiarity with these tools compared to other countries, indicating a need for more comprehensive training. Additionally, tools like Praktika and Slido were mentioned, adding to the diversity of applications considered valuable by educators.

5. Common Findings

Across the three countries, several common trends emerged. **Kahoot and Canva were consistently popular choices across multiple categories, indicating their widespread acceptance and versatility in educational settings.** Metaverse was a preferred tool for Augmented Reality, suggesting that educators are interested in exploring immersive learning experiences. Padlet's popularity for Concept Maps highlights the importance of collaborative tools that facilitate visual learning. For Video Making, Flipgrid and Edpuzzle were frequently mentioned, underscoring the value of interactive and customizable video content in modern education. Genially's strong presence in the Gamification category reflects a growing interest in using game-based elements to enhance student engagement.

Despite these commonalities, there were noticeable differences in the level of familiarity with these tools. **Italian and Spanish educators generally reported higher familiarity with the applications, whereas Bulgarian educators indicated a greater need for training and support.** This variation suggests that future initiatives should focus on tailored professional development programs that address the specific needs and challenges faced by educators in different regions.

6. Final Considerations and Recommendations

The findings from the D-TEACH surveys across Italy, Spain, and Bulgaria provide valuable insights into the current state of digital educational application usage in Europe. While there is a clear preference for certain tools, the varying levels of familiarity highlight the importance of providing targeted training and support to ensure these tools are used effectively. Future projects should prioritize the development of professional development programs that are responsive to the specific needs identified in each country. Additionally, there is a need to continuously evaluate the impact of these applications on teaching and learning outcomes, ensuring that they contribute meaningfully to the educational process.

The results also suggest that while certain applications are widely popular, there is room to explore and promote additional tools that may better serve specific educational contexts. Encouraging educators to experiment with a broader range of applications could lead to more innovative teaching practices and improved student outcomes.

In conclusion, the D-TEACH project has successfully identified key digital tools that are valued by educators across different countries. **By addressing the training needs and promoting the effective use of these applications, the project can make a significant contribution to the enhancement of digital education across Europe.**



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